CHAPTER - ONE

INTRODUCTION

1.1   General Background

Language is a social phenomenon through which we can express our feelings, thoughts, desires, emotions, ideas, information, etc. It is a chief means of human communication. It plays a vital role in learning activities. Language makes human beings dominant over the rest of the creatures and totally different from them.

Language is defined variously by different linguists. To quote Bloch and Trager (1942), "Language is a system of arbitrary vocal symbols by means of which social groups co-operate" (as cited in Yadava, 2001, p.3). Similarly Sapir (1921) says, "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (p.8). Likewise, Hall (1968) defines language as "an institution whereby humans communicate and interact with each other by means of habitually used oral auditory arbitrary symbols" (as cited in Lyons, 1981, p.4).

To conclude, language is the most highly developed and most frequently used means of communication which involves transmission of information from a sender to a receiver. It is a voluntary vocal system of human communication.

There are thousands of languages in the world. These languages are the tools for human beings to communicate with each other. Among them English is the only one language which is widely accepted and

popularly used in the world context as a lingua franca. It has gained the status of mother tongue in some countries and second language in other countries. English is one of the six official languages of the United Nations which plays important role for globalizing the world. The idea of 'global village' is fast becoming a reality through medium of the English language due to the technological progress in transportation and communication, the rapid acceleration of industrial development of information technology, explosion of knowledge and literature etc. in the history of human race, and international language for communication was required.

Nepal is an active member of international organizations such as UNO, SAARC, UNESCO, etc. It has established the diplomatic relation with many countries. In Nepal, English is a must for academic activities because English is taught as a compulsory subject from grade one to Bachelor Level. Not only this, it is equally important for those fields such as office, trade, industry, science and technology, medical sector, media, travel and tourism, etc. People have the positive attitude towards English. When people desire to attempt the test of TOEFL, IELTS, SAT, GRE, MLAT, etc. and study in foreign countries like the UK, the USA, Canada, Australia, etc., they should have sound knowledge of English.

1.1.1 Language Acquisition and Learning

The term 'acquisition' is used to refer to subconscious picking up a native language in a natural setting whereas learning is used to refer to the conscious study of language which generally involves formal schooling and usually restricted to L2 learning. Acquisition and learning

are related to first language and second language respectively. It means first language is acquired and second language is learned.

Acquisition is a term which is used here for the process of acquiring language. For acquiring language, natural and largely random exposure is needed. In Krashen and Terrell's (1983) words "Acquisition can take place only when people understand message in the target language" (p.19).

In the first language acquisition, there is a great amount of time and language exposure for the children than in second language learning. In case of first language acquisition, children are exposed to a vast variety of language during their waking hours but in case of second language learning, limited amount of language is exposed which is not sufficient for effective learning of language.

1.1.2 Second Language Acquisition and Learning

Second Language Acquisition refers to the subconscious or conscious process by which a language other than the mother tongue is learnt in a natural or tutored setting. A second language can be acquired in a variety of ways, at any age, for different purposes and to varying degrees. According to Ellis (1985), "Second Language Acquisition refers to the study of how learner learns an additional language after they have acquired their mother tongue. Second Language Acquisition is used as a general term that embraces both untutored (naturalistic) acquisition and tutored (classroom) acquisition" (p. 5).

There is no single way in which learners acquire knowledge of a second language. Second Language Acquisition is a product of many factors pertaining to the learners on the one hand and the learning situation on the other. Different learners in a different situation learn a second language in different ways. Many young children whose parents speak different languages acquire a second language in circumstances similar to those of first language acquisition. On the other hand majority of people are not exposed to a second language until much later.

In this regard Yule (1996) states:

> Most people attempt to learn another language during their teenage on adult years in a few hours each week of school of time (rather than constant interaction experienced by a child) with a lot of occupations and with an already known language available for most of their daily communicative requirements (p. 190).

So, the term Second Language Acquisition (SLA) refers to the conscious or subconscious process of learning second language in natural or tutored setting. It covers the whole development of phonology, lexis, grammar and pragmatic knowledge.

1.1.3 Factors Affecting Second Language Acquisition

Second language learning takes place in formal situation within limited time which is affected by different environmental and psychological factors. Brown (1994) names them as socio-culture and personality

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factors and writes, "Second language learning is not just learning the language rather than learning its culture and society where the language exists" (p.130).

It is very important to understand the culture of the society of which language we are learning. The language is closely interrelated with the living styles, beliefs, ideas and customs of the related society. The culture is associated with language. So, if one is learning a second language indirectly he/she is learning the culture of that society and the learner needs to understand the culture of that society to acculturate with that society.

There are different factors which affect the language learning process. Among these factors exposure is one. There are other factors too, which affect language learning differently. They are age, environment, procedure, feedback and motivation.

1.1.2.1   Exposure

The term 'exposure' refers to the situation in which a language is learnt or acquired. It includes three elements i.e. time, place and language to which a learner is exposed to in the process of learning but input refers only to the language a learner is exposed to.

According to Eblen and Eblen (1994), "An exposure is an event consisting of contact at a boundary between a human and the environment of a specific contamination concentration for a specified interval of time"(p.242). The role of exposure in language learning is

very important. Unless the children are extensively exposed to the target language, they never learn the language naturally and easily.

There are different views on exposure: Behaviouristic and Mentalistic views. According to behaviorism, the role of exposure is to determine linguistic concepts. It refers to the amount of language exposed to, duration and frequency. But according to mentalism, exposure is the primary determinant to activate the Language Acquisition Device (LAD) of the children to learn a language. The term 'exposure' according to mentalism means the amount of the language to which the learners are exposed to and the amount of time specified/allotted for language learning or acquisition. The first language exposure is natural, automatic and massive where as, second language exposure is planned, mechanical and nominal. Natural exposure contributes, more in a language development than the planned one.

Whichever the principles we believe, it is true that if the first language and second language are similar, the first language exposure facilitates the second language learning and vice-versa. Thus, if the second language learning environment is identical to the environment of first language learning, second language learning is certainly facilitated.

1.1.2.2 Language Exposure or Input

The term 'exposure' and 'input' are taken as similar terms. Exposure can also be taken as input in some cases. In Crystal's (2003) words input refers to "a term used in PSYCHOLINGUISTICS to refer to the external linguistic DATA available to speakers in the course of acquiring a language" (p. 236). Similarly, Yule (1996) writes, "The term input is used to describe the language that the learner is exposed to" (p.196).

Input is usually understood to mean the speech forms to which the learner is exposed to, i.e. the exposure in environment. A child hears a vast amount of language being spoken around him by adult speakers and picks up the same while acquiring first language.

1.1.3 Introduction to Language Skills

While teaching and learning a language, all language skills viz. listening, speaking, reading, and writing are to be emphasized. These skills are integrated not only for learning a language but also using language in real life situation. A second language is basically learned in order to use it in a real life situation to communicate and to grasp the pieces of information by listening or reading.. Harmer (1991) views, "... we have said that our choice of language may depend upon the channel of communication. If we examine this concept we can identify language skills that native speakers and competent language users possess"(p. 199). Literate people who use language have different abilities. They can listen to the radio, speak on the telephone, read books or write letters. In other words, they possess the four basic language skills. Speaking and writing involve language production and are referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are referred to as receptive skills.

Learning different language skills is important and compulsory while learning and teaching a language. Though the four language skills may be taught or learnt in isolation, these skills are interdependent and integrated. One language skill helps to learn other language skills. Therefore, learning a language ignoring language skills is like a body without soul.

1.1.3.1 Reading Skill

Reading is a process that involves recognizing graphic symbols, vocalizing them and getting message that the writer has expressed by means of these symbols. Out of these different aspects of reading vocalizing graphic symbols is called loud reading and getting the message of the writer is known as reading comprehension. Reading comprehension can also be defined as the extracting required information from a written text as efficiently as possible.

In this regard Venkateswaran (1995) puts his words:

> It is the amalgamation of visual and non-visual experience or behavior, or, reading in decoding print or 'deciphering' print, or reading is understanding, interpreting or making sense of a given text etc. However, reading in the classroom, for easy understanding, can be defined as making sense of a given text the process during which all other possible meanings of 'reading' include themselves. There cannot be 'the' definition of reading (p.84).

Reading varies according to the purpose of reading and the type of text. Suppose, the way we read an advertisement is different from the way we read an academic article. We read the texts for other purposes also. For example, to get general ideas of what a particular subject is all about expressed in language that is not too technical, to pass the time, for pleasure, to keep up to date with what is happening in the world, etc. So,

reading is one of the important language skills. It helps to develop root of the other skills as well.

1.1.3.2   Writing Skill

Writing is a skill associated with the productive aspect of language. It is an important skill because it is permanent and powerful medium of expression. It is the fourth skill of language in natural order. When we write, we use graphic symbols i.e., letters or combination of letters which relate to the sound we make when we speak. According to Widdowson (1978) writing is "- the use of visual medium to manifest the graphological and grammatical system of language" (p. 62).

Writing is a difficult skill because we require writing on our own without any immediate feedback. Writing is a solitary activity at the movement of writing. It involves the use of few structures which we may not use while speaking. Writing skill is complicated in nature because it demands the thinking power as well as the skill of integrating the ideas in particular graphological structure.

1.1.4 Exposure Assessment

An exposure assessment involves the application of numerous measurement and modality techniques to identify concentration and sources, media of exposure, transport for each medium (air, water, soil, food etc.). Chemical and physical intensity, frequency and duration of contact. One important component of an assessment is the identification of the distribution of exposure in order to define the mean and high-end values (Eblen and Eblen, 1994, p. 242).

1.2   Review of the Related Literature

As every new task requires the knowledge of previous works which helps and directs to reach the new target for finding out new things or ideas. Regarding the role of English exposure not enough studies have been carried out in the Department of English Education. Some of the studies related to my research topic are reviewed as follows:

Pandey (2001) carried out a research on 'Reading Comprehension through Cloze Test and, British Council Reading Comprehension Test'. The samples for this research were hundred students of four different campuses having B. Ed. Programme in Kathmandu district. The researcher reached the conclusion that the students' reading comprehension through Cloze Test was not satisfactory. The Cloze Test was not as effective as British Council Reading Comprehension Test.

Patel (2003) carried out a research entitled "Reading Comprehension Ability of the Students of Grade –X." The study aimed to identify the proficiency of the students of grade ten in comprehending written texts and to compare their results on the basis of different variables. The researcher conducted a survey research. In this research four sets of test items consisting of both objective and subjective questions were used as tool of study. He selected 200 students of grade ten from Rautahat and Makwanpur districts as a sample. His study revealed that the average proficiency of grade ten students of both districts in comprehending written texts as whole is satisfactory; the proficiency of boys is a little

bit higher than those of the girls and the proficiency in comprehending written texts in seen text is higher than that of unseen text.

Poudel (2005) conducted a research on "TOEFL Based Reading Comprehension of Bachelor level students." The sample population of the study consists of 180 students studying in master level in the faculties and other students studying in the year of Bachelor Degree in the institutes selected stratified random sampling procedure. He selected a model test of reading comprehension of TOEFL format. He conducted a survey research. The researcher reached the conclusion that the reading comprehension ability of bachelor level of Tribhuvan University is good in terms of the evaluation scheme of TU, but their reading comprehension ability was very low in terms of TOEFL standard.

Neupane (2006) conducted a research on 'Reading Proficiency of Grade Ten Students of Kathmandu and Gorkha Districts.' Ten schools were selected from each of Kathmandu and Gorkha districts. Ten students were selected by using random sampling procedure from each school. She conducted a survey research. This study showed that there is no significant difference between the performance of the students of Kathmandu and Gorkha districts. The study found out that the reading proficiency of the students studying in grade ten is better in terms of scanning and reading proficiency of students is not adequate in terms of guessing meanings.

Reading is the basis for writing. Both language skills are equally important in language learning. The more reading exposure one gets while learning a language the more proficient he will be in writing. The

present study also incorporates both of the skills. It is not limited only to a reading skill but extends up to writing skill as well. So, I have reviewed following research work related to writing skill and language input.

Rai (2003) conducted a research to find out the 'Achievement in Writing Skill Developed through the One Month Investigation.' He conducted an experimental research. The researcher has selected twenty five students of grade four of Taplejung district. His study revealed that the effectiveness of visual aids in learning writing skill was satisfactory.

Ghimire (2004) carried out a research entitled, "A Study on the Proficiency of the Students in Writing Skill". For this, the researcher followed three types of tools; test item, questionnaire and class observation sheet. The sample population of his study were sixty students studying at grade eleven representing four streams Management, Humanity, Education and Science graduates of Lamjung district. The study found out that 68.33% of the total students have very poor English writing proficiency. The students of science stream have better performance than others. Students belonging to Education, Humanities and Management placed in the second, third and fourth position respectively.

Rawal (2006) carried out a research to find out 'The Role of Input and Interaction in Learning English Language' aiming at finding out the role of input and interaction in learning the communicative functions of the English language. The researcher herself involved in the experimental research. She collected data from the sampled population of twenty-

eight students of grade nine of a private school. In her study, it was found that the modified input and the interaction as per the modified input was found more effective than the textbook input and the interaction based on it for learning the communicative functions of the English language on the whole.

Although a number of attempts have been made in order to find out proficiency in language skills, role of input and interaction in learning the English language, none of the studies conducted so far, deal with the role of voluntary exposure, that is, in students' own effort in learning the English language. This is the new field and I am interested to carry out this research to find out the role of outside classroom exposure in the English language learning of the reading and writing skills. Students' reading and writing habit of materials not related to classroom and their level of proficiency will be explored and compared.

1.3   Objectives of the Study

The study had the following objectives:

a. to find out the role of exposure in the English language proficiency only in terms of

    I.   Reading skill and

    II.   Writing skill

b. to compare their proficiency in reading and writing skills in terms of gender and school

c. to suggest some pedagogical implications.

1.4 Significance of the Study

The study will be significant to the subject experts, teachers, parents, language trainers, students and to all who are interested in learning the English language for their daily life. And also, it will be helpful for adjusting in the English environment. More especially, it will be beneficial to those learners and teachers who are directly and indirectly involved teaching learning of English as a foreign language. Moreover, this study will also be a base for other researchers for doing similar kind of works in the days to come.

Definition of the specific terms used in the present study

Acquisition: It refers to the act of getting something, especially knowledge skill etc. naturally.

Average: The result of adding several amounts together and then dividing this total by the number of amounts.

Behavriousim: The theory that all human behavior is learnt by adapting to outside constitution of that learning is not influenced by thoughts and feelings.

Exposure: It refers to the situation is which a language is learnt or acquired.

Input: It refers sot the language that the learner is exposed to.

Learning: Process of getting something.

Mentalism: The theory that physical and psychological phenomena are ultimately explicable only in terms of creative and interpretive mind.

Percentage: The number rate or amount in each hundred.

Proficiency: Doing something is skilled or an expert way because of training and practice.

Public schools: The schools which run by the government are called public schools.

Skill: It means the ability to do something well.

CHAPTER - TWO

METHODOLOGY

To achieve the set objectives, I adopted the following methodology:

2.1   Sources of Data

Both primary and secondary sources were used to carry out the research.

2.1.1 Primary Sources

The primary sources of data were the students of tenth grade of Kathmandu district.

2.1.2 Secondary Sources

For the facilitation of the study, I consulted different journals, articles, research reports, different books related to the research area. Some of the secondary sources were Krashen and Terrell (1983), Ellis (1985), Wallace (1988), Brown (1994), Eblen and Eblen (1994), Ellis (1994), Yule (1996), Ellis (1997), Patel (2003), Ghimire (2004), Paudel (2005), Neupane (2006), Rawal (2006), etc.

2.2   Sampling Procedure

The population of the study was tenth grade students of Kathmandu district. Eighty students studying in the tenth grade from four different schools were selected as a sampling population. Twenty students of equal sex group were selected from each school for the study. I adopted non-random judgmental sampling procedure to select four schools from Kathmandu district and the students were selected following simple random sampling procedure.

2.3 Research Tools for Data Collection

The main tools for data collection were questionnaire and test items. The questionnaire included both open-ended and closed-ended questions. And test items were 'reading comprehension' and 'writing proficiency test' to find out the exposure of the students on reading and writing skills. For questionnaire see Appendix -XIV, for reading comprehension test - XV and writing proficiency test XVI.

2.4 Process of Data Collection

I developed two types of research tools; questionnaire and test items under the guidance of my supervisor. I selected the four schools, went to the selected schools and established a good rapport with selected informants. Then I motivated the respondents explaining the purpose and process of research clearly. Then I distributed questionnaires and test items one after another. I assisted them to answer the questions given when they felt difficulties. Finally, I collected the questionnaires and test items and thanked all the informants for their kind co-operation.

2.5 Limitations of the Study

The study had the following limitations:

a. The study was limited to the 10th grade students of Kathmandu district.

b. The study was limited to the four public schools of Kathmandu district.

c. The study was limited only to reading and writing skills,

d. The study was limited only to eighty students.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION OF DATA

When the collection of data was finished, I went through the process of analysis of the data. Responses were collected from the students of class ten of the four public schools of Kathmandu district. While analyzing it, the responses of test items were assigned marks. The students of class ten were provided two types of tools; questionnaires and test items. Under the test items, there were reading comprehension and writing proficiency tests. The information was gathered from questionnaires as well. The responses from the questionnaires were compared with reading and writing skills. The main concern of this thesis was to find out the effect of outside classroom English exposure in reading and writing skills.

After arranging the assigned marks of the test, they were tabulated under the various headings. The tabulation was done according to the objectives and variables. It was tabulated on the basis of:

I. the Questionnaire

II. the Reading Comprehension Test and the Writing Proficiency Test.

    a. Schools-wise Analyses of Reading Comprehension Test.

    b. School-wise Analysis of Writing Proficiency Test

    c. Gender-wise Reading Comprehension and Writing Proficiency Test.

3.1 Holistic Analysis of the Students' Responses from the Questionnaire

I have collected data from four public schools of Kathmandu district. They are Gyanodaya Secondary School, Mangal Higher Secondary School, Neelbarahi secondary School, and Janasewa Higher secondary school. To find out the exposure of the English language, I have distributed questionnaires and gathered information from the students. They filled up the questionnaires very curiously and gave the responses whatever they knew. The responses of the given questions are given below.

Table -1: Tabulation of data drawn from the students through questionnaire

S.N.	Questionnaire Items	Given Alternatives	No. of Respondents	%
1	Do you like English language?	Yes	79	98.75
		No	1	1.25
2	How often do you listen to English news on radio?	Always	11	13.75
		Sometimes	65	81.25
		Never	4	5
3	What percentage of English do you understand while listening?	Below 20%	13	16.25
		50%	60	75
		Above 80%	7	8.75
4	Have you ever listened to/watched English programme on radio/TV?	Always	15	18.75
		Sometimes	57	71.25
		Never	8	10
5	Have you ever talked to the native speakers of English?	Yes	57	71.25
		No	23	28.5
6	Do you have any friends who study in English medium school?	Yes	73	91.25
		No	7	8.75
7	How often do you talk with your friends in English?	Always	8	10
		Sometimes	67	83.75
		Never	5	6.25
8	Do you interact with your teacher in	Yes	69	86.25

		English class?	No	11	13.75
9	How often do you read English newspapers?		Always Sometimes Never	9 67 4	11.25 83.75 5
10	Do you enjoy reading English texts?		Yes No	74 6	92.5 7.5
11	Do you think that reading English newspapers or magazines help you to learn English?		Yes No Don't know	77 3 -	96.25 3.75 -
12	How often do you write diary in English?		Always Sometimes Never	20 49 11	25 61.25 13.75
13	Have you ever written application in English when you were absent in the class?		Yes No	66 14	82.5 17.5
14	Have you ever written English articles?		Yes No	62 18	77.5 22.5
15	Have you ever visited cyber café to send message to your relatives/friends?		Yes No	40 40	50 50
16	Do your parents refer you to learn special English language course?		Yes No	58 22	75.5 27.5
17	Do your parents ask you to guide your younger brother and sisters in English at home?		Yes No	68 12	85 15
18	Do you have your own library at your home?		Yes No	27 53	33.75 66.25
19	"We should speak English in our family." Do you agree?		Strongly Agree Agree Uncertain Disagree Strongly Disagree	33 33 11 2 1	41.25 41.25 13.75 2.5 1.25

The above table shows the average responses of the students of 4 different schools. In average, the exposure of the English language has been found satisfactory which they got from the outside classroom.

3.2 School-wise Analysis of Students' English Language Exposure

The English language exposure of public schools namely, Gyanodaya Secondary, Mangal Higher Secondary, Neelbarahi Secondary and Janasewa Higher Secondary Schools is given below.

3.2.1 Gyanodaya Secondary School (GSS)

The exposure of English to the students of GSS was found good to develop the proficiency of the English language. They were found with the habit of listening to English songs, news or different English programs. They were also habituated to write diaries, articles, applications, etc. and read English newspapers, magazines, text books and so on. Most of them were found taking in the language classes as well for the improvement of their English proficiency. It was found that they have also friends studied in English medium school.

All of the above information has shown that the average English exposure of the students of GSS is good. The environment for learning the English language was also favourable for the students.

3.2.2 Mangal Higher Secondary School (MHSS)

The students of MHSS were also found good at their English exposure. According to their responses, all of them liked the English language. They listened to the English programmes, news, etc. Some of them were talked to the native speakers of English as well. It was found that the students of MHSS were habituated in reading English newspapers like, 'The Himalayan,' 'The Kathmandu Post,', 'The Rising Nepal', etc. focusing on headlines, sport news, business news and the editorial. They also visited cyber cafe to send messages to their relatives and friends or to search different English materials. A few students were found incapable in writing diary and English articles, reading English newspapers, magazines and text books or visiting cyber cafe. As described above the average English exposure of the students of MHSS was

found quite good. Such types of exposure can play supportive role for developing different language skills and aspects properly.

3.2.3   Neelbarahi Secondary School (NSS)

The English exposure of the students of NSS was found not so good as of the two schools, i.e. GSS and MHSS. They were found interested in developing the English language but they were not much concentrated on the English programmes of radio and television. But they were found interested in reading English newspapers, magazines, etc. focusing some important columns. They were also habituated to write English articles, diaries etc. Some students were not found interested in writing different articles, stories etc. and reading newspapers.

All of the above mentioned information indicates that the level of English exposure to the students of NSS is satisfactory. Their exposure is good in average.

3.2.4   Janasewa Higher Secondary School (JHSS)

The English exposure of the students of JHSS was not found very high. Their exposure seemed tolerable on the basis of questionnaires given to them as they felt difficulty in filling it in English. They were not able to understand the questionnaire. But all of them liked the English language because they opined the English is essential language for their life. Most of them expressed their agreement in using the English language in daily conversation. But some of them expressed their objection towards using English out of classroom. All of the students thought that reading English materials, for example, newspapers, magazines, text books, etc. helps to develop the proficiency in the English language.

Thus, the students of JHSS were found to be exposed in the English language environment. In average, their level of exposure is found satisfactory.

3.3   Analysis of the Reading Comprehension Test with Reference to Students' English Exposure

Reading comprehension test was administered to find out the effect of outside classroom exposure. The average score of reading comprehension and the effect of the English exposure in reading comprehension of the students of Kathmandu district is given below.

3.3.1 Holistic Analysis of Reading Comprehension Test with Reference to the Students' English Exposure

The following figure shows the average performance of four different schools of Kathmandu district.

Figure No.1 (Pie Chart): Reading Comprehension of the 4 schools
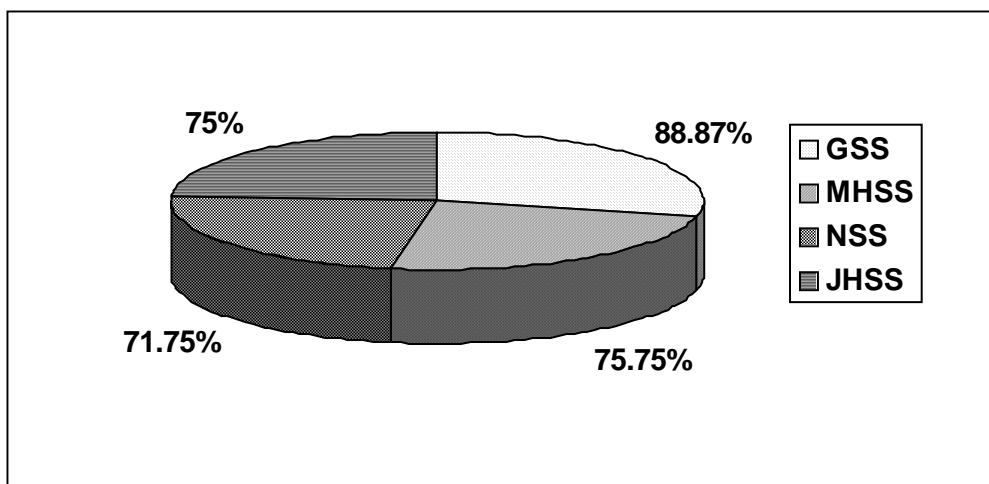
The above figure reflects that the overall average percentage of reading comprehension test of four different schools. The average score of Gyanodaya Secondary School was 17.77 and percentage was 88.87. Likewise, the average score of Managal Higher Secondary School was 15.15 and percentage was 75.75. Similarly, the average score of reading comprehension of Neelbarahi Secondary School was 14.35 and percentage was 71.75. And the last one, the average core of Janasewa Higher Secondary School is 15 and percentage is 75 out of 20 full marks.

The reading comprehension of the students of Gyanodaya Secondary School is the highest in rank because they had the highest score than the students of other schools. Likewise, the reading comprehension of the students of Neelbarahi Secondary School is the lowest. The students of GSS obtained 17.77 marks out of 20 which constitute 88.87%. The students of NSS obtained only 14.35 marks out of 20 which constitute 71.75%.

The English exposure of all of the students of 4 schools was found good. But, in comparison to others the students of GSS and MHSS were found with the high level of exposure in comparison to the other two schools, i.e. NSS and JHSS. So, due to the good exposure, the performance in reading comprehension test was found good.

3.3.2 School-wise Analysis of Reading Comprehension

a. Gyanodaya Secondary School (GSS)

After going through the students' answer sheets of reading comprehension test of GSS, I listed the scores of the students (Appendix-VI). The scores of the students' reading comprehension test of GSS are given below:

Table -2: Scores of the Reading Comprehension test of GSS

S.N.	Types of Score	Scores	FM.	Percentage
1	Highest Score	19.5	20	97.5
2	Lowest Score	13	20	65
3	Average Score	17.77	20	88.87

The above table shows the performance of reading comprehension of the students of GSS. The highest score of the students' reading comprehension test was found 19.5 and the lowest score was13 out of 20. The students who secured 19.5 marks have got 97. 5% result and who secured13 marks have got 65% result. The average score is 17.77 and percentage is 88.87.

According to the responses obtained from the students' questionnaires the English exposure of GSS students was found good (Appendix-II). On the basis of such exposure the score of the students' reading comprehension test was found good. Thus, the effect of outside classroom exposure was good for developing reading comprehension.

b.   Mangal Higher Secondary School (MHSS)

The performance of reading comprehension test was listed after checking the answer sheets of the students of MHSS (Appendix –VII). The scores of the students of that school are mentioned in the following table:

Table-3: Scores of the Reading Comprehension of MHSS

S.N.	Types of Score	Scores	FM.	Percentage
1	Highest Score	18	20	90
2	Lowest Score	11	20	55
3	Average Score	15.15	20	75.75

The above table shows the performance of the reading comprehension of the students of Mangal Higher Secondary school. The highest score of the students' reading comprehension test was 18 and the lowest score was 11 and the percentage was 90 and 55 respectively out of 20. The average score was 15.15 and percentage was 75.75.

On the basis of the questionnaire, the students of Mangal Higher Secondary school have been exposed to English language nicely (Appendix-III). The reading comprehension of the students was also found good. Most of the students had obtained very good marks and some had secured satisfactory result. Thus, the role of exposure in learning English was found positive. It shows that the properly exposed students can do better in reading comprehension test.

c.   Neelbarahi Secondary School (NSS)

I listed the score of the reading comprehension of the students of NSS after checking their answer sheets (Appendix–VIII). The scores of the students' reading comprehension are as follows:

Table -4: The Scores of Reading Comprehension Test of NSS

S. N.	Types of Score	Scores	FM.	Percentage
1	Highest Score	18	20	90
2	Lowest Score	11	20	55
3	Average Score	14.35	20	71.75

The above table shows the performance of the reading comprehension of the students of NSS. The highest score was 18 and the lowest score was 11, i.e. 90% and 55% respectively. The average score was 14.35, i.e. 71.75% out of total full marks 20.

The responses made by the students have shown that the English exposure to the students of NSS was satisfactory. That means the level of English exposure was neither so high nor very low (Appendix -IV). The performance of reading comprehension in average was found good.

This has shown that the exposure of the students of NSS was better in learning the English language. They performed nicely in reading comprehension than the students who were not exposed properly.

d.   Janasewa Higher Secondary School (JHSS)

After checking the answer sheets of reading comprehension test of all of the students of JHSS, I listed the scores (Appendix – IX). The scores of the reading comprehension of JHSS are given below:

Table-5: The Scores of Reading Comprehension Test of JHSS

S. N.	Types of Score	Scores	FM.	Percentage
1	Highest Score	19	20	95
2	Lowest Score	10	20	30
3	Average Score	15	20	75

The above table reveals the scores of the reading comprehension of the students of JHSS. The highest score of the students of JHSS in reading comprehension was19 and lowest score was 10, i.e. 95% and 50% respectively out of 20. Similarly, the average sore was 15 and the percentage was75.

According to the questionnaires students' average English exposure was found good. While going through it individually, even if some students' exposure seemed to be poor, most of them were exposed nicely. So, in average, it seemed well (Appendix-V). On the basis of such questionnaires the average performance of reading comprehensions was found quite well.

3.4 Analysis of Writing Proficiency with Reference to Students' English Exposure

I administered writing proficiency test for the collection of data of the students of writing. It was done to find out the effect of exposure in writing proficiency. The average score and the role of exposure in writing proficiency of four public schools of Kathmandu district are given in the following tables.

3.4.1 Holistic Analysis of Writing Proficiency with Reference to the Students' English Exposure

The following figure presents the overall average performance of writing proficiency test of 4 different schools.

Figure No. 2 (Pie Chart): Writing Proficiency of 4 schools
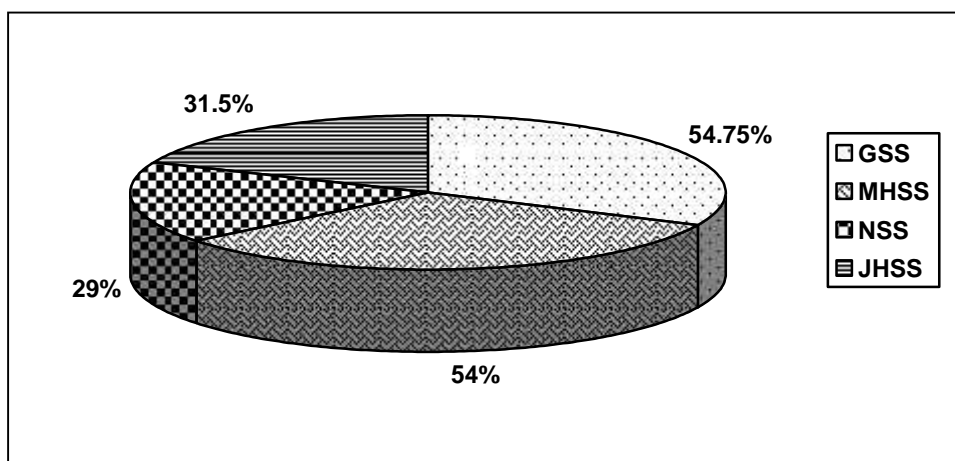
The above figure shows the overall average percentage of writing proficiency test of four different schools of Kathmandu district. The average score of writing proficiency test of Gyanodaya Secondary School was 10.8 and percentage was 54. Likewise, the average score of Mangal Higher Secondary School was 10.95 and percentage was 54.75. Similarly, the average score of Neelbarahi Secondary School was 5.8 and percentage was 29. Finally, the

average score of Janasewa Higher Secondary School was 6.3 and percentage was 31.5. The total full mark was 20.

The writing proficiency of Mangal Higher Secondary School was the highest in rank because it has the highest score than other three schools. The writing proficiency of the students of Neelbarahi Secondary School was the lowest. The students of MHSS obtained 10.95 marks out of 20 which constitute 54.75%. The students of NSS obtained only 5.8 out of 20 which constitute 29%. Other two schools obtained in between these two. The scores in descending order are:

The average exposure of the students of 4 schools was found good. In comparison to all schools, the students of GSS and MHSS were found to have higher level exposure than those of two schools viz. JHSS and NSS. They did not do well in writing because the given exposure was not sufficient for the writing. Same level of exposure in both reading and writing was not enough. Writing needs more exposure or practice than reading.

3.4.2 School-wise Analysis of Writing Proficiency Test

a. Gyanodaya Secondary School (GSS)

The raw scores of the students of GSS in writing proficiency test were listed after checking the answer sheets (Appendix –X). The scores of writing proficiency test of GSS are given in the following table:

Table- 6: The Scores of Writing Proficiency Test of GSS

S.N.	Types of Score	Scores	FM	Percentage
1	Highest Score	14	20	70
2	Lowest Score	7	20	25
3	Average Score	10.8	20	54

The above table shows the scores and percentage of the students of GSS in writing proficiency test. The highest score in writing was 14 and the percentage was 70%. Similarly, the lowest score was 7 and percentage was 35. The average score of writing was 10.8 and percentage was 54. And the full marks were 20.

According to the responses obtained from the questionnaire, the exposure of English of the students of GSS was found good. They were well exposed to English environment (Appendix II). Though their exposure was good, they did not do well in writing. They secured poor marks in comparison to the reading comprehension test.

b.   Mangal Higher Secondary School (MHSS)

Individual scores of the students of MHSS in writing proficiency were listed after checking their answer sheets (Appendix -XI). The scores of the school in writing proficiency test is given in the following table:

Table-7: The Scores of Writing Proficiency of MHSS

S.N.	Types of score	Scores	FM	Percentage
1	Highest Score	15	20	75
2	Lowest score	7	20	35
3	Average score	10.95	20	54.75

The above table reflects the ability in free writing of the students of MHSS. The highest score of writing proficiency test was 15 and percentage was 75. Similarly, the lowest score was 7 and percentage was 35 out of full marks 20. Then, the average score was 10.95 and the percentage was 54.75 out of 20 full marks.

The questionnaires from the students of MHSS have shown the English exposure got from outside the school environment was found good (Appendix III). It was as good as the performance of GSS. The performance of the students on writing proficiency test was found not good in average though they were well exposed to in English. Thus, the result of writing proficiency is tolerable but not as good as reading comprehension test.

c. Neelbarahi Secondary School (NSS)

The score of writing proficiency test is listed after checking their answer sheets (Appendix-XII). The scores and percentage of writing proficiency of Neelbarahi Secondary School are given in the following table

Table - 8: The Scores of Writing Proficiency of NSS

S.N.	Types of score	Scores	FM	Percentage
1	Highest Score	12	20	60
2	Lowest score	2	20	10
3	Average score	5.8	20	29

The above table shows proficiency of writing of the students of Neelbarahi Secondary School. The highest score was 12 and the lowest was 2 out of 20. The percentage of such scores was 60 and 10 respectively. Similarly, the average score was 5.8 and percentage was 29 only.

The questionnaire given to the students of Neelbarahi Secondary School has shown that the English exposure which the students got from outside of the school environment was not so good (Appendix- IV). Though their English exposure was tolerable, their writing proficiency was found very poor. Out of total number of students, i.e. 20, only 3 students obtained pass marks, other 17 students were failed. They secured very poor marks in writing proficiency test. Some of them had written a very short paragraph in which even a single

sentence was not correct grammatically/structurally. It seemed that the given exposure is not sufficient for developing writing proficiency. This may be due to the lack of enough exposure in the productive skill. I mean that the receptive skills, viz. reading and listening need less exposure than the productive skills, viz. speaking and writing.

d.   **Janasewa Higher Secondary School (JHSS)**

Raw scores of the writing proficiency of the students of JHSS were listed after going through the answer sheets (Appendix XIII). The highest, lowest and average scores of JHSS are given in the following table.

Table: 9: The Scores of Writing Proficiency of JHSS

S.N.	Types of score	Scores	FM	Percentage
1	Highest Score	10	20	50
2	Lowest score	2	20	10
3	Average score	6.3	20	31.5

The above table reveals three types of scores, their full marks and percentage. The highest score was 10 and lowest score was 2 out of 20. The percentage of such scores was 50 and 10 respectively. Similarly, the average score of JHSS students' writing proficiency was 6.3 and percentage was 31.5 out of 20.

As I observed the questionnaire of the students of JHSS, the average English exposure was also found satisfactory. It was found that all of the students were not equally exposed to the English language. Some individual students had low level of exposure and some had high (Appendix- V). The score of writing proficiency of JHSS students was found not good. They did not do well, though their exposure is tolerable. Out of 20 students only 8 passed, (i.e. 40%) and all other failed in writing.

It was also seemed that the given exposure is not enough for the development of their writing proficiency. It requires more exposure in developing writing than the reading skill.

3.5 Gender-wise Analysis of the Students' Reading Comprehension.

3.5.1 Holistic Analysis of Boys in Reading Comprehension

The following table shows the average scores and percentage of reading comprehension test of the boys of four different schools.

Table- 10: The Average Scores of RC of Boys of 4 Schools

S.N.	Name of schools	No. of Students	Average scores	Percentage
1	Gyanodaya Secondary School	10	18.1	90.5
2	Mangal Higher Secondary School	10	16	80
3	Neelbarahi Secondary School	10	14.2	71
4	Janasewa Higher Secondary School	10	14.4	72

The above table shows the reading comprehension of the boys of four different schools. Gyanodaya Secondary, Mangal Higher Secondary, Neelbarahi Secondary and Jansewa Higher Secondary Schools were taken in the study. In the study the total number of boys was 40. Their scores were calculated in average and in the percentage.

The average reading comprehension of the boys of GSS was the highest in rank and the reading comprehension of the boys of NSS was the lowest. The boys of GSS obtained 18.1 marks out of 20 marks which constitutes 90.5%. The boys of NSS obtained 14.2 marks out of 20 which constitute 71%. Rest of the boys from other two schools obtained in between these two.

The exposures of the boys of different schools were good and their performance of reading comprehension was also found good.

3.5.2 Holistic Analysis of Boys in Writing Proficiency

The following table shows the average scores and percentage of the boys' writing proficiency of four schools.

Table-11: The Average Scores of Writing Proficiency of Boy of 4 Schools

S.N.	Name of schools	No. of Students	Average score	Percentage
1	Gyanodaya Secondary School	10	11.3	56.5
2	Mangal H.S. School	10	10.7	53.5
3	Neelbarahi Secondary	10	6.7	33.5
4	Janasewa H.S. School	10	6.5	32.5

The above table shows the writing proficiency of the boys of four schools. The average score of the boys of GSS in writing proficiency found to be the highest, i.e. 11.3 and percentage was 56.5. The students of JHSS were the lowest, i.e. 6.5 and percentage was 32.5.

The writing proficiency of the boys of all school was third division, (i.e. 43.75%).

The exposure of the boys of different schools was good but their performance of writing proficiency is found not as good as reading comprehension.

3.5.3 Holistic Analysis of Girls in Reading Comprehension Test

The following table shows the average score and percentage of the girls' reading comprehension of four schools.

Table-12: The Average Scores of RC of Girls of 4 Schools

S.N.	Name of schools	No. of Students	Average Scores	Percentage
1	Gyanodaya Secondary School	10	17.5	87.5
2	Mangal Higher Secondary School	10	14.3	71.5
3	Neelbarahi Secondary school	10	14.5	72.5
4	Janasewa Higher Secondary School	10	15.6	78

The above table presents the average score and percentage of the reading comprehension of girls of four schools. Forty girls were taken as a sample of study. Average score of the girls of GSS in reading comprehension was 17.5. This was the highest, i.e. 87.5% and the girls student of MHSS were the lowest, i.e. 14.33 which constitute 71.5%.

All of the girl students of four schools had got good exposure and the result of reading comprehension was also found very well.

3.5.4 Holistic Analysis of Girls in Writing Proficiency

The following table shows the average score of the girls of writing proficiency test of four schools.

Table-13: The Average Scores of Girls of Writing Proficiency of 4 Schools

S.N.	Name of Schools	No. of Students	Average Scores	Percentage
1	Gyanodaya Secondary School	10	10.3	51.5
2	Mangal Higher Secondary School	10	11.2	56
3	Neelbarahi Secondary	10	4.9	24.5
4	Janasewa Higher Secondary School	10	6.2	31

The above table shows the writing proficiency of the girls of four schools. In total, there were 40 girls. The average writing proficiency of the girls was found to be 8.15.

The writing proficiency of the girls of MHSS was found the highest and that of the girls of NSS was the lowest, i.e. 11.2 (56%) and 4.9 (24.5%) respectively. Other girls of two schools obtained in between these two schools, i.e. MHSS and NSS.

All of the girl students of four schools had got good exposure but the result of writing proficiency found not so good.

The data from the above tables can also be shown in the following figure to make the information more vivid.

Figure No. 3 (Bar Diagram): Reading Comprehension of the Students as a Whole
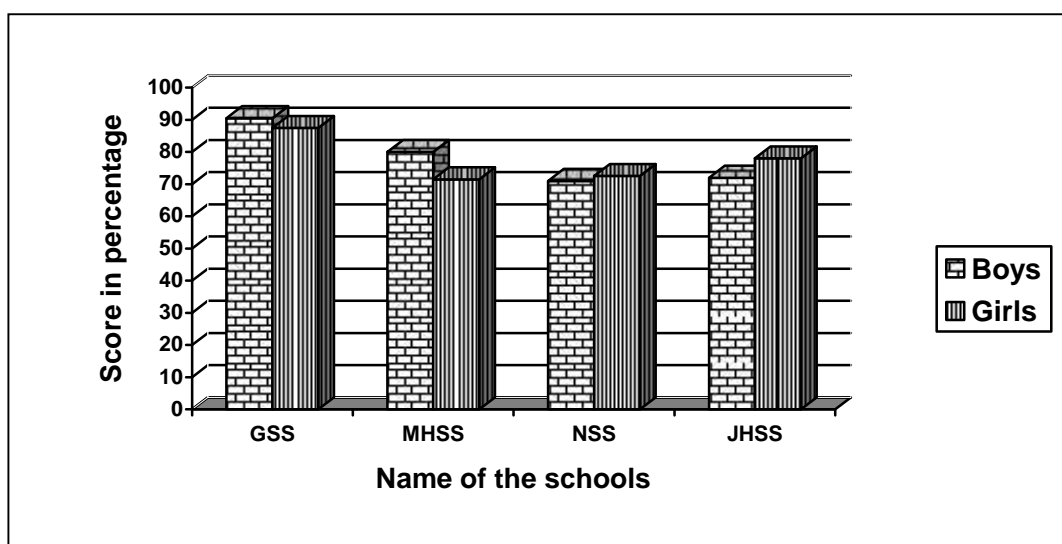
The above diagram clearly shows the result of reading comprehension of the students of four schools. The boy students of GSS and MHSS has been found better result, (i.e.90.5% and 80% respectively) in comparison to the girl students. Similarly, the girl students of NSS and JHSS have been found better result, (i.e. 72.5% and 78% respectively) in comparison to the boy students.

Figure no. 4 (Bar Diagram): Writing Proficiency of the Students as a Whole
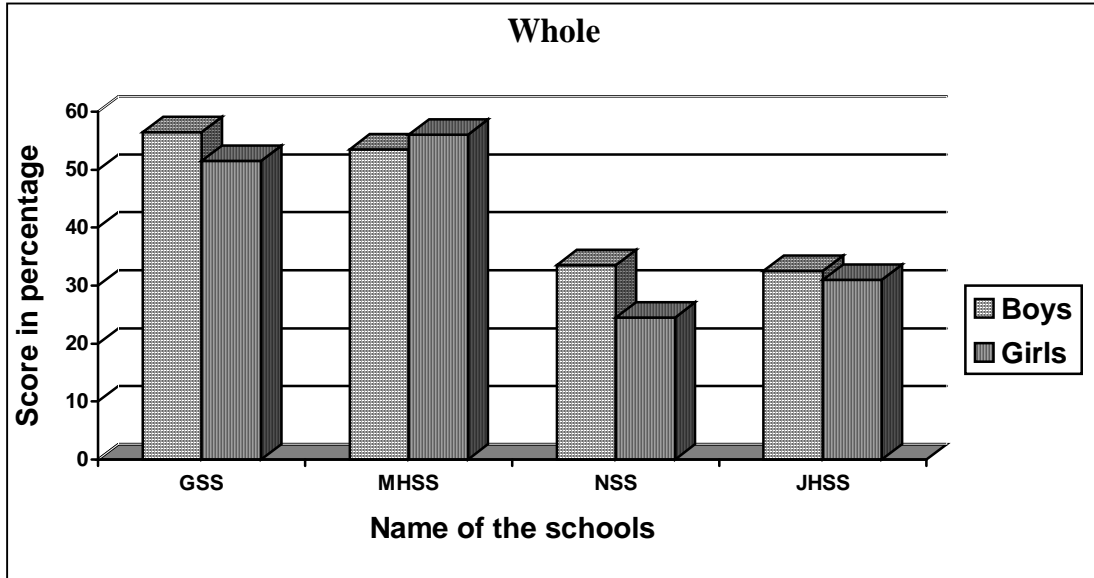
The above diagram has clearly displayed the result of writing proficiency of the students of 4 schools. The boy students of GSS and NSS and JHSS have found better result, (i.e. 56%, 33% and 32% respectively) then the girl students. And the girl students to MHSS has been found better result, (i.e. 56%) then the boy students.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The major concern of this study was to find out the role of exposure in reading and writing skills of the students of grade ten of Kathmandu district. The data were collected by distributing the questionnaires to find out their degree of the English exposure out of the school environment and by administering test items, i.e. reading comprehension and writing proficiency test. The students were selected by using simple random sampling procedure. The data were tabulated and analyzed on the basis of various variables according to the objectives. While analyzing the data, it was found that most of the students of four public schools had got good English language exposure out of their school environment. Such exposure seemed to be helpful for the development of English language proficiency not only in reading and writing skills but other skills and aspects as well.

The findings related to the role of exposure in developing reading and writing skills are listed below:

I. The reading comprehension ability of the students is found good but the proficiency of writing is found poor.

II. Regarding the sex variable, the reading comprehension of boys is found better than the reading comprehension of girls. Likewise writing proficiency of boys is also found better than the writing proficiency of girls.

III. The reading comprehension of the students of GSS is 17.8 out of 20, i.e. 89%, which is very good result in terms of secondary level students of

public schools because they have got outstanding result but the performance of writing is found not so good. Their average score in writing is 10.8, i.e. 54%. Although their exposure was good, they were found weak in writing.

IV. The reading comprehension of the students of MHSS is 15.15, i.e. 75.75% which is good in terms of secondary level standard of public schools. But their writing proficiency was not as good as reading comprehension because they have obtained only 10.95, i.e. 54.75 %.

V. The students of NSS and JHSS were found good in reading comprehension but they were found poor in writing proficiency.

VI. The girls of JHSS have obtained better marks i.e. 78% in reading comprehension than of the boys. They obtained 72% marks.

VII. The girls of MHSS have obtained better marks, i.e. 56% in writing proficiency than the writing proficiency of the boys. They obtained 53.5% only.

Viewing the above mentioned points, it can be said that the exposure which the students got out of the school environment is found sufficient for developing reading comprehension. But it can also be said that same exposure is not enough for writing skill. It is because reading is receptive skill and writing is productive skill. Productive skills need more exposure than the receptive skills.

4.2   Recommendations

The study has found out the role of exposure in reading and writing skills of the secondary level students of public schools studying in class ten. It has also found out that there is a great difference between the proficiency of reading and writing with the same amount of exposure. On the basis of the findings, following recommendations have been forwarded for pedagogical implications:

I. The concerned body should pay attention towards the English language proficiency of the learners. The parents, teachers, and students themselves should be conscious for developing language skills.

II. Writing is one of the complex skills for mastering language proficiency. So that, the students should improve it through more practice to be proficient according to their level.

III. According to the findings drawn the girls should improve both reading and writing skills by involving themselves in different reading and writing activities.

IV. The students also should allocate more time for the development of writing skill.

V. The students of NSS should labour more in reading and writing. They have very poor writing proficiency in English.

VI. The school also should pay attention towards the students for the development of the English language skills and aspects.

For the further researchers,

i. This study was limited to only four public schools of Kathmandu district and only 10th graders. It is advisable to carry out further researches including larger number of population at different levels and more schools of different types from different parts of the country.

ii. This research has been limited to only two skills, i.e. reading and writing. It would be desirable for further studies on other skills and aspects of English language.

iii. Workshops, interaction programmes, seminars, conferences of the teachers, linguists, scholars, course designers, ELT experts, guardians, students etc. should be organized for developing the language exposure to improve language proficiency.

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APPENDIX - I

Name of the Selected Schools

S.N.	Name of Schools	Address
1	Gyanodaya Secondary School	Bafal Kalanki, Kathmandu
2	Mangal Higher Secondary School	Kirtipur, Kathmandu
3	Neelbarai Secondary School	Kalimati, Kathmandu
4	Janasewa Higher Secondary School	Panga, Kirtipur,Kathmandu

Responses Given by the Students of GSS

SN	Name												Questions												
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	20	21	22	23	24	25
1	Subas	Nep.	Yes	Stm.	Above 80%	No	Alw.	Yes	Yes	Stm	Yes	Stm.	Ktm. Post	Front Page	Yes	Yes	Nev.	No	Yes	Yes	Yes	Yes	No	No	U.C
2	Ramesh	Nep.	Yes	Stm.	50%	Yes	Stm.	Yes	Yes	Stm	Yes	Stm.	Ktm. Post	Sports	Yes	yes	Nev.	Yes	Yes	Yes	Yes	Yes	Yes	No	U.C
3	Manoj	Nep.	Yes	Stm.	Above 80%	Yes	Alw.	Yes	Yes	Stm	Yes	Stm.	Ktm. Post	Business	Yes	Yes	Alw.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	U.C
4	Sapana	Nep.	Yes	Stm.	50%	Yes	Alw.	Yes	Yes	Stm	Yes	Stm.	Ktm. Post	Economics	Yes	Yes	Nev.	Yes	Yes	Yes	Yes	Yes	No	No	Agree
5	Ram K.	Nep.	Yes	Stm.	Below 20%	Yes	Stm.	No	No	Stm.	Yes	Stm.	Ktm. Post	Sports	Yes	Yes	Alw.	Yes	Yes	Yes	No	No	Yes	Yes	Agree
6	Rajin	Nep.	Yes	Stm.	Above 80%	Yes	Stm.	Yes	Yes	Alw.	No	Stm.	Ktm. Post	Central	Yes	No	Nev.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	U.C
7	Sabin	Nep.	Yes	Stm.	Above 80%	Yes	Stm.	Yes	Yes	Stm.	Nos	Stm.	The Raising	Front Page	Yes	Yes	Alw.	Yes	Yes	Yes	Yes	No	Yes	Yes	U.C
8	Bishnu	Nep.	Yes	Stm.	50%	Yes	Alw.	No	Yes	Stm.	No	Stm.	Ktm. Post	Front Page	Yes	No	Alw.	No	Yes	Yes	Yes	Yes	Yes	Yes	U.C
9	Dipesh	Nep.	Yes	Stm..	50%	Yes	Stm.	Yes	Yes	Stm.	No	Alw.	Ktm. Post	-	Yes	No	Nev.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	St. Agree
10	Sudha	Rai	Yes	Stm.	Above 80%	Yes	Akw.	No	Yes	Stm.	Yes	Alw.	Ktm. Post	Story	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	No	St. Agree
11	Navin	Tmg.	Yes	Stm	50%	Yes	Stm.	Yes	Yes	. Alw	Yes	Alw	Ktm. Post	Story	Yes	Yes	Alw.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	St. Agree
12	Dipa	Nep.	Yes	Stm.	50%	Yes	Stm.	Yes	Yes	Alw.	Yes	Stm.	Ktm. Post	Sports	Yes	Yes	Alw.	Yes	Yes	Yes	Yes	No	Yes	Yes	St. Agree
13	Nirmala	Nep.	Yes	Alw.	50%	No	Stm.	Yes	Yes	Alw	Yes	Stm.	The Raising	Sports	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Agree
14	Yunish	Nep	Yes	Stm.	Above 80%	Yes	Stm.	Yes	Yes	. Stm	Yes	Stm.	Ktm. Post	Sports	Yes	yes	Stm.	Yes	Yes	Yes	yes	Yes	Yes	Yes	Agree
15	Urmila	Nep.	Yes	Stm	50%	-	Stm.	No	Yes	Stm.	Yes	Stm.	The Him.	Sports	Yes	Yes	Stm.	No	Yes	Yes	Yes	Yes	Yes	Yes	Agree
16	Saraswati	Nep.	Yes	Stm.	Below 20%	Yes	Stm.	No	Yes	Stm.	Yes	Stm.	Ktm. Post	Sports	Yes	Yes	Alw.	Yes	Yes	Yes	No	Yes	Yes	Yes	Agree
17	Anita	Rai	Yes	Stm.	Above 80%	-	Stm.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	_	Yes	No	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Agree.
18	Yashoda	Nep.	Yes	Stm.	Above 80%	Yes	Stm.	No	Yes	Stm.	Yes	Stm.	Ktm. Post	Horoscope	Yes	Yes	Stm	Yes	Yes	Yes	No	No	Yes	Yes	Agree
19	Kopila	Nep.	Yes	Stm.	50%	-	Stm.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Front page	Yes	Yes	Stm.	Yes	No	Yes	Yes	No	Yes	Yes	Agree
20	Aavas	Nep.	Yes	Alw.	50%	Yes	Alw.	No	Yes	Stm.	Yes	Stm.	The Him.	Politics	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	No	Yes	Yes	Agree

Stm.	:	Sometimes	Nev.	:	Never
Alw.	:	Always	New.	:	Newari
Nep.	:	Nepali	Tmg.	:	Tamang
Ktm. Post	:	The Kathmandu Post	The Him.	:	The Himalayan

St. Agree   :   Strongly Agree   D. Agree   :   Disagree

U.C.   :   Uncertain

Appendix III

Responses Given by the Students of MHSS

SN	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	20	21	22	23	24	25
1	Max	Nep.	Yes	Alw.	50	Yes	Stm.	Yes	Yes	Stm	Yes	Stm.	City Post	Front Page	Yes	Yes	Alw.	No	Yes	Yes	Yes	Yes	No	No	U.C
2	Radha	new	Yes	Alw.	Below 20%	No	Stm.	No	Yes	Stm	Yes	Stm.	Ktm. Post	Sports	Yes	No	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	No	U.C
3	Aryan	Nip.	Yes	Stm..	50%	Yes	Stm.	Yes	Yes	Stm	Yes	Stm.	The Raising	Business	Yes	Yes	Alw.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	U.C
4	Madhan	Nep.	Yes	Alw.	50%	Yes	Stm.	Yes	Yes	Stm	Yes	Alw.	Ktm. Post	Economics	Yes	Yes	Alw.	Yes	Yes	Yes	Yes	Yes	No	No	Agree
5	Jenu	New.	Yes	Stm.	50%	Yes	Alw.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Sports	Yes	Yes	Alw.	Yes	Yes	Yes	No	No	Yes	Yes	Agree
6	Shrawan	New.	Yes	Stm.	Below 20%	Yes	Alw.	Yes	Yes	Alw.	Yes	Stm.	Ktm. Post	Central	Yes	Yes	Nev.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	U.C
7	Ganesh	Nep.	Yes	Stm.	50%	Yes	Stm.	Yes	Yes	Stm.	Yes	Stm.	The Raising	Head Lines	Yes	Yes	Alw.	Yes	Yes	Yes	Yes	No	Yes	Yes	U.C
8	Chahana	Nep.	Yes	Alw..	50%	No	Alw.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Front Page	Yes	Yes	Alw.	No	Yes	Yes	Yes	Yes	Ches	Yes	U.C
9	Nima	New.	Yes	Stm..	50%	Yes	Stm.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Editorials	Yes	Yes	Nev.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	St. Agree
10	Rajen	Nep.	Yes	Stm.	50%	Yes	Akw..	Yes	Yes	Stm.	No	Stm.	Ktm. Post	Story	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	No	St. Agree
11	Anjali	New..	Yes	Stm	Below 20%	Yes	Stm.	No	Yes	Stm.	Yes	Stm.	Ktm. Post	Story	Yes	Yes	Alw.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	St. Agree
12	Sukraj	Tmg.	Yes	Stm.	50%	Yes	Stm.	No	Yes	Stm.	Yes	Stm.	Ktm. Post	Sports	Yes	Yes	Alw.	Yes	Yes	Yes	Yes	No	Yes	Yes	St. Agree
13	Niraj	Tmg.	Yes	Alw.	50%	Yes	Stm.	Yes	Yes	Stm.	Yes	Alw.	The Raising	Sports	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Agree
14	Sita	Nep	Yes	Stm.	50%	Yes	Stm.	Yes	Yes.	Stm	Yes	Stm.	Ktm. Post	Sports	Yes	yes	Stm.	Yes	Yes	Yes	yes	Yes	Yes	Yes	.Agree
15	Nanda	Nep.	Yes	Stm	50%	Yes	Stm.	No	Yes	Stm.	Yes	Stm.	The Him.	Sports	Yes	Yes	Stm.	No	Yes	Yes	Yes	Yes	Yes	Yes	Agree
16	Amir	New.	Yes	Stm.	Below 20%	No	Stm.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Sports	Yes	Yes	Alw.	Yes	Yes	Yes	No	Yes	Yes	Yes	Agree
17	Ganga	Rai	Yes	Stm.	50%	Yes	Stm.	No	No	Stm.	Yes	Stm.	Ktm. Post	Articles	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Agree
18	Seelpa	Nep.	Yes	Stm.	50%	No	Stm.	No	Yes	Stm.	Yes	Stm.	Ktm. Post	Horoscope	Yes	Yes	Stm	Yes	Yes	Yes	No	No	Yes	Yes	Agree
19	Gauri	Nep.	Yes	Stm.	50%	Yes	Stm.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Front page	Yes	Yes	Stm.	Yes	No	Yes	Yes	No	Yes	Yes	Agree
20	Lucky	New.	Yes	Stm.	50%	Yes	Stm.	Yes	Yes	Stm.	Yes	Stm.	The Him.	Politics	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	No	Yes	Yes	Agree

Stm.	:	Sometimes	Nev.	:	Never
Alw.	:	Always	New.	:	Newari
Nep.	:	Nepali	Tmg.	:	Tamang
Ktm. Post	:	The Kathmandu Post	The Him.	:	The Himalayan

St. Agree   :   Strongly Agree   D. Agree   :   Disagree

U.C.   :   Uncertain

Responses Given by the Students of NSS

SN	Name												Questions												
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	20	21	22	23	24	25
1	Birendra	Nep.	Yes	Alw..	50	Yes	Stm.	Yes	Yes	Stm	Yes	Stm.	City Post	Fromt Page	Yes	Yes	Alw.	No	Yes	Yes	Yes	Yes	No	. No	U.C
2	Sarita Y	Hindi	Yes	Alw.	Below 20%	No	Stm.	No	Yes	Stm	Yes	Stm.	Ktm. Post	Sports	Yes	No	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	No	U.C
3	Manoj	Nip.	Yes	Stm..	50%	Yes	Stm.	Yes	Yes	Stm	Yes	Stm.	The Raising	Business	Yes	Yes	Alw.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	U.C
4	R.K	Nep.	Yes	Alw.	50%	Yes	Stm.	Yes	Yes	Stm	Yes	Alw.	Ktm. Post	Economics	Yes	Yes	Alw.	Yes	Yes	Yes	Yes	Yes	No	No	Agree
5	Puja A.	Nep.	Yes	Stm.	50%	Yes	Alw.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Sports	Yes	Yes	Alw.	Yes	Yes	Yes	No	No	Yes	Yes	Agree
6	Ningmar	New.	Yes	Stm.	Below 20%	Yes	Alw.	Yes	Yes	Alw.	Yes	Stm.	Ktm. Post	Central	Yes	Yes	Nev.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	U.C
7	Rajendra	Tmg.	Yes	Stm.	50%	Yes	Stm.	Yes	Yes	Stm.	Yes	Stm.	The Raising	Head Lines	Yes	Yes	Alw.	Yes	Yes	Yes	Yes	No	Yes	Yajes	U.C
8	Rita	Nep.	Yes	Alw..	50%	No	Alw.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Front Page	Yes	Yes	Alw.	No	Yes	Yes	Yes	Yes	Yes	Ytes	U.C
9	Sital	New.	Yes	Stm..	50%	Yes	Stm.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Editorials	Yes	Yes	Nev.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	St. Agree.
10	Anju	Nep.	Yes	Stm.	50%	Yes	Alw.	Yes	Yes	Stm.	No	Stm.	Ktm. Post	Story	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	No	St. Agree
11	Jivan	Nep..	Yes	Stm	Below 20%	Yes	Stm.	No	Yes	Stm.	Yes	Stm.	Ktm. Post	Story	Yes	Yes	Alw.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	St. Agree
12	Parbati	Nep	Yes	Stm.	50%	Yes	Stm.	No	Yes	Stm.	Yes	Stm.	Ktm. Post	Sports	Yes	Yes	Alw.	Yes	Yes	Yes	Yes	No	Yes	Yajes	St. Agree
13	Sarita A	Nep	Yes	Alw.	50%	Yes	Stm.	Yes	Yes	Stm.	Yes	Alw.	The Raising	Sports	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	Yajes	Agree
14	Seelu	Nep	Yes	Stm.	50%	Yes	Stm.	Yes	Yes	Stm	Yes	Stm.	Ktm. Post	Sports	Yes	yes	Stm.	Yes	Yes	Yes	yes	Yes	Yes	Yes.	.Agree
15	Navaraj	Gurung	Yes	Stm	50%	Yes	Stm.	No	Yes	Stm.	Yes	Stm.	The Him.	Sports	Yes	Yes	Stm..	No	Yes	Yes	Yes	Yes	Yes	Yajes	Agree
16	Puja S	Nep	Yes	Stm.	Below 20%	No	Stm.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Sports	Yes	Yes	Alw.	Yes	Yes	Yes	No	Yes	Yes	Puja	Agree
17	Puja B	Nep.	Yes	Stm.	50%	Yes	Stm.	No	No	Stm.	Yes	Stm.	Ktm. Post	Articals	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	Yajes	Agree.
18	Pramod	Nep.	Yes	Stm.	50%	No	Stm.	No	Yes	Stm.	Yes	Stm.	Ktm. Post	Horoscop	Yes	Yes	Stm	Yes	Yes	Yes	No	No	Yes	Yajes	Agree
19	Saraswati	Nep.	Yes	Stm.	50%	Yes	Stm.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Front page	Yes	Yes	Stm.	Yes	No	Yes	Yes	No	Yes	Yes	Agree
20	Sarita B	Nep.	Yes	Stm.	50%	Yes	Stm.	Yes	Yes	Stm.	Yes	Stm.	The Him.	Politics	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	No	Yes	Yes	Agree

Stm.	:	Sometimes		Nev.	:	Never	
Alw.	:	Always		New.	:	Newari	
Nep.	:	Nepali		Tmg.	:	Tamang	
Ktm. Post	:	The Kathmandu Post		The Him.	:	The Himalayan	

St. Agree   :   Strongly Agree   D. Agree   :   Disagree

U.C.   :   Uncertain

Responses Given by the Students of JHSS

SN	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	20	21	22	23	24	25
1	Binod	New.	Yes	Stm.	50%	No	Stm.	Yes	Yes	Nev.	Yes	Stm.	Ktm. Post	Front Page	Yes	Yes	Stm.	No	Yes	Yes	No	Yes	Yes	No	St. Agree
2	Rabi	Nep.	Yes	Stm.	50%	Yes	Stm.	No	Yes	Alw.	Yes	Stm.	Ktm. Post	Sports	Yes	yes	Stm.	Yes	Yes	Yes	No	Yes	Yes	Yes	St. Agree
3	Dazy	Nip.	Yes	Alw.	50%	Yes	Stm.	Yes	No	Alw.	Yes	Alw.	Ktm. Post	_	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	St. Agree
4	Binita	Nep.	Yes	Stm.	50%	Yes	Stm.	Yes	Yes	Stm	Yes	Stm.	Ktm. Post	Sports	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	St. Agree
5	Rinku	Maith.	Yes	Stm.	50%	Yes	Stm.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Sports	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	St. Agree
6	Sajan	New.	Yes	Nev.	Below 20%	Yes	Alw.	No	Yes	Alw.	Yes	Stm.	Ktm. Post	Central	Yes	Yes	Nev.	Yes	Yes	Yes	Yes	Yes	No	Yes	St. Agree
7	Uttam	Nep.	Yes	Stm.	50%	Yes	Stm.	No	Yes	Stm.	Yes	Stm.	Ktm. Post	Front Page	Yes	Yes	Alw.	Yes	Yes	Yes	Yes	No	Yes	Yes	St. Agree
8	Laxman	Nep.	Yes	Stm.	50%	Yes	Alw.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Front Page	Yes	yes	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	St. Agree
9	Mina	Nep.	Yes	Alw.	50%	Yes	Stm.	Yes	Yes	Stm.	No	Alw.	Ktm. Post	_	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Agree.
10	Sabita	Nep.	Yes	Stm.	50%	Yes	Stm.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Story	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Agree
11	Rojina	New.	Yes	Stm	50%	Yes	Stm.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Story	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Agree
12	Durga	Nep.	Yes	Stm.	50%	Yes	Stm.	No	Yes	Alw.	Yes	Stm.	Ktm. Post	Sports	Yes	Yes	Stm.	Yes	Yes	Yes	No	Yes	Yes	Yes	Agree
13	Tara	Nep.	Yes	Alw.	Below 20%	No	Nev.	Yes	No	Stm.	No	Stm.	-	Sports	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	_	No	Yes	Agree
14	Silku	New.	Yes	Stm.	50%	Yes	Stm.	No	Yes	Nev.	Yes	Stm.	Ktm. Post	Sports	Yes	yes	Stm.	Yes	No	No	No	Yes	Yes	No	D.Agree
15	Baburam	Nep.	Yes	Alw.	50%	-	Stm.	No	Yes	Stm.	Yes	Nev.	The Him.	Sports	Yes	Yes	Alw.	Yes	No	Yes	Yes	Yes	Yes	No	St. Agree
16	Sarita	Tamg.	Yes	Stm.	50%	Yes	Stm.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Sports	Yes	Yes	Stm.	Yes	Yes	Yes	Yes	Yes	Yes	No	St. Agree
17	Tependra	Nep.	Yes	Nev.	50%	-	Nev.	No	Yes	Stm.	Yes	Stm.	Ktm. Post	_	Yes	Yes	_	Yes	Yes	Yes	Yes	No	Yes	No	St. Agree
18	Binita	Nep.	Yes	Alw.	Below 20%	Yes	Stm.	Yes	Yes	Stm.	Yes	Stm.	Ktm. Post	Horoscope	Yes	Yes	Alw.	Yes	Yes	Yes	No	No	Yes	No	St. Agree
19	Tham Maya	Nep.	No	Stm.	Below 20%	-	Alw.	No	Yes	Alw.	Yes	Stm.	Ktm. Post	Front page	Yes	Yes	Stm.	Yes	No	Yes	No	Yes	Yes	Yes	St. Agree
20	Samita	Tamg.	Yes	Stm.	50%	Yes	Stm.	Yes	Yes	Stm.	Yes	Stm.	The Him.	Sports	Yes	Yes	Stm.	Yes	Yes	Yes	No	No	Yes	Yes	St. Agree

Stm.	:	Sometimes	Nev.	:	Never
Alw.	:	Always	New.	:	Newari
Nep.	:	Nepali	Tmg.	:	Tamang

Ktm. Post	:	The Kathmandu Post		The Him.	:	The Himalayan
St. Agree	:	Strongly Agree		D. Agree	:	Disagree

APPENDIX – VI

Reading Comprehension of the Students of Gyanodaya Secondary School, Bafal, Kalanki, Kathmandu.

S.N.	Name of Students	F.M.	Scores	Percentage
1	Yunish Maharjan	20	19.5	97.5
2	Dipesh Dahal	20	19	95
3	Rajin Rijal	20	19	95
4	Subash	20	19	95
5	Manoj Shrestha	20	19	95
6	Sabin KC	20	19	95
7	Nvin Tamang	20	19	95
8	Anita Rai	20	19	95
9	Urmila Budhathoki	20	19	95
10	Ramesh Adhikari	20	18	90
11	Bishnu Shrestha	20	18	90
12	Aavas	20	18	90
13	Nirmala Adhikari	20	18	90
14	Yashoda Bidari	20	18	90
15	Dipa Kalwar	20	17	85
16	Saraswati Maharjan	20	17	85
17	Sudha Rai	20	17	85
18	Kopila Lamsal	20	15	75
19	Sapana Khanal	20	15	75
20	Ram Krishna Shrestha	20	13	65

APPENDIX - VII

Reading Comprehension of the Students of Mangal Higher Secondary School. Kirtipur, Kathmandu

S.N.	Name of Students	F.M.	Scores	Percentage
1	Max	20	18	90
2	Sharawan Maharjan	20	18	90
3	Madan Dulal	20	18	90
4	Amir Shrestha	20	17	85
5	Suk Ran Lama	20	17	85
6	Aryan	20	16	80
7	Rajen Gurung	20	16	80
8	Nima Maharjan	20	16	80
9	Jenu Maharjan	20	16	80
10	Nanda Thapa	20	16	80
11	Gauir Gurung	20	16	80
12	Ganga Gharti Magar	20	16	80
13	Lucky	20	15	75
14	Chahana Dhakal	20	15	75
15	Sita Kafle	20	14	70
16	Niraj Moktan	20	12	60
17	Seepla Kunwar	20	12	60
18	Ganesh Tiwari	20	13	65
19	Radha Maharjan	20	11	55
20	Anjali Kapali	20	11	55

APPENDIX - VIII

Reading Comprehension of the Students of Neelbarahi Secondary School.

Kalimati, Kathmandu

S.N.	Name of Students	F.M.	Scores	Percentage
1	Puja Silwal	20	18	90
2	Anju Lama	20	17	85
3	Manoj Phuyal	20	16	80
4	Jeeban Shrestha	20	16	80
5	Sital Tamang	20	15	75
6	Ram Krishna Thakuri	20	15	75
7	Bikash Lama	20	15	75
8	Saraswati Karki	20	15	75
9	Seelu Shah	20	15	75
10	Birendar Hamal	20	15	75
11	Rajendra Moktan	20	14	70
12	Parbati Dawali	20	14	70
13	Sarita Basnet	20	14	70
14	Rita Karki	20	14	70
15	Puja Bishwmitra	20	14	70
16	Pramod Kumar Dotel	20	13	65
17	Ning Mar Tamang	20	13	65
18	Sarita Y.	20	12	60
19	Nabaraj Gurung	20	11	55
20	Puja Bhandari	20	11	55

APPENDIX - IX

Reading Comprehension of the Students Janasewa Higher Secondary School, Kirtipur, Kathmandu.

S.N.	Name of Students	F.M.	Scores	Percentage
1	Samita Tamang	20	19	95
2	Rinku Mahato	20	19	95
3	Binita KC	20	19	95
4	Binod Maharjan	20	17	85
5	Sarita Lama	20	17	85
6	Rojina Maharjan	20	17	85
7	Sabita Bhattarai	20	17	85
8	Laxman pandey	20	16	80
9	Tapendra Rawal	20	16	80
10	Silku Maharjan	20	16	80
11	Durga Prasad Upadhyay	20	15	75
12	Baburam Kandel	20	14	70
13	Sajan Maharjan	20	14	70
14	Tara Bahadur Giri	20	14	70
15	Uttam Thapa	20	13	65
16	Dazy Subedi	20	13	65
17	Rabi Chand	20	12	60
18	Tham Maya Thapa	20	11	55
19	Mina Maharjan	20	11	55
20	Binda Raila	20	10	50

APPENDIX -X

Writing Proficiency of the Students of Gyanodaya Secondary School, Bafal, Kalimati, Kathmandu

S.N.	Name of Students	F.M.	Scores	Percentage
1	Subash	20	14	70
2	Manoh Shrestha	20	14	70
3	Avas	20	14	70
4	Dipa Kalwar	20	14	70
5	Anita Rai	20	14	70
6	Depesh Dahal	20	13	65
7	Rajan Rijal	20	13	65
8	Bishnu Shrestha	20	13	65
9	Kopital Lamsal	20	13	65
10	Urmila Budhathoki	20	12	60
11	Yunish Maharjan	20	10	50
12	Ramesh Adhikari	20	13	65
13	Navin Tamang	20	8	40
14	Yashoda Bidari	20	8	40
15	Sudha Rai	20	8	40
16	Ram Krishna Shrestha	20	7	35
17	Sabin KC	20	7	35
18	Nirmal Adhikari	20	7	35
19	Saraswati Maharjan	20	7	35
20	Sapana Khanal	20	7	35

APPENDIX -XI

Writing Proficiency of the Students of Mangal Higher Secondary School, Kirtipur, Kathmandu

S.N.	Name of Students	F.M.	Scores	Percentage
1	Nanda Thapac	20	15	75
2	Wiery Moktan	20	15	75
3	Sita Kafle	20	14	70
4	Gauri Gurung	20	14	65
5	Max	20	13	65
6	Jenu Maharjan	20	13	65
7	Ganga Gharti Magar	20	13	60
8	Lucky	20	12	60
9	Rajen Gurung	20	12	60
10	Shrawan K. Maharjan	20	10	50
11	Sukraj Lama	20	10	50
12	Ganesh Tiwari	20	10	50
13	Nima Maharjan	20	10	50
14	Radha Maharjan	20	10	50
15	Madan Dulal	20	9	45
16	Aryan	20	8	40
17	Amir Shrestha	20	8	40
18	Chahana Dhakal	20	8	40
19	Anjali Kapali	20	8	40
20	Seepal Kunwar	20	7	35

APPENDIX -XII

Writing Proficiency of the Students of Neelbarahi Secondary School, Kalimati, Kathmandu

S.N.	Name of Students	F.M.	Scores	Percentage
1	Birendra Hamal	20	12	60
2	Ram Krishna Thakuri	20	8	40
3	Ningmar Tamang	20	8	40
4	Pramod Kumar Dotel	20	7	35
5	Nabaraj Gurung	20	7	35
6	Parbati Dawadi	20	7	35
7	Sheeslu Shah	20	7	35
8	Puja Bishwomitra	20	7	35
9	Rajendra Moktan	20	6	30
10	Bikash Lama	20	6	30
11	Sital Tamang	20	5	25
12	Sarita Y.	20	5	25
13	Saraswati Karki	20	4	20
14	Rita Karki	20	4	20
15	Sarita Basnet	20	4	20
16	Anju Lama	20	4	20
17	Puja Silwal	20	3	20
18	Puja Bhandari	20	6	15
19	Manoj Phuyal	20	2	10
20	Jeeban Shrestha	20		

APPENDIX - XIII

Writing Proficiency of the Students of Janasewa Higher Secondary School, Kirtipur, Kathmandu.

S.N.	Name of Students	F.M.	Scores	Percentage
1	Rabi Chand	20	10	50
2	Durga Prasad Upadhyaya	20	10	50
3	Silku Maharjan	20	9	45
4	Uttam Thapa	20	8	40
5	Bahuram Kanel	20	8	40
6	Binita KC	20	8	40
7	Sarita Lam	20	8	40
8	Tham Maya Thapa	20	8	40
9	Binod Maharjan	20	7	35
10	Laxman Pandey	20	7	35
11	Samita Tamang	20	7	35
12	Dazy Subedi	20	5	25
13	Sajan Maharjan	20	5	25
14	Mina Maharjan	20	5	25
15	Sabita Bhattarai	20	5	25
16	Binda Raila	20	4	20
17	Rinku Mahato	20	4	20
18	Tapendra Rawal	20	3	15
19	Rojina Maharjan	20	3	15
20	Tara Bahadur Giri	20	2	10

Appendix - XIV

Questionnaire

Dear Informant,

This questionnaire has been prepared to draw information for the research work entitled "**Role of Exposure in Developing Proficiency in Reading and Writing Skills**." The research work is being carried out under the supervision of **Dr. Govinda Raj Bhattarai**, Professor, Department of English Language Education, Faculty of Education (FOE), T.U. Kirtipur, Kathamandu. I hope that you will give reliable and authentic information to co-operate me and that will be valuable contribution to complete the research work. Moreover, the findings in turn, will have significance to take necessary action to the required direction in the days to come.

Thank you!

Researcher

Sakuntala Dhakal

T.U. Kirtipur, Kathmandu

Name (optional)   :   Age:

Name of the School   :   Sex:

Class   :

Please fill up the following Questionnaire

1. What is your mother tongue?

    …………………………………..

2. (a) Do you like the English Language?

     Yes ☐   No ☐

   (b) If yes, why?

     …………………………………………

3. (a) How often do you listen to English news on radio or TV?

Always ☐ Sometimes ☐ Never ☐

(b) Which program do you like to listen to or watch most?

…………………………………………………………………..

4. What percentage of the English news do you understand while listening?

a. below 20% ☐ b. 50% ☐ c. above 80% ☐

5. Which English program do you watch the most on television?

……………………………………………………………………

6. Have you ever listened to English songs on FM?

Always ☐ Sometimes ☐ Never ☐

7. (a) Have you ever talked to the native speakers of English?

Yes ☐ No ☐

(b) If yes, how often?

Always ☐ Sometimes ☐ Never ☐

8. Do you have any friend who studies in English medium school?

Yes ☐ No ☐

9. How often do you talk with your friends in English?

Always ☐ Sometimes ☐ Never ☐

10. Do you interact with your teacher in the English language?

Yes ☐ No ☐

11. How often do you read English newspapers?

Always ☐ Sometimes ☐ Never ☐

12. Which English newspapers do you like to read most?

………………………………………………………….

13. In newspaper, which column do you focus most?

…………………………………………………..

……………………………………………………

14. (a) Do you enjoy reading English texts?

   Yes [ ]   No [ ]

   (b) If yes, what type of materials do you read?

   Story [ ]   Magazine [ ]

   Others………………

15. Do you think that reading English newspaper helps you to learn English?

   Yes [ ]   No [ ]   Don't know [ ]

16. How often do you write diary in English?

   Always [ ]   Sometimes [ ] Never [ ]

17. Have you ever written application in English when you were absent in your

   class?

   Yes [ ]   No [ ]

18. (a) Have you ever written any English articles?

   Yes [ ]   No [ ]

   (b) If yes, on which titles have you written?

   …………………………..

19. From which class did you start learning English?

   Grade one [ ]   Grade two [ ] Grade four [ ]

20. Do you think that the knowledge and skill of the English language will

   help you in future?

   Yes [ ]   No [ ]   Don't know [ ]

21. (a) Have you ever visited cyber cafe to send messages to your

   relatives/friends?

   Yes [ ]   No [ ]

   (b) If yes, which program do you use?

   ………………………………

22. (a) Do your parents refer you to learn special English language courses?

Yes ☐   No ☐

(b) If yes, where do they send you to learn English?

I. Language institute ☐   II. Library ☐

III. Friends' house ☐   IV. In the city ☐

23. Do your parents ask you to guide the younger brothers and sisters in English at home?

Yes ☐   No ☐

24. (a) Do you have your own library at your home?

Yes ☐   No ☐

(b) If yes, are there English books at your library? Name any three.

……………………………………………….

25. "We should speak English in our family." Do you agree?

a. Strongly agree ☐

b. Agree ☐

c. Uncertain ☐

d. Disagree ☐

e. Strongly disagree ☐

Thank you for your kind co-operation.

✳✳✳

Appendix- XV

Reading Comprehension Test

F.M.-20

P.M.-8

Name (optional)   :   Age:

Name of the School :   Sex:

Class   :

Read the following passage and answer the question given below:

Parsa Wildlife Reserve was established in 1984 with an area of 499 sq. k.m.It occupies parts of Chitwan, Makawanpur, Parsa and Bara districts in central part of Nepal. The reserve headquarter is at Adhbar on the Hetauda-Birgunja highway (22 k.m. south of Hetauda and 20 k.m. north of Birgunj).

The reserve supports a good population of resident wild elephants, tigers, leopards, sloth beers, blue bulls and wild dogs. Other common animals are chital, barking deer, langur, hyena, palm civet and jungle cat.

There are nearly 300 species of birds in the reserve. The Giant Hornbill is one of the endangered species to be found in certain forest patched. Peafowl, red jungle fowl, flycatchers and woodpeckers are a few of the other common birds found in the reserve.

The reserve is accessible by bus via the Kathmandu-Birgunj highway or the Mahendra highway. The reserve headquarters are an eight hour driven from Kathmandu. Simara airport is seven k.m. away from the reserve headquarters. It takes only fifteen minutes to reach Simara from Kahmandu by plane.

A. Match the words in column 'A' with their meanings in column 'B'.

A	B
Highway	reserve
Main office	accessible
Protected area for wild animals	main road
Can be reached	headquarters

B. Write 'T' for true and 'F' for false statements.

i. Parsa Wildlife Reserve was established in 1980s.

ii. The reserve headquarter is at Birgunj.

iii. The reserve can protect wild animals.

iv. There are several hundred species of birds and animals in the reserve.

C. Answer the following questions.

i. Where is the reserve located?

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ii. What does the reserve do?

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iii. How many species of birds are found in the reserve?

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iv. How can you reach the reserve?

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Thank you for your kind co-operation.
✳✳✳

Appendix- XVI
Writing Test

Name (optional)   :   **Age:**

Name of the School :   **Sex:**

Class   :

Write an essay on "Our Country." (100 words)

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