

A STUDY ON HABIT OF READING NEWSPAPERS IN SURKHET DISTRICT OF NEPAL

Rashmi Rai

**Faculty Associated at Sahara Campus
and Surkhet Multiple Campus
Surkhet Karnali Province Nepal**

Email:

Journal of Contemporary Review

Volume 2 , Issue 2

Article type: Research Paper

ISSN: 2661-6084

Publication: October,2024

A Peer reviewed Journal

Research and Publication Division

Sahara Campus
Birendranagar Surkhet
Karnali Province, Nepal
Email:editorialboardsahara@gmail.com
Phone:083-520118

ABSTRACT

The searcher study entitled "A Study on Habit of Reading Newspapers" was carried out to find out the students and teachers' habit of reading newspapers of in Surkhet valley. The total Sample size of the study population was 108 with 90 students and 18 teachers. They were taken from both private and government aided school. Students were selected randomly and teachers were selected Purposive sampling. The researcher found that they had habit of reading newspapers for language learning, enrich vocabularies, learning sentence structure, learning grammar, learning communicative function and increase creative thinking power. It was also found that private schools students read newspapers more than government aided school's students. Private school's students were self-encouraged by teacher and friends for reading newspapers.

It was also found that both governments aided schools and private school's teachers equally had habit of reading newspapers. Private school's teachers read newspapers for information but government aided school's teachers read for language development.

Keywords: Newspaper, Habit, Vocabularies, Grammar, Learning, Language, Specking.

INTRODUCTION

Language is universally accepted as the amalgamation of four different but inter-related skills; namely listening, specking, reading, and writing. In another way, human possess the four basic language skills of listening, speaking, reading and writing.

Skill means ability to do something expertly as well. While learning a language learning effects can be realized in different stages or angles. These angles of learning a language are defined as language skills. Among them, generally, on the basis of priority, listening and speaking skills are considered to be primary skills whereas reading and writing are secondary ones. They are also called speech and writing. Speech includes listening and speaking, the primary skills and writing include reading and writing in particular, the secondary.

The classification of language skills is also done on the basis of function; they are receptive skills and productive skills. Receptive skills are involved in receiving message. Whereas productive skills are involved in the production of language for conveying message. Thus, listening and reading are receptive skills and speaking and writing are productive skills.

Aspect of language refers to the components of language, which a learner needs to learn such as vocabulary grammar, pronunciation and discourse. These aspects of language are discussed below:

Pronunciation

Pronunciation refers to the pronunciation of segmental sounds (vowels and consonants: pronunciation of supra-segmental sounds like stress, tone/intonation, pitch, rhythm and strength). While learning, we need to learn the pronunciation of the words and phrase and the intonation of different kinds of sentences. Similarly, we have to learn rhyme and stress which helps in effective communication.

Grammar

Language learning becomes incomplete without the knowledge of grammar. In broad sense grammar holds all the levels of language i.e. phonology, morphology syntax and semantic. Ur (1996, p. 75) defines grammar as "The way words are put together to make correct sentences." Similarly, Cowen (2009, p.3) says, "Grammar is a set of rules that describes how words and group of words can be arranged to form sentence in a particular language." Therefore, it is the description analysis and formalization of language pattern.

Vocabulary

Vocabulary refers to a set of lexemes, including singles words, compound words and idioms. Vocabulary contains words and lexemes: Learning vocabulary means learning to word meaning, word use, word formation and word grammar. Words are the main parts of the language that convey the message.

Discourse

Discourse refers to stretches of language perceived to be meaningful unified and purposive. It also refers to the unit of language, which is larger than a sentence. It is supra segmental unit of language that is unified and meaningful.

Reading Skills

Reading, one of the receptive skills of language, is a way of grasping information from the graphic symbols. It is possible only when reading involves understanding. Grellet (1995, p. 8) states, "Reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions. It offers language inputs, as listening does. It is the total understanding of a message contained in a text. In the words of Venkateswaran "It is the amalgamation of visual and non-visual experiences or behaviour or reading is decoding print or 'deciphering' print or reading is understanding interpreting or making sense of a given text" (1995, p. 84). Thus, from these definitions it can be inferred that reading is the overall understanding of text.

It involves many complex skills that have to come together in order for the reader to be successful. It is a process used for extracting information from a print or written text. Here information means the content which is cognitive or intellectual referential (factual) and affective or emotional. Referential materials are read in order to get information. In this regard, Doff (2002, p.104) says, "Reading involves looking at sentences and words, recognizing then and understanding them it is a process of making sense of written language." It is decoding translation of written symbols in to corresponding sounds.

Regarding reading Ur (1996, p.138) writes: Reading means read and understanding a foreign language. A foreign language learner who says, 'I can read the words but I don't know what they

mean is not therefore, reading, in this sense. He or she is merely decoding-translating written symbols into corresponding sounds.

It is an exercise dominated by the eyes and brain. The eyes receive message and the brain then has to work out the significant of these messages. Therefore, it can be said that understanding a written text means extracting the required information from it as efficiently as possible. It also refers to interpretation of a message the value of an utterance in fact.

In most ELT situation the ability to reading in a language is all that students ever want to acquire, second, written texts serve various pedagogical purposes. The process of language acquisition can be enhanced to linguistically comprehensible written text by extensive exposure. A good reading text provides a good model for writing and provides opportunities to introduce new topics, to stimulate discussion and to study language.

Reading for Language Development

Reading is essentially the process of getting information from written language. It is also important for language development. While the concept of reading to develop language in the areas in familiar (for. e.g. we may read books, article, journals, and websites). We are less familiar with the concept of reading to gain knowledge about. The act of reading itself exposes us to language that we process as we seek to gain information that is important and meaningful. The notion of reading to learn first received attention in the ESL field in the late 1970s and early 1980s with the writing of Stephen Krashen. He further said reading text could provide one source of comprehensible input and also hypothesis that reading texts are comprehensible can have a positive impact on L2 acquisition.

Cho and Krashen, (1994, pp.662-667) say that readers engaged in reading of texts that includes dialogue approximating informal speech have reported improved second language oral proficiency: they feel that they are more familiar with common idioms and collocations and better able to manage turn taking and other pragmatic aspects of conversation. Similarly, practice in second language reading seems to help develop second language writing. Some research points to strong relationship between second language reading ability and writing ability. Similarly, Carson, Larrell, Silberstein and Kuchn (1990, pp. 245-266) say that reading may help learners to develop better command of grammatical and textual features of written language, which they can then at least to some extent employ in their own writing.

By reading they acquire language in a natural way. They learn to write accurate English by reading. Reading develops the other skills of language automatically. When we are reading, we recognize sound pattern, identify their combinations, to recognize structural clues (words, phrases, sentence). If we engage in reading, we know different culture of foreign countries. It also develops the learner cognitive and meta-cognitive process. There are different types of reading silent reading, aloud reading, and skimming, scanning reading. Silent reading develops the comprehensible power or memory power and reading speed. Aloud reading develops the pronunciation and other kinds of reading help speed of fluency power.

Reading often operates in making sense of text. Though we sometimes read for pronunciation or vocalization, we mostly read for comprehension of the sense of the text. The reader has to be actively involved to get the sense of the text. Reading habit develops the different aspect of language. When the reader read new text, s/he can find some new vocabulary, new grammatical structure and also know about the new culture. If we have more habit of reading text, articles, journals, they develop fluency power, proficiency, vocabulary power, creativity, critical thinking power and it widens the

mind or memory power. The person who read more, whose writing proficiency, listening power and speaking fluency is automatically increase or develop. Therefore, it develops other language skills and different aspects of language.

Process of Reading

There are two types of processes of reading. They are bottom-up-processing and top-down processing. The bottom-up reading processing is called lower-level reading processing. While top-down reading processing is called higher level reading processing. According to bottom-up processing view of reading. the readers must recognize various linguistics signals like letters, morpheme, syllable, words, phrase, grammatical cues, discourse markers and build up meaning from analysing the forms language. This also called data processing mechanisms because the readers must recognize individual linguistic signals and connect them to make the sense of the text read. In this type of processing the students focus on the individual linguistics signals or forms so, that they understand the text partially not fully.

On the other hand, in the top down processing the readers are said to involve in psycholinguistics guessing game to make sense of the text read. The readers drawn on their intelligence and experience to understand the text read. The reader's sense and experiences helps them to predict that the writer likely to say this rather than that. The readers get meaning of the text even without understand the individual words of that text, because this sort of processing is called meaning generating activity rather than having mastery of words recognition. Thus in this type of processing, the readers use their past experiences and intuitions to understand the text, while in bottom up processing the readers give emphasis on individual linguistic units. Nevertheless, then two processing of reading are complementary to each other.

OBJECTIVES

The main objective of this research was to find out the students and teachers' newspapers reading habits for language development.

LITERATURE REVIEW

Yogi (2012) carried out survey research entitled "Study Habit of the Prescribed Textbooks, A Case of Bachelor's Level". The main objective of this research was to identify Bachelor's level student's studied habit of prescribed textbooks. It was surveyed in ninety-six students from four campuses, in the Kathmandu valley with open ended and close ended questionnaire to get the required information. Her findings show that, the first priority of the students in reading materials from both the faculties was prescribed text book and a significant number of students from both the faculties (humanities and education) spend 2 to 3 hours in reading prescribed text book. The present study is different from that Yogi (2012) in objectives, tools for data collection and sample. Yogi (2012) aim to identify bachelor's level student's studied habit of prescribes textbooks but here the researcher has tried to find out the habit of students and teachers' reading newspaper. She used only questionnaire to get the require information to fulfil her research objective whereas the present researcher use three dimensional tools for data collation. It includes questionnaire, interview and focus group discussion. She took ninety-six students from four campuses for sample but the present researcher chooses eighteen teachers and ninety students from the eighteen higher secondary schools for sample.

Subedi (2008) carried out a study on "Reading Comprehension of the Grade Nine Students of Jhapa and Kahtmandu. A Comparative Study." The main objective of this study was to find out and compare reading comprehension in newspapers and magazines of secondary level. His finding shows

that the students of urban schools in Kathmandu secured better performance in higher reading comprehension level in magazines than in newspaper. Similarly, rural students were better than urban students' of Jhapa.

The main difference between the present study and the subedi (2002) can be seen in the objectives. Subedi (2002) aims to find out and compare reading comprehension in newspapers and magazines of secondary but here the researcher has tried find out the habit of student's and teacher's reading newspaper. The near study is also different in terms of sample. Subedi (2002) has sampled the grade nine students of Jhapa and Kathmandu. The present researcher has sampled the higher secondary schools Students' and teachers' of Surkeht valley.

So, far as the national policy is concerned the researcher has consulted secondary, higher secondary and Bachelor level's English curriculum. Secondary level curriculum has aimed that students should be able to develop competence in understanding a variety of reading text in its general objectives.

Language development will remain incomplete with sufficient knowledge of reading skills and techniques such as silent reading, skimming, scanning. These things are supposed to be mastered in secondary level. For developing reading skills techniques, the curriculum has suggested teacher to encourage to guess the meaning, predict the content of the text, simple reference materials like reading simple reference materials like reading authentic short stories, poems and newspaper has been focused. In S.L.C examination 40% questions are asked from reading skills.

Similarly higher secondary level curriculum syllabus has aimed to provide students interesting reading materials for information, knowledge and pleasure, various reading texts have been given in meaning into words and magic/heritage of words. The syllabus has suggested exposing students with various interesting and informative topic of global interest and common human concern. Such topics are easily found in the newspaper. Thus, the researcher believes that the habit of reading newspaper surely ensures language development.

Similarly, T.U Bachelor level's curriculum has aimed to develop in students an ability to comprehend and interpret different kinds of written texts by exposing them to a wide variety of authentic contemporary reading materials. Newspaper can be the most cheaply and a commonly available material in local level's for such authentic and contemporary reading materials.

Similarly, M.U. Bachelor level's curriculum in no way contrast from that of T.U's. it has intended to develop in students an ability to interpret the variety of reading texts. For this too, newspapers can be extensively used. We can find reviews, literary items, hard stories, articles, glamour and so, on in the newspaper that helps to develop readers reading ability and language development.

Majid (2007) carried out survey research on "Understanding the Reading Habit of Children in Singapore." The main objective of his study was to find out the leisure reading contribution to improving language competencies of children. He administered pre-tested questionnaire and total sample population was 440 students' in university level. The found that a majority of the participating students were motivated to read for academically related reasons, reading was the third most preferred leisure activity after hobbies and playing on computer or the internet. They also found that girl were generally more avid readers than boys.

The present study is different from that Majid (2007) in objectives, tools, sample and population. Majid (2007) aim to find out the leisure reading contribution to improving language competencies but here the researcher has tried to find out the habit of students and teachers' reading newspapers.

Majid (2007) used only pre-test questionnaire to get the require information to fulfil his research objectives where as the present researcher use three dimensional tools for data collection. It includes questionnaire, interview and focus group discussion. Majid (2007) took four hundred and forty university level students but the present researcher chooses eighteen teachers and ninety students from the eighteen higher secondary schools for sample population and sample.

Petrosky A. and Mac, D.B (2008) in their book "Way of Reading an Anthology for Writers" state that the best way of developing writing skills is to read the text. Teacher should make students able to do something after reading not just producing sounds of printed words. A good reading skill helps students to develop intellectual skill along with other language skills.

This book hasn't talked about any habit of reading but had discussed the technique of reading for developing other language skills like writing editorials or essay etc.

Karki (2009) carried out survey research entitled "Reading Comprehension of English Newspaper Articles". The main objective of this research was to find out the reading comprehension of English newspapers articles by higher secondary level students. It was surveyed in one hundred and twenty students from two both government aided private higher secondary schools in Kathmandu valley through the use of subjective and objective text items to get the objectives of his study. His finding shows that the reading comprehension ability of the private school students is found better than the government aided school' students.

The present study is different from Karki (2012) in objectives, tools for data collection and sample population. Karki aimed to find out the reading comprehension of English newspaper articles by higher secondary level students but here researcher has tried to find out the habit of students and teachers reading newspaper. Karki (2012) used subjective and objective test to get the required information to fulfil. The research objectives whereas the present researcher use three dimensional tools for data collection. It includes questionnaire, interview and focus groups discussion. He took one hundred and twenty students from two higher secondary school in Kathmandu Valley but the present researcher selected eighteen teacher and ninety students from eighteen higher secondary school in Surkhet valley for sample.

DATA AND METHOD

Design of the Study

This study was based on descriptive types of research design and it was quantitative in its nature. It was survey research.

Source of Data

The study was based on both primary and secondary source of data. However, the primary sources were basis for the research. Some secondary sources utilized.

Population and Sample

For the study the higher secondary level English teachers and students were the population. Both public and private schools eighteen teachers and ninety students were the sample. Among ninety students forty-five students were taken from government aided schools and forty-five students were taken from private schools. Likewise, nine English teachers were taken from private schools and nine English teachers taken from government aided school.

Sampling Procedures

The researcher selected nine public and nine private schools by using non-random sampling (purposive) procedure. One teacher from each school selected purposively and five students from each school selected randomly.

Tools for Data Collection

The researcher used questionnaire to collect the data for the fulfilment of specified objectives.

Data Collection Procedure

After preparing a tool, the researcher visited the administration section of the selected school. The researcher established rapport with the concerned people. The researcher took permission from the school authority and briefly explained the purpose of the study. The researcher distributed a questionnaire to the teachers and the selected students. After finishing, then the researcher discussed with the teachers for the venue of interview. After that the researcher took interview with the help of recording device. After that researcher selected the students for focus group discussion and discuss in selected group.

Data Analysis and Interpretation

After the collecting the data, it checked, modified manually to reduce errors and inconsistencies for the editing and coding of data. After the editing and coding of raw data, it tabulated systematically and showed in percent and table. The data was analysis with different types of graphs and some simple statistically tools were used.

RESULT AND ANALYSIS

The results and discussion of the collected data or information from the teachers and students from eighteen schools through questionnaire interview. The written and oral responses expressed by the students and teachers are describe to complete the objectives of the study.

Habit of Reading English Newspaper

The below table shows the habit of English newspapers. It was found that 96.30 % had a habit of reading newspaper, 1.85% did not have a habit of reading newspaper and 1.85% respondent did not respond.

Table No. 1: Habit of Reading English Newspaper

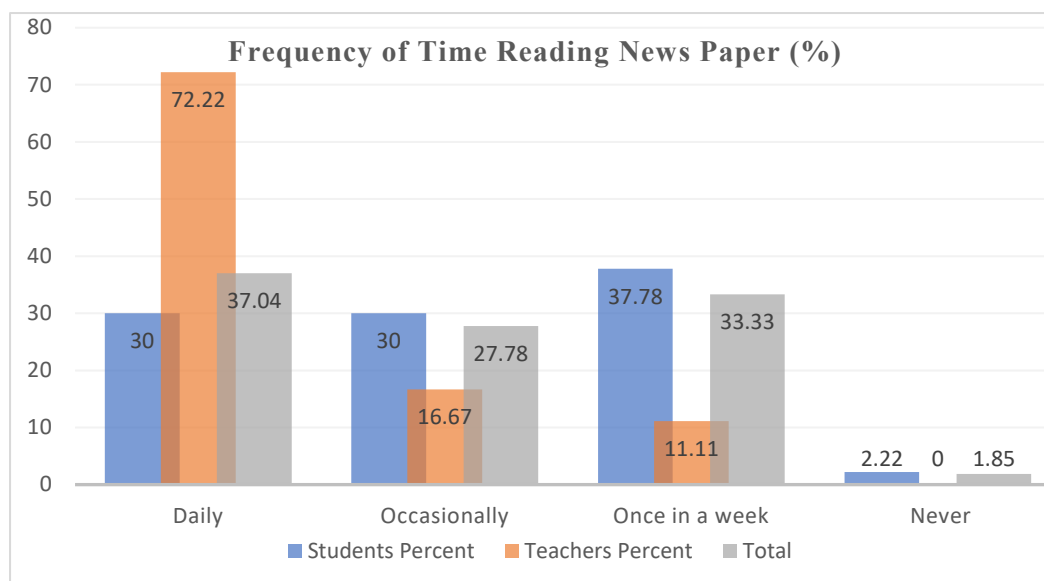
Responses	No. of Ss	%	No. of Ts	%	Total	
					No.	%
Yes	86	95.56	18	100.00	104	96.30
No	2	2.22	—	—	2	1.85
No response	2	2.22	—	—	2	1.85
Total	90	100.00	18	100.00	108	100.00

Source: Field Study, 2024

To talk about students, 95.56% had a habit of reading newspapers, 2.22% did not have a habit of reading newspaper and 2.22% did not respond about the habit of reading newspaper. Likewise, 100% teachers had habit of reading newspaper. Considering these responses, it can be inferred that students and teachers had reading habits.

Frequency of Time Reading News Paper

The figure displays the frequency of time of reading newspaper. Thirty-seven points zero four respondent read newspaper daily, 27.78% read occasionally, 33.33% read once in a week and 1.85% never read newspaper.



Same way 30% students read newspaper daily, 30% read newspaper occasionally, 37.78% read once in week and 22.22% students never read. Likewise, 72.22% teachers read newspaper daily, 16.67% teachers read occasionally, 11.11 teachers read once in a week and none of the teachers were found not to be reading.

It was found, that they read newspaper according to their time.

Purpose of Reading Newspapers

The below table presents the purpose for which the respondents read newspaper. Eleven point one percent respondents read newspaper for fun and pleasure, 29.63% read for language development /learning, 9.26% read for improving reading skill and 50% read for news and views.

Table No. 2: Purpose of Reading News Paper

Responses	No. of Ss	%	No. of Ts	%	No.	%
Fun and Pleasure	12	13.22	-	-	12	11.11
Language development /Learning	28	31.11	4	22.22	32	29.63
Improving Reading skill	6	6.67	4	22.22	10	9.26
News Views	44	48.89	10	55.56	54	50.0
Total	90	100.00	18	100.00	108	100

Source: Field Study, 2024

Considering who the readers are, 33.33% students read the newspaper for fun and pleasure, 31.11% read newspaper for language development/ learning, 6.67% read for improve reading skill and 48.89% read for news and views. Similarly, none of the teachers read newspaper for fun and pleasure,

22.22% read for language development or learning, 22.22% read for improve reading skills and 55.56% read for news and views.

From above responses, most of the respondents read newspapers for news and views. According to their response, they read newspapers for fun and pleasure, improving reading skills and news and views.

Reading Section of Newspapers

The given table shows the selection of newspapers' sections for reading. Fifty-eight point three- three percent respondents selected news section of newspaper for reading, 9.25% selected editorial section, 25.92% selected views and articles section and 6.50% selected cartoons section.

Table No. 3: Reading Section of Newspaper

Section of Newspaper	No. of Ss	%	No. of Ts	%	Total No.	Total %
News	56	62.22	7	38.89	63	58.33
Editorial	8	8.89	2	11.11	10	9.25
Views and Articles	19	21.11	9	50.00	28	25.92
Cartoons	7	7.78	—	—	7	6.50
Total	90	100.00	18	100.00	108	100.00

Source: Field Study, 2024

About the students, 62.22% students selected news section, 8.89% selected editorial section, 21.11% selected views and articles section and 7.78% selected cartoons section. Likewise, 38.89% teachers selected the news section of newspaper for reading, 11.11% selected the editorial selection and 50% selected the views and article section.

For Developing Vocabularies

The given table presented data shows the development of vocabularies through reading newspapers. Eighty-six point one- one percent respondents said newspapers helped them, 3.70% said that it did not help them and 10.19% said that they did not know.

Table No. 4: For Developing Vocabularies

Response	No. of Ss	%	No. of Ts	%	Total No.	Total %
Yes	76	84.45	17	94.44	93	86.11
No	3	3.33	1	5.56	4	3.70
I don't know	11	12.22	-	-	11	10.19
Total	90	100.00	18	100.00	108	100.00

Source: Field Study, 2024

Same way, 84.45% students said newspapers helped them to enrich their vocabularies, 3.33% said that it did not help them to enrich vocabularies and 12.22% said that they did not know. Likewise, 94.44% thought that newspaper helped them, 5.56% thought that newspaper did not help them.

From the above description it was found that majority of the respondent i.e. 86% said newspapers help them to enrich vocabularies.

Learning Sentence Structure

The given table displays the purpose of reading newspapers for learning sentence structure. Seventy-six-point eight six percent respondents responded that newspapers helped them to learn sentence structure, 9.25% responded that it did not help then is learn sentence structure and 13.89% responded that they did not know.

Table No. 5: For Learning Sentence Structure

Response	No. of Ss	%	No. of Ts	%	Total	
					No.	%
Yes	70	77.78	13	72.2	83	76.86
No	7	7.78	3	16.67	10	9.25
I don't know	13	14.44	2	11.11	15	13.89
Total	90	100.00	18	100.00	108	100.00

Source: Field Study, 2024

Another aspect, 77.78% students responded that newspapers helped them to learn sentence structure, 7.78 responded that it did not help them and 14.44 said that they did not know. Similarly, 72.22% thought that newspapers help them o learn sentence structure, 16.67% thought that newspaper did not help and 11.11% did not think whether newspaper helps them to learn sentence structure or not. In conclusion, most of the respondents agree that newspapers helped them to learn sentence structure.

For Learning Language Used in Different Sports

The below table displays the learning sports language used in different sport news. Seventy-three point one four percent respondents agreed that reading sport news was helpful for them, 17.60% disagreed and 9.26% viewed their opinion as a neutral point of view. They did not view their opinion for and against.

Table No. 6: For Learning Language Used in Different Sports

Responses	No. of Ss	%	No. of Ts	%	Total	
					No.	%
Agree	64	71.11	15	83.33	79	73.14
Disagree	18	20.00	1	5.56	19	17.60
No opinion	8	8.89	2	11.11	10	9.26
Total	90	100.00	18	100.00	108	100.00

Source: Field Study, 2024

Considering about who the readers are, 71.11% students agreed that reading sport news was helpful for them to learn language use in different sports, 20% disagreed and 8.89% viewed their opinion as a neutral point of view. They did not view their opinion for and against. Likewise, 83.33% teachers

thought that reading sport news helpful for them to learn language use in different sports. 5.56% thought that reading sport news was not helpful for them and 11.11% did not think whether the reading sport news was helpful for them or not.

In conclusion, most of the respondents i.e. 73.14% agreed that reading sports news is helpful to learn language used in different sports.

Understanding the Communicative Function of the Sentences

The given table shows understand the communicative function of the sentences. Sixty-four-point eight two percent respondents supported the question that newspapers were helpful for them, 24.07% viewed their opinion against the question that newspaper were not helpful for them, 11.11% viewed their opinion as a neutral point of view. They did not view their opinion for and against.

Table No. 7: Understanding the Communicative Function of the Sentences

Responses	No. of Ss	%	No. of Ts	%	Total	
					No	%
Agree	59	65.56	11	61.11	70	64.82
Disagree	21	23.33	5	27.78	26	24.07
No opinion	10	11.11	2	11.11	12	11.11
Total	90	100.00	18	100.00	108	100.00

Source: Field Study, 2024

About the students, 65.56% supported the question that newspapers were helpful for them, 23.33% viewed against the question, 11.11 % viewed their opinion as a neutral point of view. They did not view their opinion for and against. Similarly, 61.11% teachers believed that newspapers were helpful for them, 27.78% believed that newspapers were not helpful for them, 11.11% teachers did not believe whether the newspaper reading help them to used unfamiliar lexical items or not.

From the above description, it was found that most of the respondents believe newspapers help to understand the communicative function.

For Developing Interpretive Power

The table presents the data of developing interpretive power. Eighty point five- six percent respondents agreed that newspapers helped them to develop interpretive power, 8.33% disagreed and 11.11% viewed their opinion as a neutral point of view. They did not view their opinion for and against.

Table No. 8: For Developing Interpretive Power

Responses	No. of Ss	%	No. of Ts	%	Total	
					No.	%
Agree	70	77.78	17	94.44	87	80.56
Disagree	9	10.00	—	—	9	8.33
No option	11	12.22	1	5.56	12	11.11
Total	90	100.00	18	100.00	108	100.00

Source: Field Study, 2024

To talk about the students, 77.78% students agreed that newspapers reading helped them to develop their interpretative power, 10% disagreed and 12.22% viewed their opinion as a neutral point of view. They did not view their opinion for and against. Similarly, 94.44% teachers agreed that newspapers helped them to develop their interpretive power, 5.56% did not say whether newspapers reading help them to develop their interpretive power or not.

From the above description, it was found that more than 80% respondents agreed that newspapers help to develop interpretative power.

For Developing Fast Reading Habit

The below table displays the development of fast reading habit of the respondents who reads newspapers. Eighty-nine-point eight one percent agreed that newspaper reading helps them to develop their fast-reading habit, 7.41% disagreed and 2.78% did not give opinion.

Another aspect, 87.77% students agreed that newspaper reading helps them to develop their fast-reading habit, 8.89% disagreed and 3.33% did not give their opinion. Likewise, 100% teachers agreed that newspapers were useful for them to develop fast reading.

Table No. 9: For Developing Fast Reading Habit

Responses	No. of Ss	%	No. of Ts	%	No.	Total
Agree	79	87.77	18	100	97	89.81
Disagree	8	8.89	—	—	8	7.41
No option	3	3.33	—	—	3	2.78
Total	90	100.00	18	100.00	108	100.00

Source: Field Study, 2024

From the above description, it concluded that majority of the respondents agree, newspapers help to develop fast reading habit.

For Learning Unfamiliar Lexical Items

The below table displays the data of learning unfamiliar lexical items by reading newspaper. Fifty-four-point six two percent respondents said that newspapers help them to learn unfamiliar lexical items, 25% said that they did not help and 20.38% opined that they did not want to say whether newspapers help them or not.

Another aspect, 48.89% students supported the question that newspapers help them to learn unfamiliar lexical items, 27.78% did not support and 23.33% opined that they do not want to say whether newspapers help them or not. Likewise, 83.33% teachers thought that newspapers reading help them, 11.11 % thought that newspapers reading did not help them, 5.56% did not think whether the newspapers reading help them or not.

Table No. 10: For Learning Unfamiliar Lexical Items

Responses	No. of Ss	%	No. of Ts	%	No.	Total %
Agree	44	48.89	15	83.33	59	54.62
Disagree	25	27.78	2	11.11	27	25.00
No option	22	23.33	1	5.56	22	20.38
Total	90	100.00	18	100.00	108	100.00

Source: Field Study, 2024

From the above description, most of them agreed that newspapers help to learn unfamiliar lexical items.

For Learning Grammatically and Semantically Correct English Language

The given table displays the learning grammatically and semantically correct English language from reading newspapers. Seventy-three point one four percent respondents thought that reading interview article helped them to learn grammatically and semantically correct English language, 11.11 thought that the interview article was not sufficient for them to learn grammatically and semantically correct English language and 16.67% did not think whether reading interview article helps them or not.

To talk about the students, 72.22% thought that reading interview article helped them to learn grammatically and semantically correct language, 11.11 thought that the interview article was not sufficient for them to learn grammatically and semantically correct language and 16.67% did not think whether reading interview article help them or not. Likewise, 77.78% teacher thought that reading it help them, 11.11% did not think that reading interview article helps them, 11.11% did not think whether reading interview article helps them or not.

Table No. 11: For Learning Grammatically and Semantically Correct English Language

Responses	No. of Ss	%	No. of Ts	%	No.	Total %
Yes	65	72.22	14	77.78	79	73.14
No	10	11.11	2	11.11	12	11.11
I don't know	15	16.67	2	11.11	17	15.75
Total	90	100.00	18	100.00	108	100.00

Source: Field Study, 2024

From the above description, it was found that majority of the respondent agree that interview article help them to learn grammatically and semantically correct English language.

Table No. 12: For Developing Regular Reading Habit

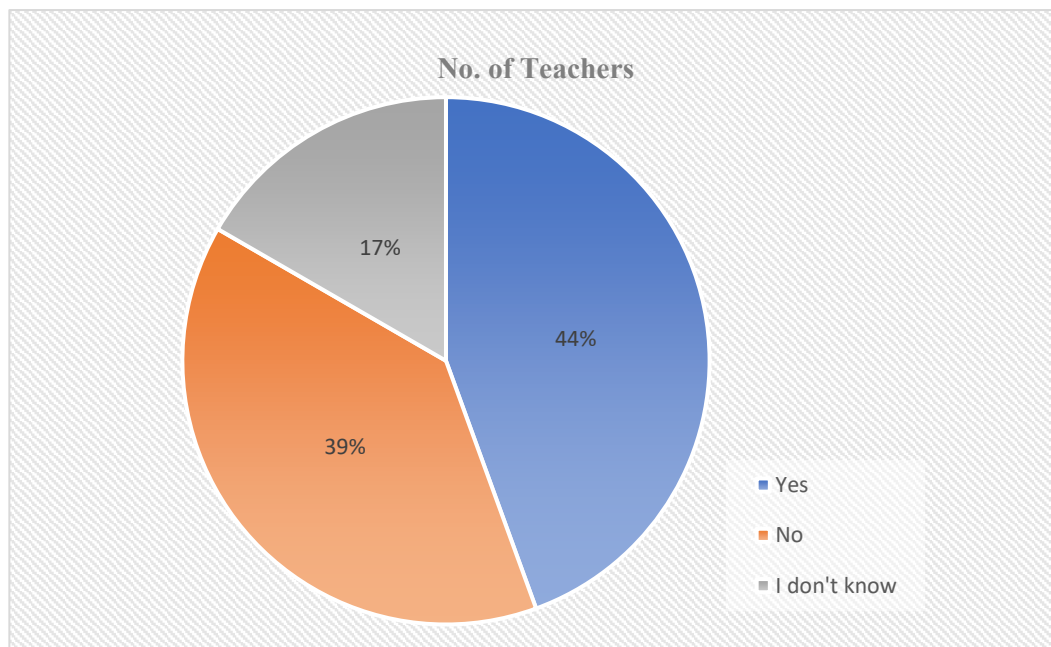
Responses	No. of Student	%
Agree	76	84.44
Disagree	9	10.00
No opinion	5	5.56
Total	90	100.00

Source: Field Study, 2024

For Developing Regular Reading Habit

The following figure presents the data of developing regular reading habit through reading newspapers. Eighty point four- four percent students agreed that newspaper helped them to develop their regular reading habit, 10% disagreed and 5.55% viewed their opinion as a natural point of view. They did not view their opinion for and against.

Figure No. 2: For Learning Poetic Language



Source: Field Study, 2024

Forty-four point four- four percent teachers agreed that the advertisements help them to learn poetic language, 38.89% did not help them. 16.67% did not say whether the advertisements help them or not.

For Acquiring Standard and Authentic English

The below table displays the data about acquiring standard and authentic English language. Seventy point three- seven percent respondents thought that reading newspapers helped them to acquire standard and authentic language, 15.74% thought that reading it did not help them to acquire standard and authentic language and 13.89% said that they did not know.

TableNo.13 : For Acquiring Standard and Authentic English

Responses	No. of Ss	%	No. of Ts	%	Total No.	Total %
Yes	61	67.78	15	83.33	76	70.37
No	15	16.67	2	11.11	17	15.47
I don't know	14	15.55	1	5.56	15	13.89
Total	90	100.00	18	100.00	108	100.00

Source: Field Study, 2024

Similarly, 67.78% students thought that reading newspapers helped them to acquire standard and authentic language, 16.67% thought that reading it did not help them to acquire standard and authentic language and 15.55% said that they did not know. Likewise, 83.33% thought newspapers reading help them to acquire standard and authentic language, 11.11% thought that newspaper reading did not help them to acquire standard and authentic language and, 5.56 % did not think whether newspaper reading help them to acquire standard and authentic language or not.

From these responses, it is inferred that newspapers help to acquire standard and authentic language.

For Developing Creative Thinking

The table presents the data of developing the creative thinking. Ninety-four point two six percent said that newspapers were useful for them to develop creative thinking. 8.89% said that newspaper were not main source for developing their creative thinking and 7.78% said that they did not know about it.

TableNo.16 : For Developing Creative Thinking

Responses	No. of Ss	%	No. of Ts	%	No.	Total %
Yes	75	83.33	16	88.888	91	94.26
No	8	8.89	1	5.56	9	8.33
I don't know	7	7.78	1	5.56	8	7.41
Total	90	100.00	18	100.00	108	100.00

Source: Field Study, 2024

To talk about students, 83.33% said that newspapers were useful for them to develop creative thinking, 8.89% said that they were not main source for developing their creative thinking and 7.78% said that they did not know about it. Likewise, 88.88% thought that newspaper was useful to develop creative thinking, 5.56% thought that newspaper was not main source for developing creative thinking and, 5.56% did not think whether newspaper was useful to develop creative thinking or not.

Similarly, the above description, it was found that majority of the respondents about 94 % agree newspaper help to develop creative thinking.

For learning Polite and Formal language

The below table displays the data of learning polite and formal language.

Sixty-eight-point five one percent respondents said that the interview article help them to learn polite as well as formal language, 41.82% said that the interview article was not enough to learn polite as well as formal language and 16.67% did not say whether reading interview article helps them to learn polite as well as formal language or not.

Table No .17: For learning Polite and Formal language

Responses	No. of Ss	%	No. of Ts	%	No.	Total %
Yes	61	67.78	13	72.22	74	68.51
No	13	14.44	3	16.67	16	41.82
I don't know	16	17.78	2	11.11	18	16.67
Total	90	100.00	18	100.00	108	100.00

Source: Field Study, 2024

To show the result about students, 67.78% said that the interview article helped them to learn polite as well as formal language, 14.44% said that the interview article was not enough to learn polite as well as formal language and 17.78% did not say whether reading interview article helps them to learn polite as well as formal language or not. Similarly, 72.22% said that interview article helped them to learn polite as well as formal language, 16.67% said that the interview article was not sufficient to learn polite as well formal language and 11.11% said that they did not know.

From the above responses, it is seen that more than 68% respondents learnt polite and formal language from newspapers.

CONCLUSIONS

From this study the researcher found that the language teachers and students had habit reading newspaper. Mostly they read in the morning, in evening and night. Majority of them, they choose The Kathmandu Post, The Rising Nepal, Himalayan and República. From these responses, it was found that newspaper helped to develop language skills, standard and authentic language grammar, vocabulary, general knowledge, creative thinking and interpretative power. Similarly, more than 60% students self-encouraged to read newspaper. Majority of the teachers, they use newspapers as supplements material.

Likewise, private schools' students self-encouraged but government aided schools' students encouraged by teachers and friends to read newspaper. In case of teachers, governments aided schools' teachers read news section but private schools' teachers read views and articles more. Private schools' teachers chose newspaper for information but government aided schools teachers for improving language skills. Similarly, private schoolteachers read more than government aided schools teachers. They read daily but government aided schools' teachers read occasionally and weekly.

REFERENCES

1. Carson, Larrell, Silberstein and Kuchn. (1990). Reading writing relationship in first andsecond language. *TESOL Quarterly*. 24. 245-266. Retrived on Feb.16,2013 from <http://www.cal.org/cacla/esl-bibliographies/reading bib/AtoE.html>. resources/
2. Cho. K.S. and Karshan, S.D. (1994). Acquisition of vocabulary from the sweet valley kids series: Adult ESL acquisition: *Journal of reading*. 37,662-667.Retrieved on Feb. 20, 2013from [http:// www.sd.karshen. Com/articles/ narrow/all.html](http://www.sd.karshen.Com/articles/narrow/all.html).
3. Cowan, R. (2009). *The teacher's grammar of English*. Cambridge: CUP.

4. Doff, A. (2002). *Teaching English-a training course for teachers (Trainers' handbook and teacher handbook)*. Cambridge: CUP
5. Grellet, F. (1995). *Developing reading skills*: Cambridge University Press.
6. Karki, B.D. (2009). *Reading comprehension of English newspaper articles*. An unpublished M.Ed. Thesis, Kathmandu. T.U
7. Majidi, S. (2007). Understanding the reading habits of children in Singapore: *Journal of education media and library sciences*. 45.2:187-198. Retrieved on august 14, 2013 from <http://www.vnseameo.org/jakir/understanding-the-reading-habit-of-children-in-Singapore.pdf>.
8. Petrosky, A. and Mac, D.B. (2008). *Way of reading and anthology for writers*. Bedford/S.T. Martins Bosten: Newyork.
9. Subedi, HL. (2008). *Reading comprehension of the grade nine students of Jhapa and Kathmandu A comparative study*. An unpublished M.Ed Thesis, Kathmandu. T. U.
10. UR. P. (1996). *A course in language teaching. Practice and Theory*. Cambridge. CUP.
11. Vankateswaran, S. (1995). *Principles of teaching English*. New Delhi: Vikas Publication House.
12. Yogi, K. (2012). *Study habit of the prescribed textbooks*. A case of Bachelors Level. An unpublished M.Ed. Thesis, Kathmandu. T. U,