

CHAPTER - ONE

INTRODUCTION

1.1 General Background

1.1.1 Language

We, human being, owe our life to Mother Nature. She has endowed her prodigal son-man-with many invaluable accessories. First and foremost, she has equipped us with a mysterious and infinitely powerful brain. Then she has supplemented the brain with language, which is used by the former to perform innumerable functions. We think, we remember, we dream, we sing, we plan and predict all using language. Above all, the most important use of language we make is 'to communicate our messages, ideas, feelings etc. to each other.' No doubt there are other systems of communication like animal communication, traffic light system, kinesics, proxemics and other several non-verbal systems but none of these can match language - the history, the poetry, the philosophies, the succinct exchange of all kinds of feelings and emotions. Thus, it goes without saying that language is the most developed system of all communication systems. And obviously, the most used one.

1.1.2 English and its Position

"And the Lord said, 'Behold, the people is one, and they have all one language; and this they begin to do: and now nothing will be restrained from them, which they have imagined to do. Go to, let us go down, and there confound their language, that they may not understand one another's speech'." (Lohani et al. 2001:123)

Hadn't our forefathers ventured to build the Tower of Babel and to touch the heaven, the Lord wouldn't have confounded our languages and we would all have one language. Whatever the reason, the fact is: there are

hundreds of languages spoken in the world. We can not grow up knowing all the language because we are exposed to only one or very few of them. So, if one needs to communicate with a person who speaks different language, a kind of lingua franca is necessary. If such a lingua franca becomes understandable to speakers of many languages and is used by them for interlingual communication, it can gradually develop as international language. And that is the present status of English.

English spread around the world overtaking classical languages like Latin and Sanskrit due to various reasons. First, it is easier to learn than other foreign languages. In this regard Greenbaum (1966:13) notes:

" It is possible to point to some features that appear to make English easier to learn than some other languages. English has few inflections, so foreign learners do not have to memorize declensions and conjugations. It has natural rather than grammatical gender....."

Next, it retained its presence as colonial legacy in almost all the Commonwealth nations. Thirdly, especially in 20th century, the development of global trade and commerce and US domination in the world markets contributed a lot to the expansion of English. Similarly, the use of English in information exchange and academic activities further strengthened its position in the world. Finally, the mass media and tourism development also assisted English to acquire its present status. Nowadays, English newspapers and news channels saturate the world. English music and movies are the favorites of many beating hearts on earth.

English found its way into Nepal first during the Rana regime when Britishers were ruling India. The then Rana Prime Minister, Janga Bahadur sowed the seed of English bringing some Englishmen to teach English in his Durbar School in 1854. Later, with the establishment of Trichandra Campus in 1919 (1975B.S.) this language has been taught

even in higher level. Now it is taught in schools as compulsory subject and in colleges as both compulsory and optional subject. Several private organizations and institutes use English. Government of Nepal also uses English for international communication.

1.1.3 Mass Media and English

In 21st century, we can not imagine our life without mass media. Mass media are means of mass communication. For example, means like newspapers, radio and television communicate messages and information to a large number of human beings simultaneously. Such mass media really make our daily life easier. In this context Gamble and Gamble(1989:10,11) note:

“First, they inform and help us keep a watch on our world; they serve a surveillance function. The media provide us with the news, information, and warning we need to make informed decisions. They gather and pass on information we would be unlikely to obtain on our own.”

We largely depend on information from media while making plans and decisions. For example, we may start or cancel our journey depending on the flight schedule or weather report aired by media. We may decide to buy or not to buy market shares after reading stock exchange index in the newspaper. Mostly, people depend on mass media for their political socialization. Political ideologies reach people through media. Any restriction or censorship in the free flow of such information causes suffocation. We, Nepalese people, have a recent experience of such suffocation during the Royal Takeover when we were deprived of the news and information.

Media make their presence felt through language. There are numerous TV channels, radio broadcasts, newspapers, journals and pamphlets in the world. They use various languages but English is the most widely used

language in mass media too, especially in international media. English TV channels are the mostly watched channels; English newspapers and magazines are the most widely circulated prints around the world. Most of the countries in the world, besides publishing in their own national languages, also publish newspapers in English. There are newspapers like 'The Kathmandu Post', 'The Rising Nepal' etc in Nepal. In India they have 'The Hindustan Times', 'The Times of India' etc. English newspapers like 'International Herald Tribune', 'The Guardian', 'The Times' etc. have international circulation. Thus, English occupies a prominent place in the news media of most of the countries.

The history of English in Nepalese media is not so long. It dates back to establishment of Radio Nepal in 1951 (2007 B.S.). *"Since its inception, Radio Nepal had been broadcasting news in Hindi and Newari, together with Nepali and English till April 14, 1965. Since April 15, 1965, however, the News broadcasts in Hindi and Newari have been discontinued."* (Malla, K.P. 1979:147)

Similarly, in print media of Nepal, English found its way sometime later. The first English newspaper of Nepal was 'Nepal Guardian', a weekly, published from Calcutta in 2010 B.S. It was edited by Barun Shamsheer Rana. The first English daily, which first appeared in 2012 B.S. and is still published, was 'The Commoner'. It was edited by Gopal Das Shrestha. The Gorkhapatra Corporation started publishing 'The Rising Nepal' from 2022 B.S.

Only after the restoration of democracy in 1990, several English newspapers, magazines and journals began to appear. About 355 English newspapers, magazines and journals have been registered in the Information Department, Ministry of Information and Communication. Nowadays various F.M. stations and TV channels also broadcast news & entertainment programmes in English. There are English broadsheet

dailies like ‘The Rising Nepal’, ‘The Kathmandu Post’, ‘The Himalayan Times’ etc. Similarly, famous weeklies are ‘The People’s Review’, ‘The Independent’ etc. News magazines like ‘Himal’ also publish English versions.

1.1.4 Do People Read Newspapers?

“Newspapers are a unique, irreplaceable and essential part of any community.” - Marshal Dana (The Kathmandu Post, Vol. xiv, No. 226)

Obviously, no other means contain the variety and details that newspapers do. There are sections like the news, feature articles, advertisements, editorials, letters and so on. Newspapers can not be replaced by any other means. But, do people read newspapers?

How many or what percentage of people in the world read newspapers today is a question for a separate study but an apparently unquestionable fact is that few people today have time to go through pages of newspapers. Life is so mechanical and hectic that hardly anybody can spare an hour for reading newspapers. They want news in ‘easy and quick’ form. They watch news headlines on TV, listen to highlights on radio or F.M. If they read newspapers, it is just the headlines. They just browse through the pages for headlines and pictures. Very few go through the content. They may enter into content (i.e. news story) only if particular headlines attract their attention. Thus headlines are the most significant parts of the newspaper for people today.

So, *“The headline should be catchy and it should tell the gist of the story.”* (Bhattarai, 2003: 124)

1.1.5 Language of Newspaper Headlines

“It is said that the headline should not only tell the story but also sell the story.” (Adhikari et al. 2006:103)

News stories in the newspapers have no titles; they have headlines. Any line or collection of lines of display type that precedes a news story and introduces or summarizes it can be called a headline.

Headlines in any language, especially in English, are special sentences built around action verbs. They should be adjusted to a predetermined space and typographical style. So, they are often skeletonized to save space. While doing so, a special style is created and, sometimes, such headlines may be difficult to understand. In this context, Swan (2005) notes:

“English news headlines can be very difficult to understand. One reason for this is that headlines are often written in a special style, which is very different from ordinary English. In this style there are some special rules of grammar, and words are often used in unusual ways.”

Some of the linguistic features of English news headlines as discussed in Swan (2005) are listed below:

Sentences are not always complete. There may be only noun phrases with no verb.

MORE WAGE CUTS

HOLIDAY HOTEL DEATH

There are often strings of three, four or more nouns; nouns earlier in the string modify those that follow.

FURNITURE FACTORY PAY CUT ROW

Such headlines can be difficult to understand. It sometimes helps to read them backwards.

FURNITURE RACTORY PAY CUT ROW refers to a ROW (disagreement) about a CUT (reduction) in PAY at a FACTORY that makes FURNITURE.

Headlines often leave out articles and verb 'be'.

CITIZENSHIP ACT STILL DISCRIMINATORY

Simple tenses are often used instead of progressive or perfect forms.

AIR FORCE US JET CRASHES IN ITAQ

MYANMAR WANTS ICRC OUT OF BORDER AREAS

Infinitives are used to refer to the future.

KATHMANDU TEMPERATURE TO GO DOWN

Passives structures are used dropping auxiliary verbs.

17 KILLED IN IRAQ

BETTER RELATION STRESSED

A colon (:) is used to separate the subject of a headline or sometimes a comment from the person who makes it.

CITIZENSHIP ISSUE: ARTICLE 8 & 9 TO BE SCRAPPED

KOIRALA'S BID TO UNIFY NC NOT ENOUGH: DEUBA

BE STRICT TO DEFAULTORS: WB

Similarly vocabulary of English news headlines is also peculiar. Short, space-saving, unusual and dramatic words are very common in headlines. Action words are preferred. Some ordinary - looking words are also used in special sense (e.g. 'bid' meaning 'attempt', 'blast' meaning 'criticize' etc). Some words common in headlines with their special meaning are given below.

Aid : financial or military help

MORE AID FOR POOR COUNTRIES

Allege : make an accusation

WOMAN ALLEGES UNFAIR TREATMENT

Axe : abolish, cut down, close down

HOUSE PANEL AXES KING'S POWER TO ISSUE
FIAT

Back	: support	AMERICA BACKS BRITISH PEACE MOVE
Bid	: attempt	JAPANESE WOMAN IN NEW EVEREST BID
Deadlock	: disagreement that can not be solved	DEADLOCK IN PEACE TALKS
Envoy	: ambassador	FRENCH ENVOY ARRIVES
Flak	: heavy criticism	GOVERNMENT FACES FLAK OVER VAT
Gag	: censorship, prevention from speaking	AFRICAN PREZ ACTS TO GAG PRESS
Haul	: amount stolen in robbery or seized by police	TRAIN ROBBERY: BIG GOLD HAUL
Hike	: rise in costs	INTEREST HIKE HITS BUSINESS
Key	: vital	KEY WITNESS VANISHES
Life	: imprisonment 'for life'	LIFE FOR AXE MURDERER
Move	: step towards a particular result	MOVE TO BOOST TRADELINKS WITH JAPAN
Nab	: arrest	US COPS NAB 14
Oust	: drive out, replace	MODERATES OUSTED IN UNION ELECTIONS
Poll	: election	C.A. POLLS BY MID JUNE
Probe	: investigation	HIGH LEVEL PROBE COMMISSION SUBMITS REPORT

Raid	: enter and search, attack
	SIX KILLED IN SUNDAY AIR RAID
Sack	: dismiss from job
	STRIKING POSTMEN SACKED
Scrap	: cancel, throw out
	GOVT SCRAPPS NEW ROAD PLANS
Toll	: number killed
	FIRE TOLL REACHES 10

[For more of such headline vocabulary we can see Swan (2005), Page 211-21]

Besides special grammar and vocabulary, there are abbreviations and acronyms frequent in news headlines.

UNSC (= United Nations Security Council) MEET ON NEPAL TODAY
 PARTIES NOT COMMITTED TO 33 PERCENT: DPM (= Deputy Prime Minister) OLI

Similarly, to adjust to predetermined space, shortened words are used instead of the long words. For example:

- B'desh – Bangladesh
- Int'l – International
- Secy – Secretary
- Mgmt – Management
- Aussie – Australian
- S'pore – Singapore etc.

Thus, understanding newspaper headlines requires ability to understand the special grammar of headlines, the unique use of vocabulary, the abbreviatory convention of newspapers etc. In addition to such ability, an awareness towards national and international happenings as well as habit to read newspapers helps one to understand the news headlines easily. However, a basic proficiency in English language is also necessary. Our school level curriculum aims to develop such basic

proficiency but even the graduate level students ,especially those who have their schooling in non-English medium and are majoring in the subjects other than English in college, seem to have a lot of trouble while reading English newspapers.

The present study aims to find out the ability of Bachelor Level 3rd year students to understand English newspaper headlines. This study is a kind of test of knowledge of a register.

1.2. Review of the Related Literature.

Even in the short history of research studies in English Department, a number of studies have been carried out on mass media.

Jha (1989), in his Ph. D. Thesis, traces the beginning and development of English language in the field of mass media in Nepal.

Hartford (1993) has written a research article entitled ‘Tense and Aspect in the News Discourse of Nepali English’. This article presents an analysis of tense and aspect variation in the news discourse of Nepali English, especially in comparison to the native newspapers.

Bhandari (1999) has carried out a research on ‘The Use of Tense and Aspect in Nepali English Newspapers’. The study has found that the different sections use the tenses and aspects in different frequencies.

Shrestha (2000) is the only study concerning headlines. His study is entitled ‘An Analysis of Newspaper Headlines’. It is a descriptive study and it concludes that headline has its own style of writing which differs from general pattern of writing.

Subedi (2000) carried out a comparative study on reading comprehension of Grade IX Students of Jhapa and Kathmandu districts using texts from magazines and newspapers. His study revealed that urban students were better than rural ones in their reading skill. The study also showed that

rural as well as urban school students were better in reading magazines than in reading newspapers.

Subedi (2001) has studied 'English Code-Mixing in the Gorkhapatra Daily'. He has tried to identify and analyse English words that are used in the Gorkhapatra daily and found out the frequency of assimilated and non-assimilated words of English into Nepali.

G. C. (2002) carried out a study on 'Reading Comprehension Ability of PCL First Year Students' using texts from newspapers and other texts like descriptive passages and dialogues. He found that the students scored better marks in texts from the newspapers than in other kinds of texts.

Pokhrel (2003) has, carried out a research on 'English in Broadcast and Print Media.' His study shows the significant differences between the use of English in broadcast and print media. He has concluded that the language of broadcast media is much more simple than the language of print media.

Adhikari (2005) studies "Captions in English Newspapers" in terms of their sentence type, tense, aspect, voice, apposition and caption length. The study shows that the language of captions is quite simple and catchy.

All the studies carried out on media so far are concerned with either one or another linguistic feature of the language used in media. They have analysed the various aspects of language used in different means of mass communication. None of the above studies has tried to find out whether people understand media language. The present study is different from all above-mentioned studies in that it has attempted to find out the ability of Bachelor Level 3rd year students to understand the newspaper headlines. It does not analyse the language but it practically seeks to test proficiency in understanding the language of newspaper headlines.

1.3. Objectives of the Study

This study had the following objectives:

- a. To find out the ability of Bachelor Level 3rd year students to understand newspaper headlines.
- b. To compare the results on the basis of the following variables:

1. Testee-based variables

- Boys Vs. Girls
- Regular Subscribers Vs. Non-subscribers
- Jobholders Vs. Non-jobholders
- Faculty Vs. Institutes
- Within Faculties
- Within Institutes

2. Test items-based variables

Political News
Vs.
Business News
Vs.
Incident/Accident News
Vs.
Sports News

National Vs. International News

Multiple Choice Vs. Translation Questions

- c. To suggest some pedagogical implications.

1.4 Significance of the Study

The study will be useful to those who may want to carry out studies in similar areas. It will also be significant to those who have been involved in teaching and learning of mass media in English. Secondary level English teachers can also be benefited. Finally it will have special significance to newspaper reporters, editors and columnists.

1.5 Definition of the terms

Newspaper Headlines	Headlines from the newspapers like ‘The Kathmandu Post’, ‘The Himalayan Times’ etc. (i.e. English dailies in Nepal)
Students	Bachelor Level 3 rd year students in Chitwan
Faculties	Humanities, Education, Management
Institutes	Pure Science, Agriculture Science, Medical Science
Political News	News related to political events
Biz. News	News related to business affairs
Incident/Accident News	News related to incidents or accidents
Sports News	News related to games and sports
Subscribers	Those who were buying English newspapers at the time of this research
Non-subscribers	Those not subscribing to English newspaper at the time of this study
National News	News related to happenings within Nepal

International News	News related to happenings outside Nepal
Jobholders	Informants who are engaged in some jobs
Non-jobholders	Informants who are not engaged in any job
Pure Science	Science subjects like Chemistry, Biology, Zoology
Medical Science	Science of Medicine
Agricultural Science	Science of Agriculture

CHAPTER - TWO

METHODOLOGY

The following methodology was adopted to fulfill the above-mentioned objectives:

2.1 Sources of Data

The study made use of both primary and secondary sources of data.

2.1.1 Primary Sources

The students of Bachelor Level 3rd year studying in various colleges in Chitwan were the primary source of data.

2.1.2 Secondary Sources

English broadsheet dailies in Nepal like ‘The Kathmandu Post’, and ‘The Himalayan Times’, from which the headlines were picked up, were the secondary sources. Besides these, books on related subject and theses carried out earlier on similar area were consulted for reference.

2.2 Population of Study

The population of the study consisted of all bachelor level students from different faculties and institutes studying in various colleges of Chitwan district. In faculties, there were Humanities, Education and Management. In institutes, there were Pure Science, Agriculture Science and Medical Science. The population of Humanities and Education were further divided into English groups (i.e. majoring in English) and non-English group (i.e. majoring in subjects other than English).

2.3 Sample Population and Sampling Procedure

The sample population of the study consisted of 120 students, their distribution being 20 from Education, 20 from Humanities, 20 from Management (i.e. 60 from faculties) and 20 from B.Sc. Pure Science, 20 from Agricultural Science and 20 from Medical Science (i.e. 60 from institutes).

In Chitwan there is one college each running classes of Pure Science, Agriculture Science and Medical Science. So, for Pure Science, the researcher depended on the students of Birendra Multiple College, the only college that runs classes of Pre Science (i.e. B.Sc. Chemistry, Biology, Zoology etc). Similarly, for Agricultural Science, the researcher depended on the students of Institute of Agriculture and Animal Science, Rampur, the only college running such classes. In the same way, for Medical Science, the researcher contacted students of College of Medical Science and Teaching Hospital, Bharatpur, the only college of its kind in Chitwan. But, for faculties, the colleges were randomly selected as there are many colleges running classes of Education, Humanities and Management.

The students (i.e. informants) were selected using disproportionate stratified random sampling procedure. The number of students from each faculty and institute was 20 out of which 10 students were girls. But, in Birendra Multiple Campus the researcher found only four girls in B.Sc. 3rd year. So, 16 boys were selected to make up for the less number of girls. Thus, disproportionate random sampling could not be properly followed in case of B.Sc. Pure Science.

2.4 Tools for Data Collection

The tools used for collection of data were test items (see app. I). The test questions were divided into 2 types:

Type 1 32 multiple-choice questions

Type 2 16 translation questions

The multiple choice questions consisted of headlines, picked up from our national English broadsheet dailies like ‘The Kathmandu Post’, ‘The Himalayan Times’ etc, and the possible meanings of those headlines. The 32 multiple-choice questions consisted of 8 questions each from political news, business news, sports news and news related to incidents or accidents. Similarly, 16 translation questions also consisted of headlines from above mentioned newspapers, 4 questions each from the above-mentioned areas of news. The translation questions required students to translate only the key terminologies in the headlines -not the complete headlines. The researcher selected those headlines which contained frequently occurring terminologies. Similarly a questionnaire consisting of 10 questions was used to obtain information regarding variables.

2.5 Process of Data Collection

First of all, the questionnaire and test items were developed. Then colleges were selected. The ‘Recommendation Letter’ from the Department was obtained. With the permission of concerned colleges, the informants were selected. Piloting of the tools was done upon the informants who were not the part of sample population. The time length was determined through piloting. Some corrections were also made on the tools on the light of piloting. When the tools were finalized the researcher went to the colleges and administered the test with the

permission of college administration and teachers . Before test administration , the students were told about the purpose and significance of the study. They were also given instruction on how to fill up the questionnaire and how to answer the test questions.

2.6 Limitations of the Study

The study has following limitations:

- a) The test items used as tools consisted of only newspaper headlines but no news story or pictures as context.
- b) Only 32 multiple choice and 16 translation questions were used.
- c) Only the students of Chitwan district were contacted for data. All students belonged to 3rd year or 5th semester. So, the finding may not be generalizable for other levels and at other places.
- d) In Birendra Multiple Campus, Bharatpur – which is the only college running B.Sc. (Pure Science) in Chitwan – there were only six girls in total whereas researcher needed 10 girls. Moreover, only 4 of them were present on the day of test. Though those 4 properly represent the total girls studying Pure Science (i.e. total just 6), the disproportionate stratified random sampling could not be properly followed.
- e) The variables 'National and International News' apply only to multiple- choice questions, not translation questions.
- f) The researcher used only very simple statistical tools like mean, percentage, frequency tables etc for the analysis.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

3.1 Analysis and Interpretation of the Responses to General Questions

This study was carried out with the objective of finding out the proficiency of Bachelor Level 3rd year students of Chitwan district in understanding newspaper headlines. To achieve the above-mentioned objective, a set of questionnaire containing test items was administered upon 120 students whose distribution across colleges and faculties was as shown below:

Distribution of Informants Across Fac. and Ins.

Fac./Ins.	Name of College	Boys	Girls	Total
Hum.	Saheed Smriti Multiple Campus	10	10	20
Edu.	Sapta Gandaki Multiple Campus	10	10	20
Mgmt.	Balkumari Multiple Campus	10	10	20
B. Sc.	Birendra Multiple Campus	16	4	20
MBBS	CMS, Bharatpur	10	10	20
B. Sc. Ag.	IAAS, Rampur	10	10	20
	Total	66	54	120

Table No.1

Before entering into the analysis of the test scores of these students, their responses to some general questions are summarized here. (Qn. No. 1-4 are related to students' names , sex, Faculty/Institute etc. So they are not so important for the analysis.)

Qn. No. 5 : Are you a job holder ?

Responses to Qn. No. 5

	Yes	No	Total
Boys	22	44	66
Girls	5	49	54
Total	27	93	120

Table No. 2

The distribution of jobholders across faculties and institutes is as shown below:

Jobholders Across Fac. and Ins.

Fac./Ins.	Boys	Girls	Total
Hum.	5	2	7
Edu.	7	2	9
Mgmt	2	1	3
B. Sc.	8	0	8
MBBS	0	0	0
B. Sc. Ag.	0	0	0
Total	22	5	27

Table No. 3

Qn. No. 6 : Are you a subscriber to any English newspaper ?

Qn. No. 7 : Are you a subscriber to any Nepali newspaper ?

Responses to Qn. No. 6 and 7

	Subs. to English Newspapers	Subs. to Nepali Newspapers
Yes	30	46
No	90	74
Total	120	120

Table No. 4

This shows that many of the students do not subscribe to any newspaper at all. Among the subscribers also, many prefer Nepali newspapers. Very few students (only 25%) subscribe to English newspapers. Our concern, here, is with the subscribers to English newspapers. Their distribution across faculties and institutes is shown below.

Subscribers to English Newspapers Across Fac. and Ins.

Fac./Ins.	Boys	Girls	Total
Hum.	2	2	4
Edu.	2	1	3
Mgmt	5	2	7
B. Sc.	5	1	6
MBBS	2	3	5
B. Sc. Ag.	4	1	5
Total	20	10	30

Table No. 5

Qn. No. 8 : Do you have enough time to read a newspaper ?

Responses to Qn. No. 8

	Yes	No	Total
Boys	43	23	66
Girls	32	22	54
Total	75	45	120

Table No. 6

This shows that about 37 percent students do not have enough time to read newspapers. If this is the condition in Nepal, where life is thought to be leisurely, we can well imagine how busy the people of western countries can be.

Qn. No. 9 : How often do you read English newspaper ?

Responses to Qn. No. 9

	Never	Always	Sometimes	Total
Boys	0	9	57	66
Girls	2	6	46	54
Total	2	15	103	120

Table No. 7

This shows that there are very few students who always read English newspaper. There are 30 who buy English newspapers regularly but only 15 of them read regularly.

Qn. No. 10: What kind of news do you prefer to read first in a newspaper?

Options :

- i) Political
- ii) Business
- iii) Incident / Accident
- iv) Sports
- v) Others

Responses to Qn. No. 10

	Political	Biz.	Incident/Accident	Sports	Others	Total
Boys	27	2	10	25	2	66
Girls	8	3	31	4	8	54
Total	35	5	41	29	10	120

Table No.8

This shows that most of the students are interested in reading incident or accident related news. The first area of interest for boys seems to be politics and second sports. Girls seem to be more conscious about incidents and accidents rather than politics, sports and other things. Business news seems to attract the least number of leaders as shown in table no. 8.

3.2 Analysis and Interpretation of Test Scores

3.2.1 Testee Based Variables

A. Total Proficiency

The total proficiency of Bachelor Level 3rd year students in understanding English newspaper headlines is found to be 53.85. Out of full mark 48 the mean score of an average student is 25.85 which comes to be 53.85 in percentage. Among the students some scored as high as 45 out of 48 whereas some scored as low as 5. So, the range is very high. The standard deviation in the total data was found to be 9.83. The whole thing can be summarized in the table below. (For frequency table see app. IV)

Total Proficiency

Total FM	5760
Total OM	3102
Mean Score	25.85
Percentage	53.85
Std. Dev.	9.83
The Highest Score	45 out of 48
The Lowest Score	5 out of 48

Table No. 9

B. Boys Vs. Girls

Comparing on the basis of sex, the researcher finds that girls are slightly less proficient than boys. The mean score of girls is 25.25 which is slightly less than the total mean score(i.e. 25.85) out of 48 full mark whereas boys' mean score is 25.85 which is also the total mean score. Out of total 3168 full marks, boys scored 1738 which comes to be 54.86

percent. Girls scored 1364 out of total full mark 2592. The whole thing can be shown in the table below:

Proficiency of Boys Vs. Girls

	FM	OM	Mean Score	Percentage	Std.Dev.	Highest Score	Lowest Score
Boys	3168	1738	26.33	54.85	8.86	43	5
Girls	2592	1364	25.25	52.60	10.88	45	5

Table No. 10

The table shows that both girls and boys scored as low as 5 but only girls scored as high as 45. So, there is slightly greater range in girls' scores than in boys'. The standard deviation also is slightly greater in girls' scores than in the boys'. (For frequency table, see app. V)

The percentage of girls' and boys' average scores can be shown in chart:

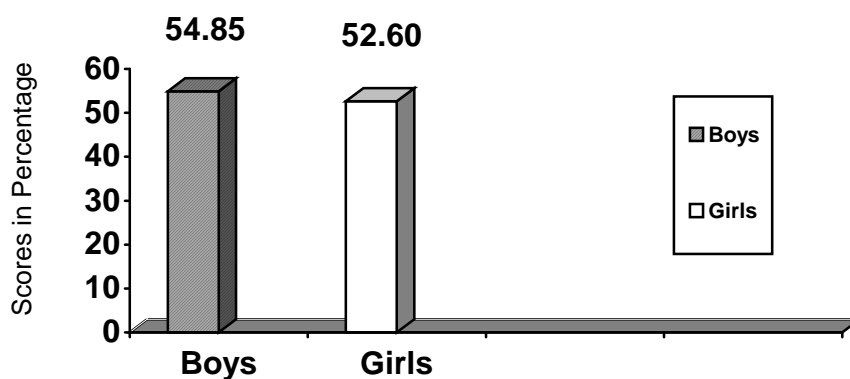


Fig. 1: Proficiency of Boys Vs. Girls

C. Subscribers Vs. Non-subscribers

Here 'Subscribers' refers to only those who subscribe to English newspapers, not Nepali newspapers. As shown earlier, the number of

subscribers to English newspapers is 30 out of total 120 students. Their scores in comparison with non-subscribers are shown in the table below:

Proficiency of Subs. Vs. Non-subs.

Variables	FM	OM	Mean Score	Percentage	Std.Dev.	Highest Score	Lowest Score
Subs.	1440	934	31.13	64.86	7.59	43	14
Non-subs.	4320	2168	24.08	50.18	9.85	45	5

Table No. 11

The table shows that mean score and percentage of the mean score of the subscribers are higher than that of non-subscribers. The lowest score of subscribers is 14 whereas the non-subscribers have scored as low as 5 out of total full mark 48. So, there is more fluctuation in the scores of non-subscribers than in the scores of subscribers. In totality, subscribers are found to be more proficient in understanding English newspaper headlines than the non-subscribers. This also proves that buying and reading English newspapers helps to develop ability to understand news headlines. (For frequency table, see app. VI)

The percentage of average scores by subscribers and non-subscribers is shown in the chart below:

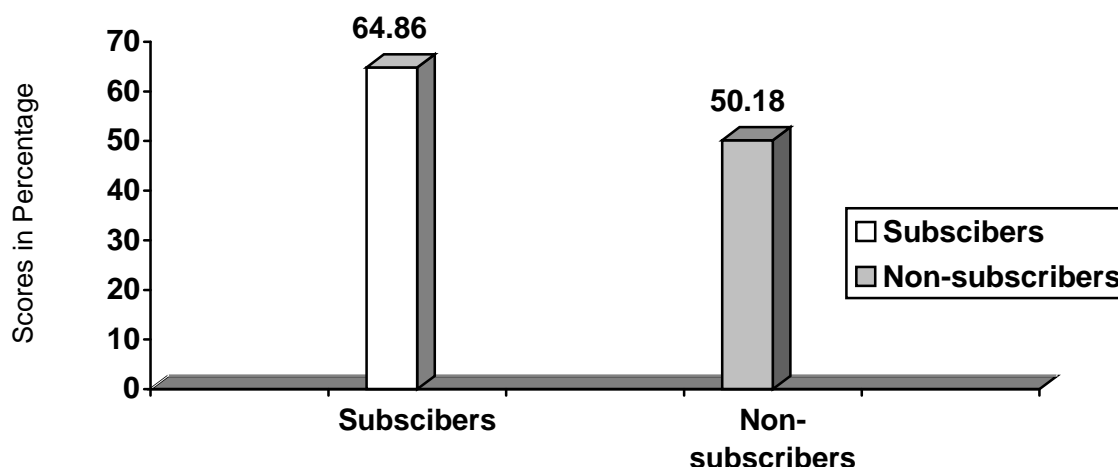


Fig. 2 Proficiency of Subs. Vs. Non-subs

D. Jobholders Vs. Non-jobholders

Out of 120 sample population only 27 were job holders. Their scores in comparison with non-jobholders are shown in the table below:

Proficiency of Jobs. Vs. Non-jobs.

Variables	FM	OM	Mean Score	Percentage	Std.Dev.	Highest Score	Lowest Score
Jobs.	1296	614	22.74	47.37	6.28	36	10
Non-jobs.	4464	2488	26.75	55.73	10.47	45	5

Table No. 12

From the table we know that percentage of non-jobholders' score is higher than the jobholders' score. We also see that the highest score of non-jobholders is higher than that of jobholders'. Thus, non-jobholders seem more proficient in understanding newspaper headlines than the jobholders. But standard deviation in the scores of jobholders is lower than in the scores of non-jobholders. This shows that there is less fluctuation in the scores of jobholders than in the scores of non-jobholders. The lowest score of jobholders is also higher than the lowest score of non-jobholders. (For frequency table, see app. VII)

The percentage of average scores by jobholders and non-jobholders can be shown in the chart as given below:

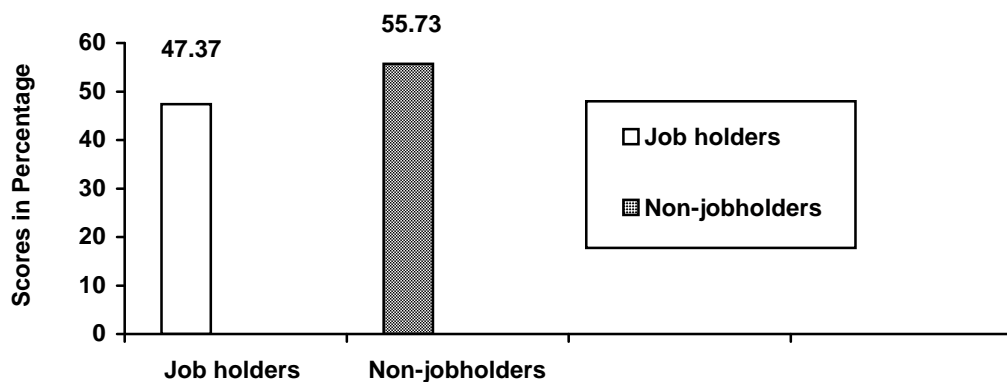


Fig. 3 Proficiency of Jobs. Vs. Non-jobs.

E. Faculties Vs. Institutes

(i) Faculties as a Whole Vs. Institutes as a Whole

Here, faculties include Humanities, Education and Management whereas institutes include B. Sc. (Pure Science), MBBS (Medical Science) and B. Sc. Ag. (Agricultural Science). Their scores in comparison to each other are shown below:

Proficiency of Fac. Vs. Ins.

Variables	FM	OM	Mean Score	Percentage	Std.Dev.	Highest Score	Lowest Score
Faculty	2880	1214	20.23	42.15	7.81	36	5
Institute	2880	1888	31.46	65.55	8.32	45	10

Table No. 13

The average percentage of institutes seems considerably higher than that of faculties. Though there is greater standard deviation in the scores of the students of institutes, the students of faculties seem far less proficient than the former in understanding newspaper headlines. The highest score and lowest score of institutes are higher than that of faculties. (For frequency table, see app. VIII)

The percentage of the average scores of both- institutes and faculties can be shown in chart as given below:

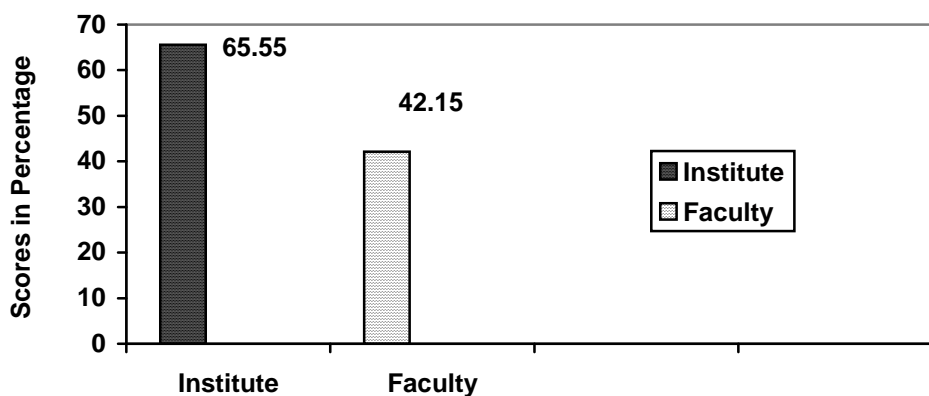


Fig. 4 Proficiency of Ins. Vs. Fac.

(ii) Faculty Boys Vs. Institute Boys

The comparative scores of faculty boys and institute boys are as shown below:

Proficiency of Fac. and Ins. Boys

Variables	FM	OM	Mean Score	Percentage	Std.Dev.	Highest Score	Lowest Score
Fac. Boys	1440	677	22.56	47.01	7.51	36	5
Ins. Boys	1728	1061	29047	61.40	8.67	43	10

Table No. 14

The table shows that institute boys are more proficient than the faculty boys in understanding newspaper headlines. The lowest and highest scores of institute boys are higher than the lowest and highest scores of faculty boys.

The scores in percentage can be shown in the chart below:

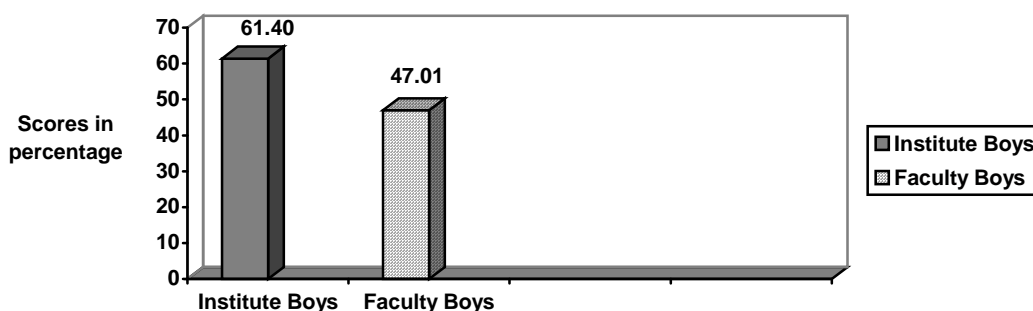


Fig. 5 Proficiency of Ins. Boys Vs. Fac. Boys

(iii) Faculty Girls Vs. Institute Girls

The comparative scores of faculty girls and institute girls are as shown in the table below:

Proficiency of Fac. and Ins. Girls

Variables	FM	OM	Mean Score	Percentage	Std. Dev.	Highest Score	Lowest Score
Fac. Girls	1440	537	17.90	37.27	7.51	32	5
Ins. Girls	1152	827	34.45	71.78	6.75	45	21

Table No. 15

The table shows that Institute girls are far more proficient than the Faculty girls. The average percentage and the lowest and highest scores of Institute girls are far higher than that of the Faculty girls. The less standard deviation in the scores of institute girls also shows that their scores are more uniform than the scores of the faculty girls.

The scores in percentage are shown in the graph below:



Fig. 6 Proficiency of Ins. Girls Vs. Fac. Girls

(iv) Girls and Boys of Faculties and Institutes

The following table summarizes the scores of girls and boys of both faculties and institutes:

Proficiency of Boys and Girls of Fac. and Ins.

Variables		FM	OM	Mean Score	Percentage	Std. Dev.	Highest Score	Lowest Score
Fac.	Boys	1440	677	22.56	47.01	7.51	36	5
	Girls	1440	537	17.90	37.27	7.51	32	5
Ins.	Boys	1728	1061	29.47	61.40	8.67	43	10
	Girls	1152	827	34.45	71.78	6.75	45	21

Table No. 16

The table shows that institute girls are in topmost position followed by institute boys. The third position is occupied by the faculty boys. Faculty girls are in the lowest position.

The percentage of their average scores can be shown in the chart below:

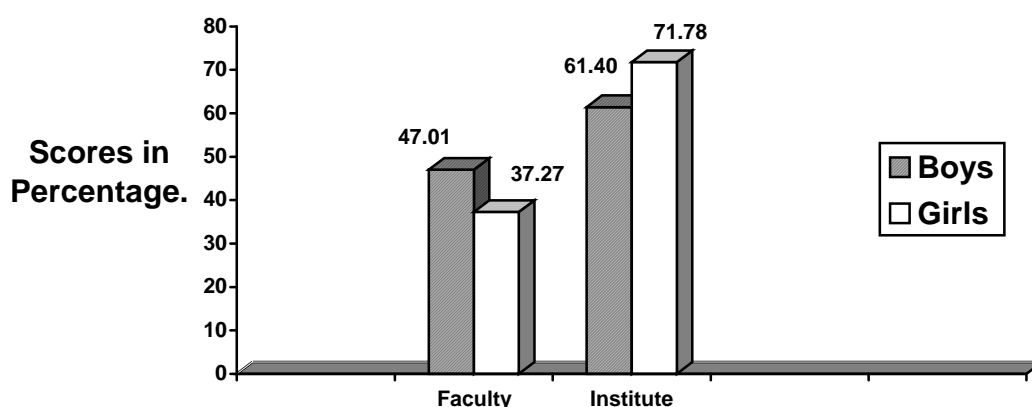


Fig. 7 Proficiency of Fac. and Ins. Girls and Boys

F. Within Faculties

Within faculties, there are three streams in Chitwan : Humanities, Education and Management. The comparative scores of the students from all 3 streams are shown in the table below:

Proficiency of Different Streams Within Faculties

Fac.	FM	OM	Mean Score	Percentage	Std. Dev.	Highest Score	Lowest Score
Hum.	960	363	18.15	37.81	7.24	36	6
Edu.	960	361	18.05	37.60	8.07	31	5
Mgmt.	960	490	24.50	51.04	6.19	36	12

Table No. 17

The table shows that Management students are more proficient than the students from Humanities and Education. The students of Humanities stand in second position but the difference between the score percentage of Humanities and Education is not so significant. The lowest scores of Humanities and Education are also lower than the lowest score of Management. Standard deviation in the scores of Management students is

less than that of other two faculties. This proves that there was more fluctuation in the scores of Humanities and Education students.

The percentage of average scores of all three faculties can be shown in the chart as given below:

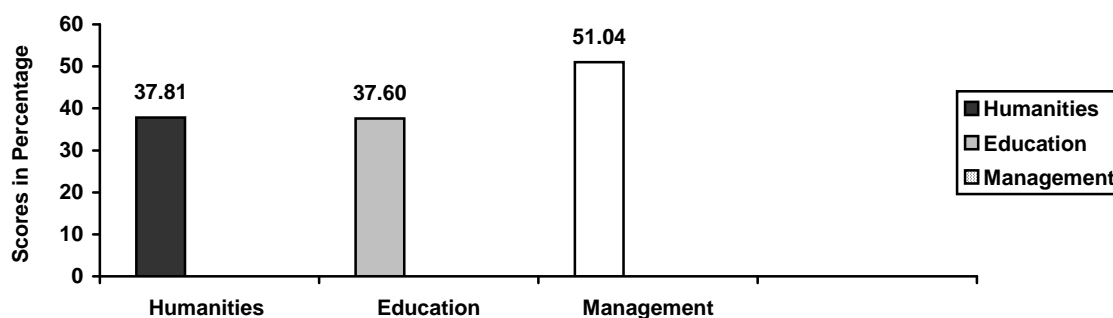


Fig. 8 Proficiency of Streams within Fac.

(i) Girls and Boys Within Faculties

The following table summarizes the scores of girls and boys in all three faculties:

Proficiency of Boys and Girls within Fac.

Variables		FM	OM	Mean Score	Percentage	Std. Dev.	Highest Score	Lowest Score
Hum.	Boys	480	230	23.00	47.91	6.87	36	13
	Girls	480	133	13.30	27.70	3.25	20	6
Edu.	Boys	480	200	20.00	41.66	7.23	29	5
	Girls	480	161	16.10	33.54	8.38	31	5
Mgmt.	Boys	480	247	24.70	51.45	7.65	36	12
	Girls	480	243	24.30	50.62	4.24	32	17

Table No. 18

According to the table, the greatest difference between the scores of girls and boys is found in Humanities. There is difference of about 20% in the scores of girls and boys. The table also shows that girls of Humanities are the lowest scorers and hence, the least proficient in understanding newspaper headlines. Among the girls of all three faculties, the girls of

Management have scored the highest. Thus, they are found to be most proficient. Girls of Education faculty occupy second position.

Similarly, among the boys, the boys of Education faculty are found to be the lowest scorers and thus the least proficient in understanding newspaper headlines. The best among the boys of all three faculties are the boys of Management. Boys of Humanities occupy second position.

The score percentages of girls and boys of all three faculties are shown below in chart:

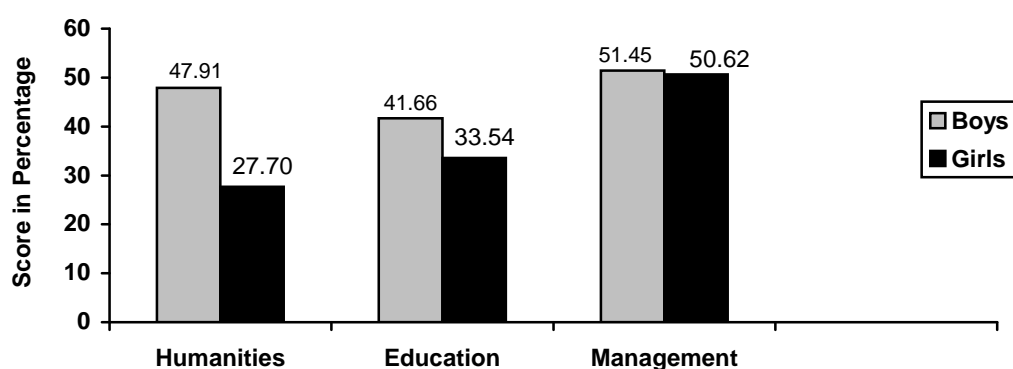


Fig. 9 Proficiency of Girls and Boys within Different Streams of Fac.

A thing to be noted here is that, in Humanities and Education, half of the students were from among those who are majoring in English and remaining were from other subjects. Still, these two faculties have lower percentages than that of Management faculty.

G. Within Institutes

The institutes included in the study were B. Sc. (Pure Science), MBBS (Medical Science) and B. Sc. Ag. (Agricultural Science). The following table shows the comparative scores of three institutes:

Proficiency of Different Streams Within Ins.

Institutes	FM	OM	Mean Score	Percentage	Std. Dev.	Highest Score	Lowest Score
B.Sc.	960	454	22.70	47.29	6.63	38	10
MBBS	960	728	36.40	75.83	5.53	43	20
B. Sc. Ag	960	706	35.30	73.54	4.19	45	28

Table No. 19

The table shows that students of MBBS (Medical Science) are the most proficient in understanding English newspaper headlines. Though the highest and lowest scores of B. Sc. Ag. (Agricultural Science) students are higher than the lowest and highest scores of MBBS students, the latter's average percentage is better. The table also shows that the least proficient among the students of institutes are the students of B. Sc. (Pure Science). Their average percentage and highest and lowest scores are very low compared to other two institutes.

The percentages of the mean scores of the institutes can be shown in the chart below:

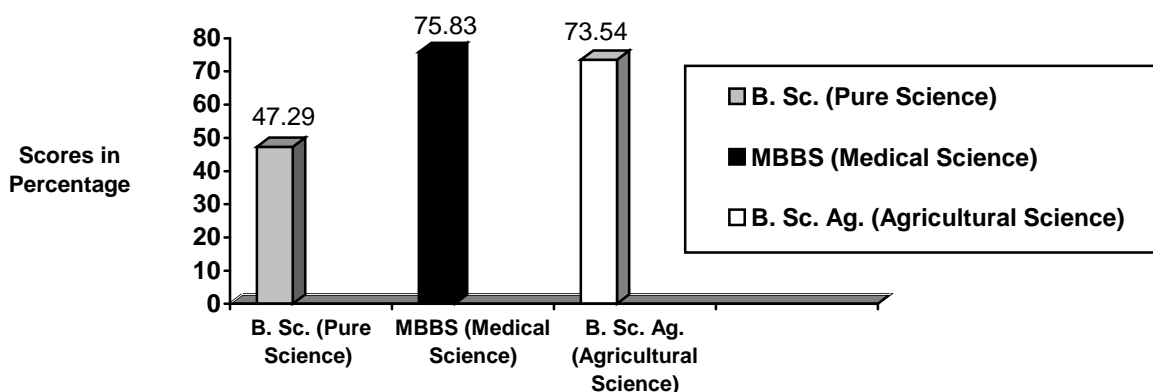


Fig. 10 Proficiency of Different Streams within Ins.

(i) Girls and Boys Within Institutes

The following table summarizes the scores of girls and boys within all three institutes:

Proficiency of Boys and Girls within Ins.

Variables		FM	OM	Mean Score	Percentage	Std. Dev.	Highest Score	Lowest Score
B.Sc.	Boys	768	363	22.68	47.28	7.35	38	10
	Girls	192	91	22.75	47.39	1.92	26	21
MBBS	Boys	480	344	34.40	71.66	6.59	43	20
	Girls	480	384	38.40	80.00	3.13	43	33
B.Sc. Ag.	Boys	480	354	35.40	73.75	2.80	41	31
	Girls	480	352	35.20	73.33	5.23	45	28

Table No. 20

The researcher wanted 20 students from each faculty and institute – 10 boys and 10 girls. But in B.Sc. (Pure Science) there were total 6 girls and only 4 were available for the test. Though the four girls easily represented the total girls of B.Sc. (Pure Science-3rd Year), who were only six in number in whole Chitwan district, the disproportionate random sampling couldn't be properly followed. However, the total students included in the study from B.Sc. (Pure Science) were 20-16 boys and 4 girls. So, there is variation in the full marks of girls and boys in the case of B.Sc. (Pure Science).

The above table shows that girls of MBBS are the highest scorers of all the girls and boys of all three institutes. Their score percentage is distinctly high - 80%. The second position among girls is occupied by the girls of B.Sc. Ag. but among all the boys and girls their position is third – the second being occupied by the boys of the same institute (i.e. B.Sc. Ag.). The lowest scorers among all are the boys of B.Sc. (Pure Science), their percentage being lower than the percentage of the girls of same institute who are the lowest scorers among girls.

From the point of view of standard deviation, the girls of B.Sc.(Pure Science) have the most uniform scores. Next to them are the boys of B.Sc. Ag. The greatest fluctuation in the scores is found in the boys of B.Sc. (Pure Science), the highest score being 38 and the lowest 10. The standard deviation is also highest (7.35) in the scores of B.Sc. (Pure Science) boys.

The percentages of average scores of all the girls and boys of all three institutes are shown in the chart below:

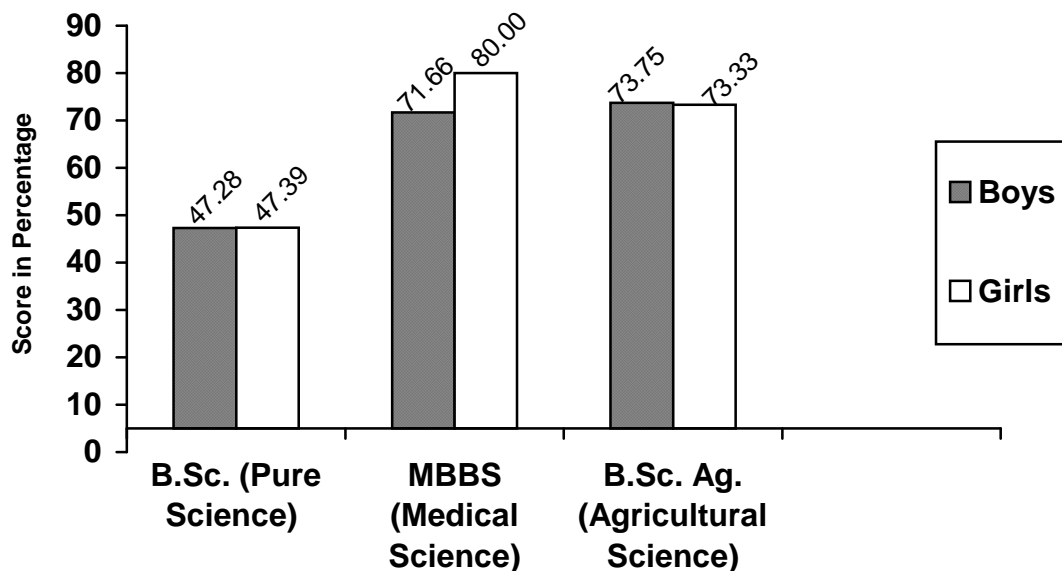


Fig. 11 Proficiency of Girls and Boys within Different Streams of Ins.

3.2.2 Test - Item Based Variables

The test items included 48 questions – 32 multiple choice and 16 translations. The multiple choice questions included headlines and possible answers. The headlines were from 4 different areas of news:

- 1) Political news
- 2) Business (Biz.) news
- 3) Incident/Accident news, and
- 4) Sport news.

Form each area of news there were 8 questions. Similarly translation questions – 16 in total – were also form the same 4 areas of news – 4 from each. Each question carried 1 mark. Each area of news carried total 12 full marks – 8 from multiple choice and 4 from translation. The scores of the students in different areas of news will be analysed and interpreted in the following pages.

A. Political Vs. Biz. Vs. Incident/Accident Vs. Sports News

The total scores in the different areas of news are presented below in the table:

Proficiency in Various News Areas

News	FM	OM	Percentage	Mean	Highest Score	Lowest Score
Political	1440	646	44.86	5.38	11	0
Biz.	1440	727	50.48	6.05	12	1
Incident/Accident	1440	821	57.01	6.84	12	0
Sports	1440	908	63.05	7.56	12	0

Table No. 21

The table shows that sports news headlines were easier to understand than the headlines of other news areas. The total score and percentage in sports related news are the highest. An average student scored 7.56 out of 12 in sports related questions which is 63.05 in percentage. The most difficult news headlines to understand are found to be the political news headlines. An average student has scored 5.38 out of 12 in politics related newspaper headlines, which comes to be 44.86 in percentage. The second order in difficulty is occupied by business news headlines, which are found to be easier than political news headlines but more difficult than incident/accident and sports related news headlines. An average student has scored 6.05 out of 12 in business related news. Similarly incident/accident related news headlines are found to be easier than business and political news headlines but not as easy as sports news headlines. An average student has scored 6.84 in incident/accident related news and this comes to be 57.01 in percentage.

The score percentage in different areas of news are shown below in chart:



Fig. 12 Proficiency of Students in Different News Areas

B. Boys and Girls in Different News Areas

The following table summarizes the scores of boys and girls in different news items:

Proficiency of Boys and Girls in Different News Areas

Variables		FM	OM	Percentage	Mean	Highest Score	Lowest Score
Political	Boys	792	358	45.20	5.42	11	0
	Girls	648	288	44.44	5.33	11	0
Biz.	Boys	792	406	51.26	6.15	11	1
	Girls	648	321	49.53	5.94	12	1
Incident/ Accident	Boys	792	458	57.82	6.93	11	1
	Girls	648	363	56.01	6.72	12	0
Sports	Boys	792	516	65.19	7.81	12	0
	Girls	648	392	60.49	7.25	11	1

Table No. 22

(The difference in FM is due to difference in total number of girls and boys. There were total 66 boys and 54 girls.)

The table shows that sports news headlines were easier for both girls and boys. The table also shows that in all kinds of news boys were better than girls. Similarly, we find that both girls and boys have scored comparatively lower marks in political news. The highest score in political news is also less than the highest score in other news.

The percentage of the scores of girls and boys in different kinds of news areas can be shown in the graph below:

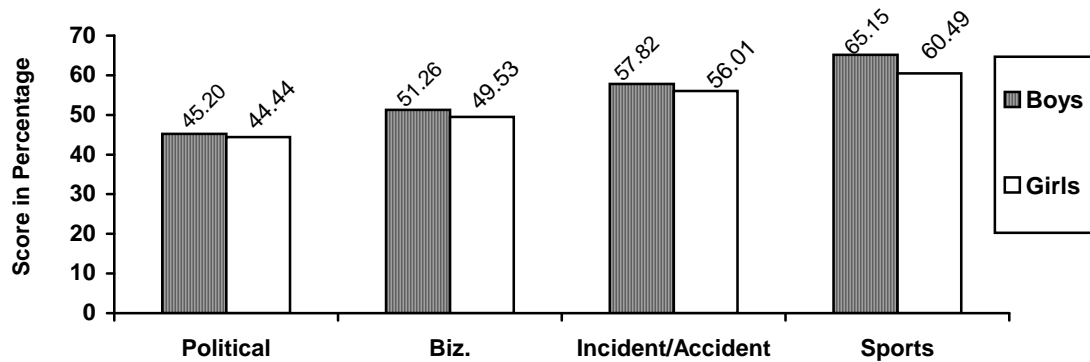


Fig. 13 Proficiency of Girls and Boys in Different News

C. Jobholders and Non-jobholders in Different News Areas

Among 120 students 27 were jobholders. Their scores in comparison to non-jobholders in different areas of news are shown below in the table:

Proficiency of Jobs. and Non-jobs. in Different News Areas

Variables		FM	OM	Percentage	Mean	Highest Score	Lowest Score
Political	Jobs.	324	121	37.34	4.48	8	2
	Non-jobs.	1116	525	47.04	5.64	11	0
Biz.	Jobs.	324	131	40.43	4.85	9	2
	Non-jobs.	1116	596	53.40	6.40	12	1
Incident/ Accident	Jobs.	324	169	52.16	6.25	11	1
	Non-jobs.	1116	652	58.42	7.01	12	0
Sports	Jobs.	324	191	58.95	7.07	12	3
	Non-jobs.	1116	717	64.24	7.70	12	0

Table No. 23

The table shows that in all kinds of news areas, jobholders are scoring less than non-jobholders. The greatest difference between them is found to be in business news related questions. A jobholder has scored only 4.85 out of 12 full marks in average whereas a non-jobholder's average score is 6.40. Only in lowest scores, we find that jobholders have not scored '0' whereas non-jobholders have in some of the news items.

The score percentages of jobholders and non-jobholders in different news can be shown in chart as given below:

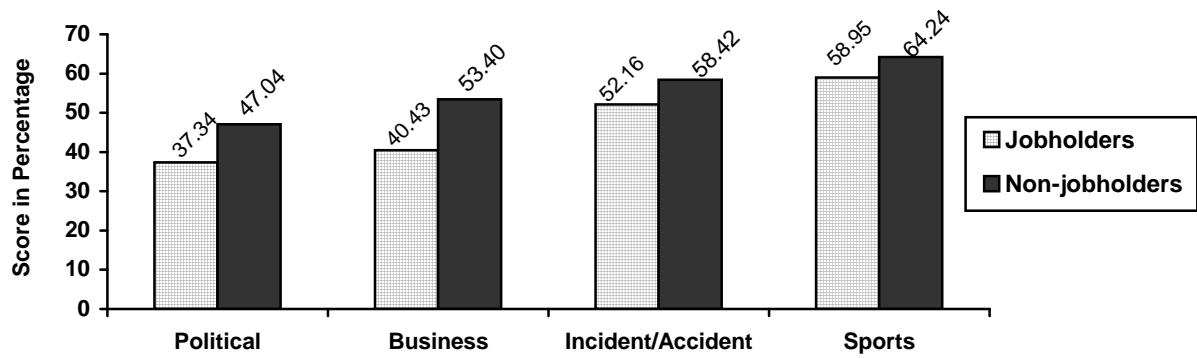


Fig. 14 Proficiency of Jobs. and Non-jobs. in Different News

D. Subscribers and Non-Subscribers in Different News Areas

Out of 120 informants, only 30 were subscribers to English newspapers. The comparative scores of subscribers and non-subscribers in different news area are shown below in the table:

Proficiency of Subs. and Non-subs. in Different News Areas

Variables		FM	OM	Percentage	Mean	Highest Score	Lowest Score
Political	Subs.	360	196	54.44	6.53	10	3
	Non-Subs.	1080	450	41.66	5.00	11	0
Biz.	Subs.	360	207	57.50	6.90	11	1
	Non-subs.	1080	520	48.18	5.77	12	1
Incident/ Accident	Subs.	360	254	70.55	8.46	12	2
	Non-subs.	1080	567	52.50	6.30	12	0
Sports	Subs.	360	277	76.94	9.23	12	3
	Non-subs.	1080	631	58.42	7.01	12	0

Table No. 24

The table shows that subscribers have the better scores in all kinds of news headlines. Another finding that the table shows is that among 4 areas of news, the easiest are sports news headlines and the most difficult are political news headlines. Even the subscribers to English newspapers have scored 6.53 in average, out of full mark 12, in political news headlines whereas they have scored as high as 9.23 in sports related news headlines. This study also proves that buying and reading English

newspapers helps one to develop proficiency in understanding news headlines.

The scores in the four different news areas by subscribers and non-subscribers are shown below in percentage in the chart:

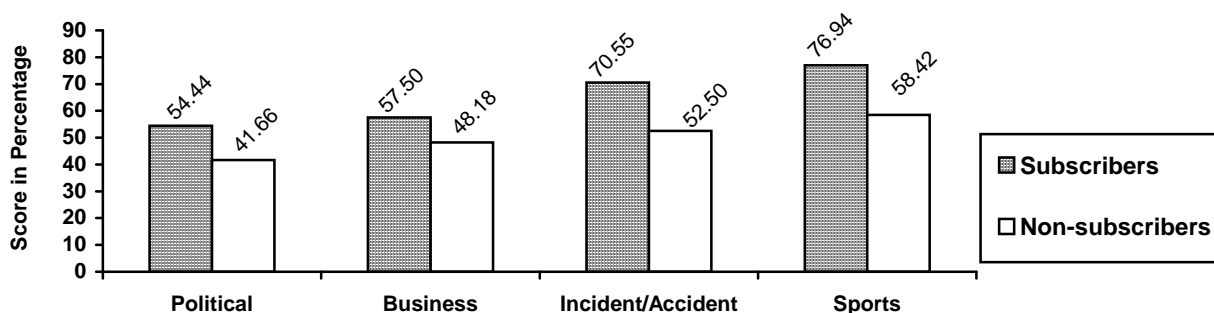


Fig. 15 Proficiency of Subs. and Non-subs. in Different News

E. Faculties and Institutes in Different News Areas

The scores of faculties (Humanities, Education and Management combined) and institutes (Pure Science, Medical Science and Agricultural Science combined) are shown below in the table:

Proficiency of Fac. and Ins. in Different News Areas

Variables		FM	OM	Percentage	Mean	Highest Score	Lowest Score
Political	Fac.	720	243	33.75	4.05	7	0
	Ins.	720	403	55.97	6.71	11	1
Biz.	Fac.	720	273	37.91	4.55	9	1
	Ins.	720	454	63.05	7.56	12	2
Incident/ Accident	Fac.	720	324	45.00	5.40	11	0
	Ins.	720	497	69.02	8.28	12	3
Sports	Fac.	720	374	51.94	6.23	12	0
	Ins.	720	534	74.16	8.90	12	1

Table No. 25

The table shows that students of institutes have scored better marks in all areas of news than the students of faculties. The another fact which the table shows is that once again the highest scores are in sports related news and the lowest scores are in political news. This proves that political

news headlines are more complex than news headlines of other news areas.

The scores of faculties and institutes in different news areas are shown below in percentage in the chart:

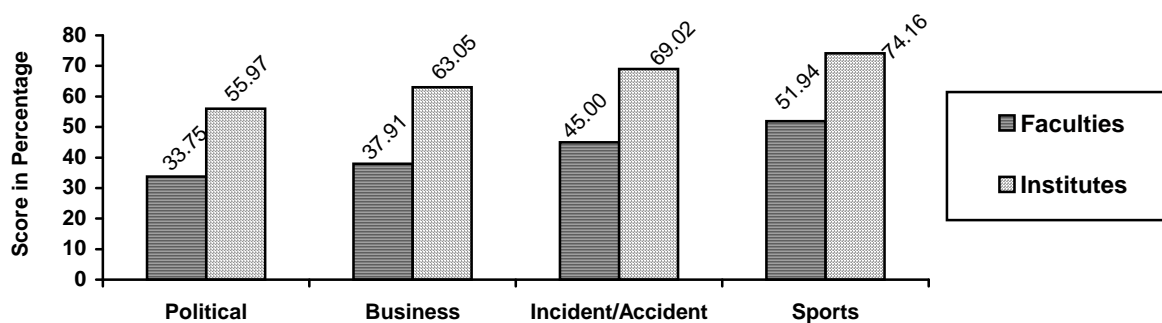


Fig. 16 Proficiency of Fac. and Ins. in Different News

3.2.3 Multiple Choice Vs. Translation Questions

To find out the Bachelors Level 3rd year students' proficiency in understanding newspaper headlines researcher used a questionnaire which included two types of test items. The first was a set of 32 multiple choice questions and second was a set of 16 translation questions. The multiple choice questions consisted of headlines picked up from the newspapers and the possible meanings of those headlines. The translation questions also consisted of similar headlines but the students had to translate not the complete headlines but certain terminologies or vocabularies which were underlined. Thus the translation questions were a kind of vocabularies translations. The purpose was to find out whether students could understand certain words or terminologies which frequently occurred in headlines. The students could translate the words in to Nepali, Hindi or they could paraphrase the word in English. So it was not translation in the strict sense.

The researcher did not want to test students Nepali word power, neither he wanted to test their Hindi. He simply wanted to find out whether

certain terminologies or words occurring very often in newspaper headlines were understandable to the students.

Like multiple choice questions, the translation questions also carried 1 mark each. The scores of students in multiple choice questions in comparison to translation questions are shown below in the table:

Proficiency of Total Students in Multiple Choice and Translation Questions

Variables	FM	OM	Mean	Percentage
Multiple Choice	3840	1989	16.57	51.79
Translation	1920	1113	9.27	57.96

Table No. 26

There were 120 students and 32 multiple choice questions each carrying one mark, hence the total full mark 3840. Similarly there were 16 translation questions, so the full mark is 1920. The table shows that an average student has scored 16.57 in multiple choice questions out of full mark 32 which comes to be 51.79 in percentage. On the other hand, the score of an average student in translation questions is 9.27 out of 16 which is 57.96 in percentage. Thus students are found to be scoring less in multiple choice than in translation questions. The percentage of scores can be shown in chart below:

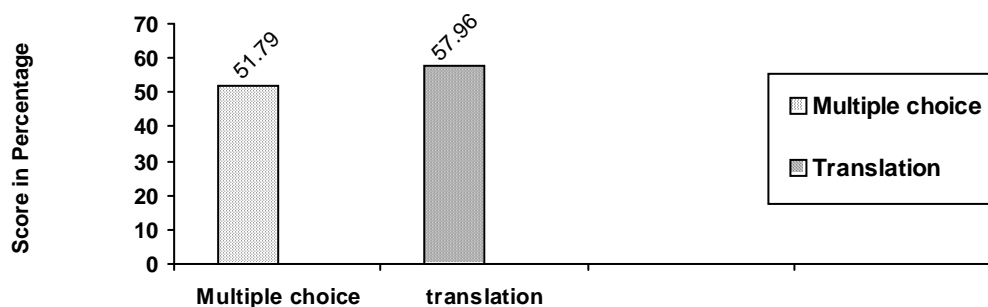


Fig. 17 Proficiency in Multiple Choice and Translation

A. Girls and Boys in Multiple Choice and Translation Questions

The following table summarizes the scores of girls and boys in multiple choice and translation questions:

Proficiency of Boys and Girls in Multiple Choice and Translation Questi

Variables		FM	OM	Mean	Percentage
Multiple Choice	Boys	2112	1096	16.60	51.89
	Girls	1728	893	16.53	51.67
Translation	Boys	1056	642	9.72	60.79
	Girls	864	471	8.72	54.51

Table No. 27

The table shows that there is little different between girls and boys in multiple choice questions but the difference is greater in translation questions. In translation boys' score percentage is grater than that of girls. This is shown in the chart below:

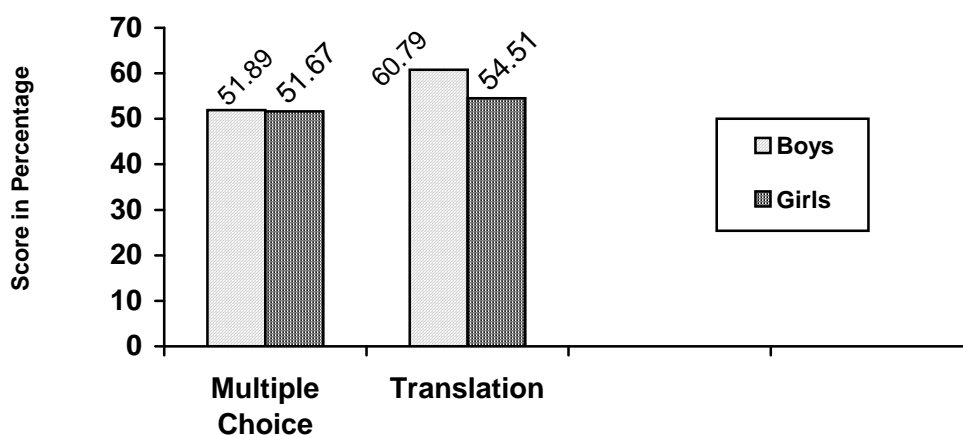


Fig. 18 Proficiency of Boys and Girls in Multiple Choice and Translation

B. Faculties and Institutes in Multiple Choice and Translation Questions

The following table summarizes the scores of the students of faculties and institutes in multiple choice and translation questions:

Proficiency of Fac. and Ins. in Multiple Choice and Translation Question

Variables		FM	OM	Mean	Percentage
Multiple Choice	Fac.	1920	777	12.95	40.46
	Ins.	1920	1212	20.20	63.12
Translation	Fac.	960	437	7.28	45.52
	Ins.	960	676	11.26	70.41

Table No. 28

The table shows that both – faculties and institutes – have better scores in translation questions than in multiple choice questions. The table also shows that students of institutes are far ahead of the students of faculties in multiple choice as well as translation questions. These things can be shown in the chart below:

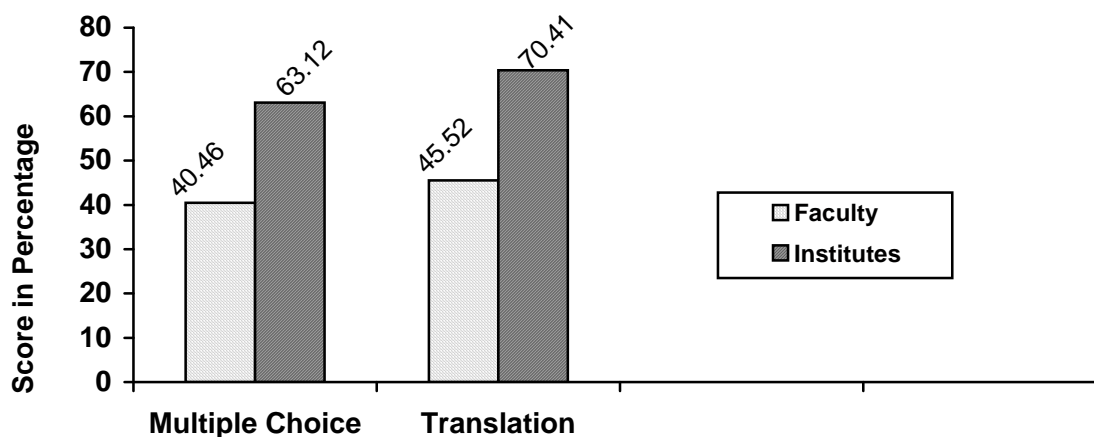


Fig. 19 Proficiency of Fac. and Ins. in Multiple Choice and Translation

C. Jobholders and Non-jobholders in Multiple Choice and Translation Questions

The table given below summarizes the scores of jobholders and non - jobholders in multiple choice and translation questions:

Proficiency of Jobs. and Non-jobs. in Multiple Choice and Translation Questions

Variables		FM	OM	Mean	Percentage
Multiple Choice	Jobs.	864	378	14.00	43.75
	Non-jobs.	2976	1611	17.32	54.13
Translation	Jobs.	432	236	8.74	54.62
	Non-jobs.	1488	877	9.43	58.93

Table No. 29

Out of 120 students only 27 were jobholders, so the total full mark for jobholders and non-jobholders appears different on the table. The percentages in the table show that the scores in translation questions are higher than the scores in multiple choice questions both, in case of

jobholders as well as non-jobholders. Another finding which the table shows is that non- jobholders are better scorers than jobholders both in translation as well as multiple choice questions. These things can be shown in chart below:

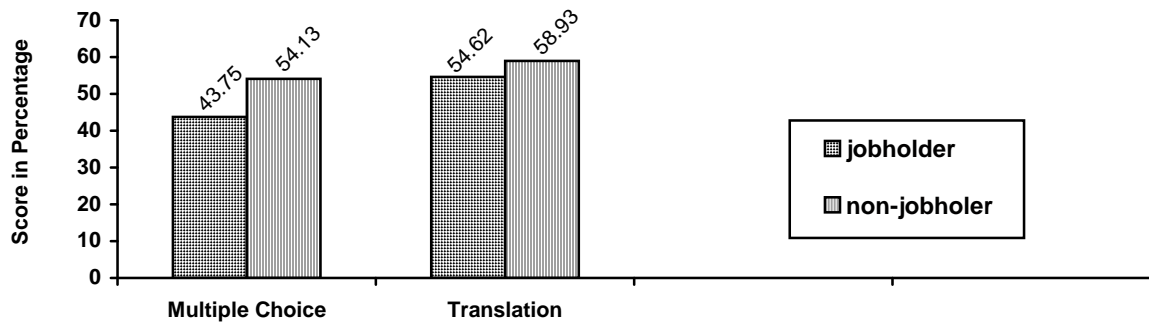


Fig. 20 Proficiency of Jobs. and Non-jobs. in Multiple Choice and Translation

D. Subscribers and Non-subscribers in Multiple Choice and Translation Questions

The following table summarizes the scores of subscribers and non-subscribers in multiple choice and translation questions:

Proficiency of Subs. and Non-subs. in Multiple Choice and Translation Questions

Variables		FM	OM	Mean	Percentage
Multiple Choice	Subs.	960	585	19.50	60.93
	Non- subs.	2880	1404	15.60	48.75
Translation	Subs.	480	349	11.63	72.70
	Non- subs.	1440	764	8.48	53.05

Table No. 30

Total number of subscribers to English newspapers was 30 out of 120. Thus, the total full marks for subscribers and non-subscribers are different in the table. When we study the mean scores and percentage we find that both subscribers and non-subscribers have scored better marks in translation questions than in multiple choice questions. Another fact which the table reveals is that subscribers to English newspapers have

scored better marks than the non-subscribers both in translation as well as multiple choice questions. These things can be shown in chart below:

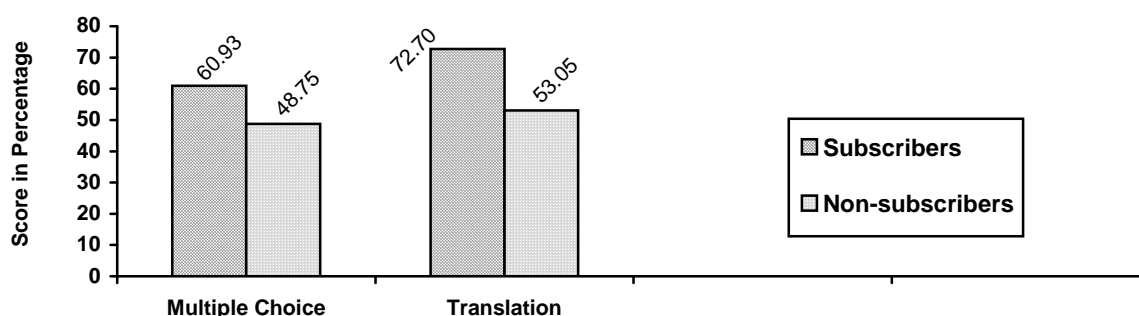


Fig. 21 Proficiency of Subs. and Non-subs. in Multiple Choice and Translation

3.2.4 National Vs. International News

Here, the variables, national news and international news, apply only to multiple choice questions. Out of 32 multiple choice questions, 16 were related to news within Nepal and 16 were related to international news. However, the headlines of which the questions were made, were all from our national English dailies. So, 'international news' doesn't refer to the news taken from foreign newspapers. But there is possibility that our National dailies might have borrowed news from foreign news agencies. Whatever, this is not our concern here.

A. Faculties and Institutes in National and International News

The scores of the students of faculties and institutes in national and international news are shown below in the table:

Proficiency of Fac. and Ins. in National and International News Headlines

Fac./Ins.	National News			International News		
	FM	OM	Percentage	FM	OM	Percentage
Hum.	320	134	41.87	320	106	33.12
Edu.	320	151	47.18	320	100	31.25
Mgmt.	320	160	50.00	320	126	39.37
B.Sc.	320	156	48.75	320	127	39.68
MBBS	320	250	78.12	320	240	75.00
B.Sc. Ag.	320	231	72.18	320	208	65.00
Total	1920	1082	56.35	1920	907	47.23

Table No. 31

The table shows that percentage of score in national news related questions is higher than the percentage of score in international news related questions. All the faculties and institutes have scored better in national news than in international news. The average score percentage in national news is 56.35 whereas in international news it is 47.23. This can be shown in the chart below:

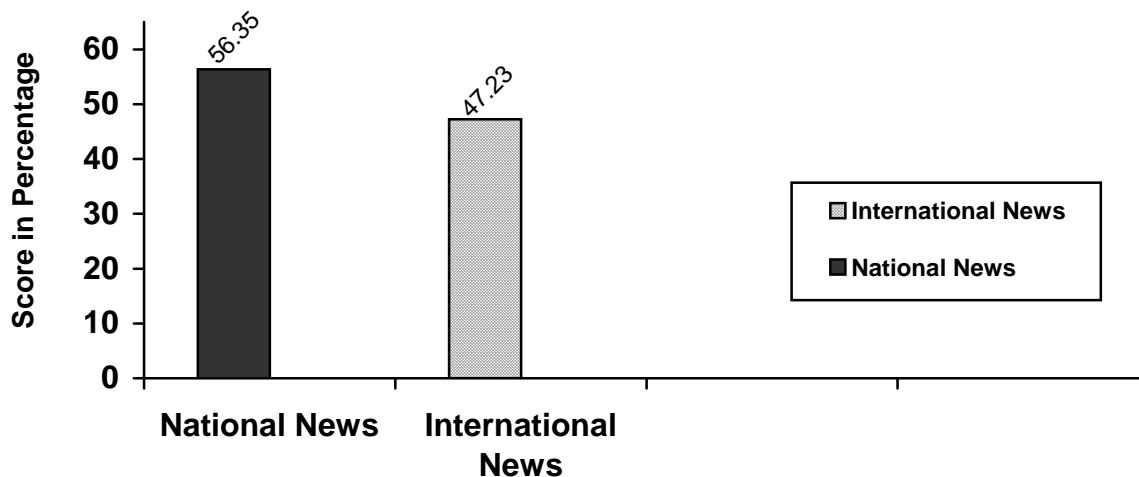


Fig. 22 Proficiency in National and International News

B. Different News Areas and National Vs. International News

The following table summarizes the scores of the students in different news areas of national and international news:

Proficiency of Students in Different Areas of National and International News Headlines

Variables	National News			International News		
	FM	OM	Percentage	FM	OM	Percentage
Political	480	239	49.79	480	223	46.45
Biz.	480	268	55.83	480	179	37.29
Incident/Accident	480	258	53.75	480	268	55.83
Sports	480	317	66.04	480	237	49.37
Total	1920	1082	56.35	1920	907	47.23

Table No. 32

Out of 32 multiple choice questions 16 were related to national news and 16 to international news. Within each set of 16 questions, there were 4

questions each from Political, Business, Incident or Accident and Sports news areas. The total full mark of one news area in national or international news (e.g. politics) is 480 because there were 4 questions related to national news and 4 related to international news and the total students number was 120.

The above table shows that the scores and percentage in the news areas like politics, business and sports are better in national news than in international news. Only in incident or accident related questions students have done slightly better in international news. These things can be shown in the chart as given below:

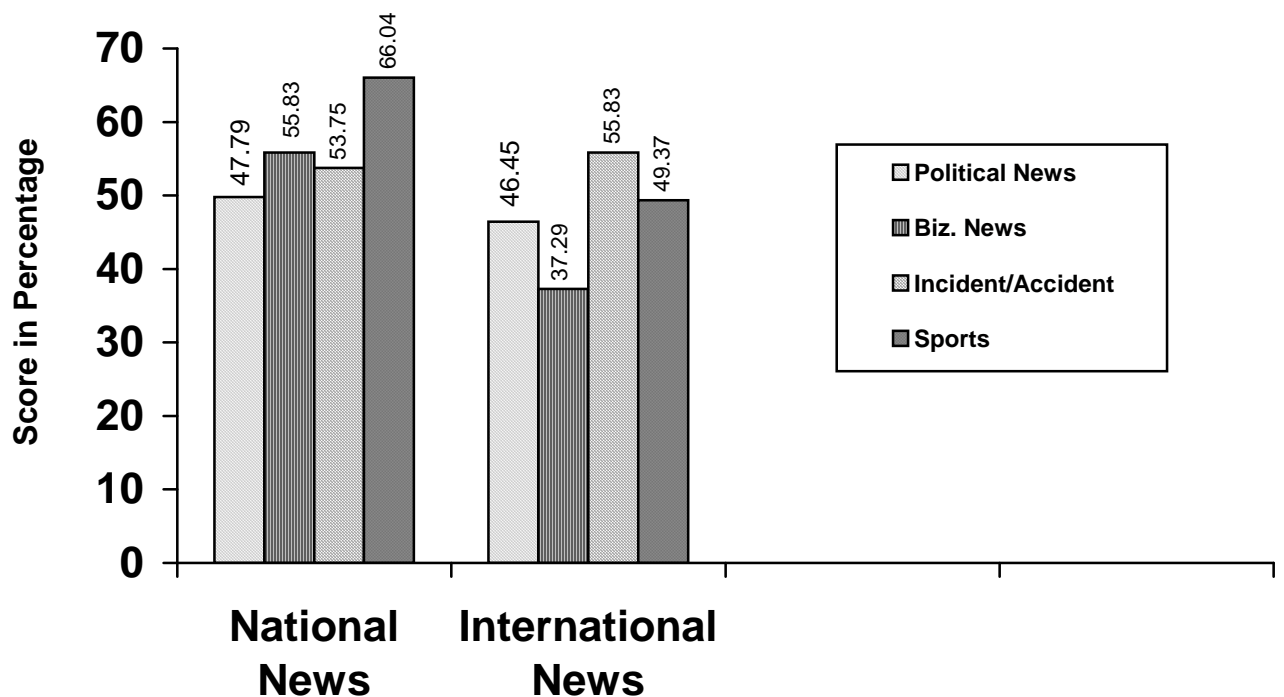


Fig. 23 Proficiency in Different Areas of National and International News

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

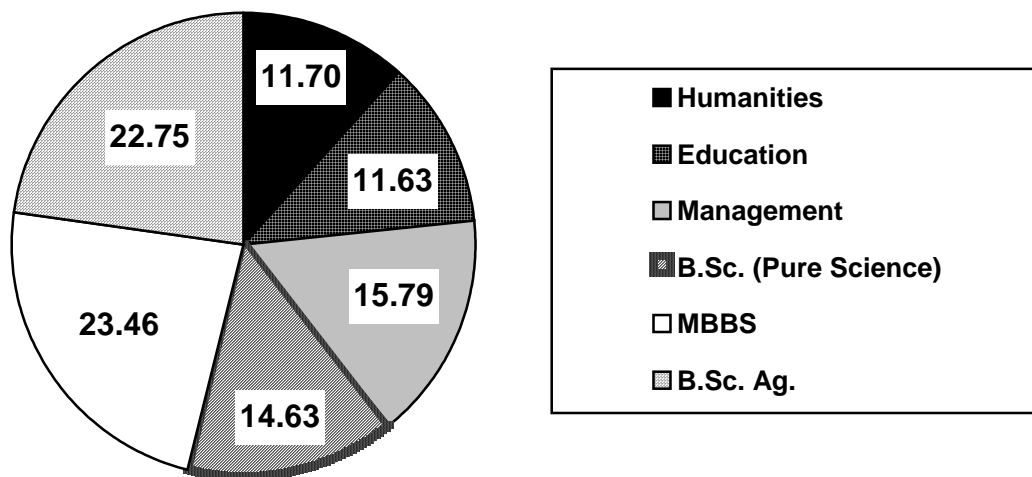
4.1 Findings

This study was carried out with the objective of finding out the proficiency of Bachelor Level 3rd year students in Chitwan in understanding newspaper headlines. Generally, language comprehension tests include texts of some length – written or spoken. But this study used only headlines of newspapers – English dailies in Nepal-and wanted to find out whether headlines only, without any contexts ,were understandable to the students. In this sense, it was a kind of unique language test. Students had to show their understanding of the language of newspaper headlines. Their understanding was tested using a set of questionnaire containing multiple choice as well as translation questions. The major findings of the study can be summarized below in points.

1. The proficiency of Bachelor Level 3rd students in understanding English newspaper headlines is 53.85 in percentage. In other words students have shown medium proficiency in understanding news paper headlines.
2. There is no big difference between boys and girls but boys are found to be slightly more proficient than girls in understanding newspaper headlines. Boys' score percentage is 54.85 whereas the girls' score percentage is 52.60.
3. Only twenty five percent students of Bachelor Level 3rd year buy English newspapers. Still, all those who buy do not read the newspapers regularly. And those who buy and read (i.e. are subscribers to English newspapers) understand the headlines better

than those who read the newspapers occasionally. The subscribers to English newspapers have got far better scores than the non-subscribers in the test carried out by the researcher. This proves that buying and reading newspapers develops proficiency in understanding news headlines.

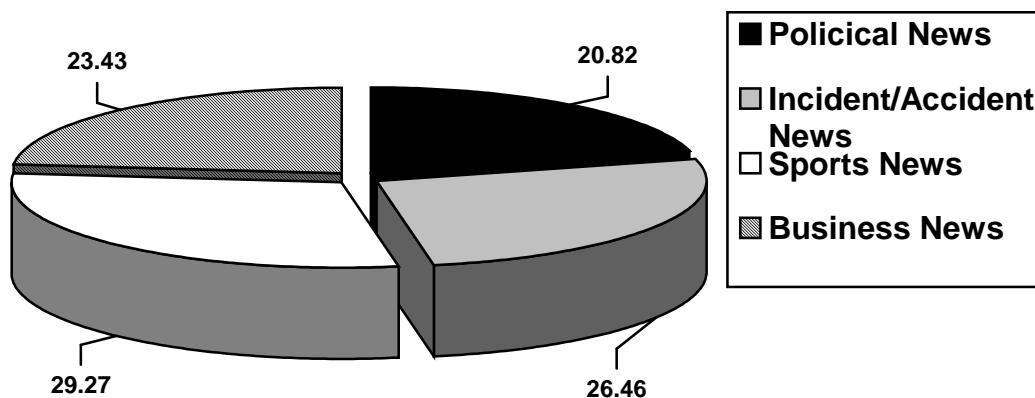
4. 22.50 percent students of Bachelor Level 3rd year students are jobholders also. Mostly the jobholders are from faculties, not institutes. And jobholders are less proficient in understanding newspaper headlines.
5. Students of faculties are far less proficient than the students of institutes. Within faculties also, students of Humanities and Education are less proficient than the students of Management. Similarly, within institutes also students of Pure Science are less proficient than the students courses like Medical Science and Agricultural Science. The chart below presents the proficiency of various faculties and institutes in understanding newspaper headlines:



Pie-Chart : 1 Proficiency of Different Fac. and Ins. in Understanding Newspaper Headlines

The chart shows that MBBS students are the most proficient in understanding English newspaper headlines. Then there are students of B.Sc. Ag. The least proficient are seen to be the students of Education and Humanities.

6. Among the newspaper headlines, sports related news headlines are found to be the easiest to understand and politics related headlines to be the most difficult. The percentage of different news areas in the total scores of students can be shown in the chart below:



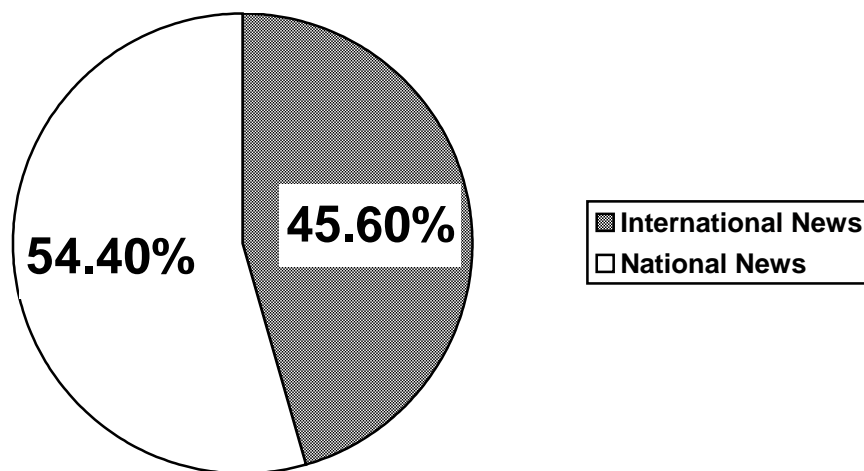
Pie-Chart : 2 Proficiency in Different Areas of News Headlines

Though the chart shows that the score percentage in sports related news is higher, 41 students out of 120 would like to read incident or accident related news first in a newspaper.

7. Students' scores are higher in vocabulary translation questions - which required them to translate the underlined terminologies only - than in multiple choice questions which is required them to understand complete headlines. At first glance, higher scores in

'translation' than in 'multiple choice' may seem strange but a thing to be noted here is that the translation questions were not translation questions in strict sense. Students didn't have to translate the complete headlines but they had to show their understanding of certain key terminologies that occurred in headlines. The finding proves that understanding certain terminologies that occur in headlines is easier than understanding complete headlines.

8. Students understand national news better than international news. In other words, the headlines related to various activities within the nation were understood better than the headlines which talked about international happenings. This proves that in understanding newspaper headlines students not only use their knowledge of language but also their awareness of society and the happenings in it. Exceptions excluded, it is obvious that one is more aware about happenings within nation rather than outside the nation. The chart below shows how much of national and international news was understood:



Pie-Chart : 3 Proficiency in National and International News

4.2 Recommendations

On the light of the findings of the study the following suggestions can be made:

1. Since the students of faculties like Education and Humanities seem to be the least proficient in understanding English newspapers headlines, there must be something lacking in their English learning. Though half of the informants selected from Humanities and Education faculties were majoring in English, the scores of these faculties are comparatively lower. Even the informants not majoring in English read compulsory English upto Bachelor Level 2nd year in Humanities and upto 1st year in Education. There must be something wrong with their English education. A study should be conducted to diagnose their problems. Again, the students of Humanities and Education faculties who are not majoring in English should not neglect English language and English newspapers.
2. English should be made compulsory for all years of bachelors study even for the students not majoring in English in faculties like Humanities, Education and Management .
3. Students should read English newspapers to remain in touch with the current English language. They should be encouraged to do so.
4. The present study finds that political headlines in English newspaper were more difficult to understand than others. So news writers and editors should think about it. They should also simplify the headlines of international news.

5. The English courses in schools and colleges should consist of enough texts from English media. Instead of grammar and theory, the exposure to practical occurrences of language helps students to develop proficiency. Moreover, media teach the language which is in current use, not the obsolete language of literature. So media language should be given preference to literary language while designing language courses.

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Newspapers

The Rising Nepal Daily (Kathmandu), some issues of September, 2006

The Kathmandu Post Daily (Kathmandu), September – December, 2006

The Himalayan Times Daily (Kathmandu), September – December, 2006

Appendix - I

Questionnaire

Supply the following information.

1. Name of the informant (optional) _____.
2. Sex: M [_____] F [_____]
3. Faculty/Institute: _____.
4. Major Subject: _____.
5. Are you a job-holder? Yes [_____] No [_____]
6. Are you a subscriber to any English newspaper? Yes [_____] No [_____]
7. Are you a subscriber to any Nepali newspaper? Yes [_____] No [_____]
8. Do you have enough time to read a newspaper? Yes [_____] No [_____]
9. How often do you read English newspaper?
i) always [_____] ii) never [_____] iii) sometimes [_____]
10. What kind of news do you prefer to read first in a newspaper?
I) Political [_____] ii) Business [_____] iii) Sports [_____]
iv) Incident/ Accident [_____] v) Others:

Test Questions

A. Given below are some newspaper headlines and their possible meanings. Tick the best option.

Politics

1) Janakpur shut down protesting Maoists

- i) Maoists shut down (closed) Janakpur in protest.
- ii) Janakpur remained closed as a protest against Maoist activities.
- iii) Protesting Maoists were killed in Janakpur .
- iv) Maoists protested the shut down in Janakpur.

2) Mahara slams Katuwal's appointment

- i) Mahara welcomes Katuwal's appointment.
- ii) Mahara salutes Katuwal's appointment.
- iii) Mahara criticizes Katuwal's appointment.
- iv) Mahara was involved in Katuwal's appointment.

3) Madhesis upbeat over Govt. decision

- i) Madhesis criticize government's decision.
- ii) Madhesis are cheerful because of government's decision.
- iii) Madhesis force the government to make a decision.

iv) Madhesis were beaten because of government decision.

4) Summit talks put off till Oct. 8

- i) The talk between the top leaders has been postponed till Oct. 8.
- ii) Talk supposed to be held at Summit has been postponed till Oct. 8.
- iii) A person called Summit has postponed the talk till Oct. 8.
- iv) A person called Summit talks about postponing the program till Oct. 8.

5) Blair vows to resign

- i) Blair wants to resign.
- ii) Blair hates talking about resignation.
- iii) Blair is compelled to resign.
- iv) Blair promises to resign.

6) US cops nab 14

- i) US police kill 14 people.
- ii) US soldiers kill 14 people.
- iii) US police arrest 14 people.
- iv) US soldiers arrest 14 people.

7) UN peacekeepers held

- i) Peacekeepers of United Nations were praised.
- ii) Peacekeepers of United Nations were welcome.
- iii) Peacekeepers of United Nations held a meeting.
- iv) Peacekeepers of United Nations were arrested.

8) French envoy disappears

- i) French ambassador disappears.
- ii) French journalist disappears.
- iii) Ambassador to France disappears.
- iv) French minister disappears.

Biz. News

1) UTL slashes STD tariffs

- i) United Telecom raises STD charge.
- ii) United Telecom reduces STD charge.
- iii) United Telecom makes no change in STD charge.
- iv) United Telecom closes STD service.

2) Birgunj traders call off rally

- i) Businessmen in Birgunj have completed a rally.
- ii) Businessmen in Birgunj are organizing a rally.

- iii) Birgunj travellers are not organizing a rally.
- iv) Businessmen in Birgunj have cancelled their rally.

3) Govt. promises crackdown on drug dealers

- i) Government promises to arrest drug dealers.
- ii) Government promises to shoot down drug dealers.
- iii) Government promises to take strict measures against drug dealers.
- iv) Government promises to make law against drug dealers.

4) Imports soar for third month

- i) Imports are decreasing in the third month.
- ii) Imports have been decreasing since last 3 months.
- iii) Imports will increase in the third month.
- iv) Imports have been increasing for 3 months.

5) China trade fair kicks off

- i) Trade fair starts in China.
- ii) Trade fair concludes in China.
- iii) China bans trade fair.
- iv) There was fighting & kicking in Chinese trade fair.

6) Aussie economy slips

- i) Austrian economy is declining.
- ii) Austrian economy is progressing.
- iii) Australian economy is declining.
- iv) Australian economy is progressing.

7) British steel in red

- i) British steel is red in colour.
- ii) British steel business is flourishing.
- iii) British steel business is in debt.
- iv) British steel business is in profit.

8) China Japan gas row

- i) China and Japan reach an agreement about gas .
- ii) China wants to sell gas to Japan.
- iii) Japan wants to sell gas to China.
- iv) Japan and China quarrel about gas.

Incidents/Accidents

1) VDC secy held for fake document

- i) VDC security was criticized for preparing duplicated document.

- ii) VDC secretary was praised for preparing original document.
- iii) VDC chairman was arrested for preparing a false document.
- iv) VDC secretary was arrested for preparing a false document.

2) Landslide toll over 20

- i) Landslide has injured more than 20 people.
- ii) Landslide has damaged more than 20 houses.
- iii) Landslide has killed more than 20 animals.
- iv) Landslide has killed more than 20 people.

3) Nation mourns chopper crash dead

- i) Nation is sad about the plane accident.
- ii) Nation is sad at the death of people in the helicopter accident.
- iii) Nation is searching the people who died in the helicopter crash.
- iv) Nation has found the dead bodies of the people who died in the plane crash.

4) Scribes manhandled in Itahari

- i) Writers were roughly treated in Itahari.
- ii) Journalists were roughly treated in Itahari.
- iii) Writers were killed in Itahari.
- iv) Journalists were killed in Itahari.

5) Iraqi soldier, lawyer killed

- i) Iraqi soldier killed a lawyer.
- ii) Iraqi lawyer killed a soldier.
- iii) An Iraqi soldier and lawyer killed somebody.
- iv) An Iraqi soldier and a lawyer were killed.

6) 16 killed in Baharain blaze

- i) 16 people were killed in a fire in Baharain.
- ii) 16 killed people were killed in Baharain fight.
- iii) 16 people killed Mr. Blaze in Baharain .
- iv) There was fire in 16 people's houses in Baharain.

7) Disabled duo row across Atlantic

- i) Ten disabled people sailed across the Atlantic.
- ii) Three disabled persons sailed across the Atlantic.
- iii) One disabled person sailed across the Atlantic.
- iv) Two disabled persons sailed across the Atlantic.

8) First female space tourist blasts into orbit

- i) The first female space tourist was killed in the blast in orbit.
- ii) The first female space tourist goes into space.
- iii) The first female space tourist returns back from orbit.
- iv) The first female tourist blasts bombs in the space.

Sports

1) Thapa returns with Kyokushin bronze

- i) Kyokushin is a karate game and Thapa won third prize.
- ii) Kyokushin is a boxing game and Thapa won second prize .
- iii) Kyokushin is an athletic event and Thapa won second prize.
- iv) Kyokushin is shooting event and Thapa won third prize.

2) Players feted in Kathmandu

- i) Players were called to gather in Kathmandu.
- ii) Players were quarreling in Kathmandu .
- iii) Players were congratulated in Kathmandu .
- iv) Players were punished in Kathmandu .

3) Dharan beat Sunsari by 1-0

- i) It was a volleyball match and Dharan won Sunsari by 1-0 points.
- ii) It was a football match and Dharan won Sunsari by 1-0 goals.
- iii) It was a cricket match and Dharan lost to Sunsari by 1-0 runs.
- iv) It was a tennis match and Sunsari won Dharan by 1-0 point.

4) Rajendra smells rat in doping test

- i) Rajendra accepts the results of doping test.
- ii) Rajendra rejects to go through doping test.
- iii) Rajendra denies the results of doping test .
- iv) Rajendra doubts some foul design in doping test .

5) France down Italy

- i) France won Italy .
- ii) Italy was above France so won the match.
- iii) France was below Italy so lost the match.
- iv) France and Italy were equal.

6) Nepal holds host Singapore

- i) The match was held in Nepal and Nepal won Singapore .
- ii) The match was held in Nepal and Singapore won Nepal .
- iii) The match was held in Singapore and Nepal and Singapore

scored equal goals.

iv) The match was held in Singapore and Nepal won Singapore.

7) Federer clinches 9th Grand Slam

i) It's a boxing match and Federer lost it .

ii) It's a tennis game and Federer won it .

iii) It's a chess game and Federer misses it.

iv) It's a polo game and Federer doesn't play it.

8) Lara, Gayle bat Windies to victory

i) Lara's battings helped West Indies to win.

ii) Lara's battings to Gayle helped West Indies to win.

iii) Gayle's batting helped West Indies to win.

iv) Both Lara and Gayle's battings helped West Indies to win.

B. Translate the underlined terminologies into Nepali/ Hindi or, write what the terminologies mean in English.

i) Rebels abduct 7 in capital

ii) Impeach SC justice:PAC

iii) Thai coup condemned globally

iv) CA polls by mid June 2007

v) Remittance makes up GDP loss

vi) Timber smuggling increasing in Terai

vii) US trade deficit with China increasing

viii) Foreign investors fear tighter control in China

ix) 7 killed in suicide attack in Lanka

x) Cases of abduction rising nationwide

xi) Typhoon threatens coastal cities in Japan

xii) Bus mishap toll seven

xiii) Friendship match ends in draw

xiv) Bharati bags marathon medal

xv) Nepal enters into semis

xvi) UGFA probes racism in German soccer

"The End"

Appendix - II
Answer Key

A. Multiple Choice

Political news

- | | | | | |
|--------|--------|-------|------|-------|
| 1) ii | 2) iii | 3) ii | 4) i | 5) iv |
| 6) iii | 7) iv | 8) i | | |

Biz. News

- | | | | | |
|--------|--------|--------|-------|------|
| 1) ii | 2) iv | 3) iii | 4) iv | 5) i |
| 6) iii | 7) iii | 8) iv | | |

Incidents/Accidents

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) iv | 2) iv | 3) ii | 4) ii | 5) iv |
| 6) i | 7) iv | 8) ii | | |

Sports

- | | | | | |
|--------|--------|-------|-------|------|
| 1) i | 2) iii | 3) ii | 4) iv | 5) i |
| 6) iii | 7) ii | 8) iv | | |

B. Translation

- | | |
|------------------------------|---------------------|
| १) विद्रोहीहरु | २) महाअभियोग लगाउनु |
| ३) शैनिक शासन | ४) निर्वाचन |
| ५) विप्रेषण | ६) चोरी निकासी |
| ७) व्यापार घाटा | ८) लगानीकर्ता |
| ९) आत्मघाती आक्रमण | १०) अपहरण |
| ११) समुन्द्रि आँधी | १२) दुर्घटना |
| १३) बराबरीमा | १४) जित्नु |
| १५) अर्धमध्य चरण (सेमीफाइनल) | १६) फुटबल |



सप्तगण्डकी बहुमुखी क्याम्पस

सं.:- ००१७८-०१९ (१९७५)
(१९७५)

SAPTAGANDAKI MULTIPLE CAMPUS

Bharatpur, Chitwan

Estd. : 1988

(Affiliated to T.U. and HSEB, Nepal)

प.सं./L.No. :

दिनांक/Date :

च.सं./Ref. No. :

9th Oct 2006

Subject: Recommendation

To Whom It May Concern

It is certified that Mr. *Padam Lal Bherati* is
the student of M.Ed. in this college and is now in course of his
Thesis Writing on the topic "*Proficiency in Understanding Newspaper
Headlines*"
Therefore, all the concerned authorities/ personalities are humbly
requested to provide necessary assistance to him/her as per the need.
Any assistance to him/her will be highly appreciated.

Jagapaliya
(Jagan Nath Thapaliya)
Campus Chief
Campus Chief

Appendix - IV

Total Data Frequency Table

Scores	Frequency
4 - 8	3
8 - 12	7
12- 16	12
16- 20	9
20 - 24	20
24 - 28	13
28 - 32	16
32 - 36	15
36 - 40	15
40 - 44	9
44 - 48	1
Total	120

Appendix - V

Boys' and Girls' Scores in Frequency Tables

Boys' Scores

Scores	Frequency
4 - 8	1
8 - 12	2
12- 16	5
16- 20	6
20 - 24	13
24 - 28	6
28 - 32	11
32 - 36	9
36 - 40	9
40 - 44	4
44 - 48	0
Total	66

Girls' Scores

Scores	Frequency
4 - 8	2
8 - 12	5
12- 16	7
16- 20	3
20 - 24	7
24 - 28	7
28 - 32	5
32 - 36	6
36 - 40	6
40 - 44	5
44 - 48	1
Total	54

Appendix - VI

Frequency Tables of the Scores of Subscribers and Non-subscribers

Subscribers

Scores	Frequency
12- 16	2
16- 20	1
20 - 24	1
24 - 28	5
28 - 32	7
32 - 36	3
36 - 40	6
40 - 44	5
Total	30

Non-subscribers

Scores	Frequency
4 - 8	3
8 - 12	7
12- 16	10
16- 20	8
20 - 24	19
24 - 28	8
28 - 32	9
32 - 36	12
36 - 40	9
40 - 44	4
44 - 48	1
Total	90

Appendix - VII

Frequency Tables of the Scores of Jobholders and Non-jobholders

Jobholders' Scores

Scores	Frequency
8 - 12	1
12- 16	2
16- 20	5
20 - 24	8
24 - 28	3
28 - 32	6
32 - 36	1
36 - 40	1
Total	27

Non-Jobholders' Scores

Scores	Frequency
4 - 8	3
8 - 12	6
12- 16	10
16- 20	4
20 - 24	12
24 - 28	10
28 - 32	10
32 - 36	14
36 - 40	14
40 - 44	9
44 - 48	1
Total	93

Appendix - VIII

Frequency Tables of the Scores of Faculties and Institutes

Faculties

Scores	Frequency
4 - 8	3
8 - 12	6
12- 16	11
16- 20	5
20 - 24	13
24 - 28	10
28 - 32	8
32 - 36	2
36 - 40	2
Total	60

Institutes

Scores	Frequency
8 - 12	1
12- 16	1
16- 20	4
20 - 24	7
24 - 28	3
28 - 32	8
32 - 36	13
36 - 40	13
40 - 44	9
44 - 48	1
Total	60