CHAPTER -ONE
INTRODUCTION

This chapter deals with the following topics: general background, review of the related literature, objectives and significance of the study.

1.1 General Background

There will be other sub- topics under general background such as: definition of language, importance of the English language, introduction to academic English, introduction to English for specific purposes (ESP), and introduction to needs analysis.

1.1.1 Definition of Language

Generally, language is a means of human communication through vocal sounds. It is specific to human species. It is the most advanced and powerful means of communication. Most of the activities of the world such as, transmitting human civilization, literature, political and diplomatic activities and human achievements are carried out through language. It is characterized by its unique features which involves the transmission of information from sender to receiver either in spoken or written form. Language is the gift of the God or nature to human being to set their civilization. It has been defined variously by different linguists.

> 'Philosophers, logicians, psychologists, literary critics, creative writers, linguists and many others have been interested in language and have defined it from the point of view of their own disciplines. There is no comprehensive definition of language. The only answer to the question 'What is language?' is language is language' (Varma and Krishnaswamy, 2009, p. 16).

This definition implies that defining language is really a challenging job. There is not any single definition of language.

'Language is a purely human and non-instinctive method of communication ideas, emotions and desires by means of a system of voluntarily produced symbols' (Sapir, 1921, p. 8, cited in Verma and Krishnaswamy, 2009). This definition suffers from several defects. However, broadly we construe the terms 'idea', 'emotion' and 'desire', it seems clear that there is much that is communicated by language which is not covered by any of them, and idea in particular is inherently imprecise. On the other hand, there are many systems of voluntarily   produced symbols that we only count as linguistic sounds in what we feel to be and extended or metaphorical sense of the word 'language': For example, what is now popularly referred to by means of the expression 'body language'- which makes use of gestures, postures, eye-gaze etc. - would seem to satisfy this part of Sapir's definition. Whether it is purely human and non-instinctive is, admittedly, open to doubt. But so too, as we shall see, is the questions whether languages properly so called are both purely human and non-instinctive. This is the main part to be noted in Sapir's definition.

'The system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences utterance' (Richards, et al. 1999, p. 196). This definition focuses on systematic structure of language.

'A language is a system of conventional signals used for communication by a whole community. This pattern of conventions covers a system of significant sound units (the phoneme), the inflexion and arrangement of 'words' and the association of meaning with words' (Gimson 1976, p. 30 cited in Subedi, 2009 p.3). This definition focuses on structure and meaning of language as conventional signals.

So, defining a language is really a challenging job. However, language is a system of communication which refers to speech and writing and used by the people of the particular country. It is a voluntary vocal system of human communication. Only the human communication is called language but not

animal communication system. That is why animal communication permits no change. It is limited to a very small number of messages. A bee's dance or cock's crow is today the same that it was many years ago. On the other land, language is open ended. It is changing day by day according to time and age. We express our thoughts, feelings and ideas etc. through language. Language is close to men's feelings, thoughts, religious, arts, cultures, societies and people's education civilization.

Indeed, language is spoken or written arbitrarily and consciously. We need to use physical effort to use language for communication. Language is also taken as a means for establishing good relationship among the people in a community, nation and the world as well.

Human language as a system of systems includes phonemes, morphemes, syntax and semantics. Listening and reading serve us to receive the information; therefore, they are referred to as receptive skills. On the other hand, speaking and writing are productive skills. We, human being naturally acquire our mother tongue but we play a conscious and planned effort to the learning of a second language. The scientific study of language is known as linguistics or linguistic science. Linguistics also appears to be an academic discipline in the scientific study of language.

1.1.2 Importance of the English Language in Nepal

No doubt, English is an international language. So, it is used widely and internationally in the world today. English is a very rich language in terms of its vocabulary, grammar and meaning. The area of the English language cannot be limited. In other words, the English language has great importance for globalization.

'In spreading English education in Nepal, the contribution made by Jesuits, united mission to Nepal (UMN), the British council has an unforgettable role in the English language development in Nepal.

3

Similarly, an entirely professional organization Nepal English Language Teachers' Association's (NELTA) role is equally significant which has been informing to the working force about the modern advancement taking place in pedagogic areas' (Ghimire, 2004, p.1).

After the establishment of democracy in Nepal, the light of education was sprayed. The higher secondary level education (+2) was founded in accordance with the act of HSEB which was issued in 1989-10-26 (2046-07-11). Then, the core English course was started to teach in all faculties (such as science, management, humanities, social science, education etc.) in higher education from that time.

Nowadays, English subject is taught in Nepal from primary level to university level. But, ongoing changes and increasing globalization have increased the importance of communicating in English at workplaces both within and across boundaries. Professional schools may need to re-assess the degree to which their students' career needs are being met by the existing language programs, so that policy and resources can be adjusted accordingly. In other words, the concern is that whether the courses adequately equip students to communicate effectively in contexts that graduates are likely to encounter in their careers. This requires consideration of language needs expressed by graduates in their career contexts and reflection of those needs in language programs so that language instruction can better match learners' target situation needs. This study on 'A Study on English for Academic Purposes (EAP) to the Students of Science and Technology' attempts to investigate the occupational needs of academic English to the students of science and technology.

1.1.3 Academic English

Academic language is slightly different from day to day or everyday language. It does not mean that there is no relation between everyday language and

academic language. It means the language used in everyday or day to day communication is similar to academic language but not the same.

1.1.3.1 Everyday Words and Academic Uses

McCarthy and O' Dell (2009, p.10) state 'many words in academic English are the same as every day vocabulary, but they are often also used with a slightly different meaning, which may be specialized.'

For example:

Every day or Academic Use	Meaning	Academic Use	Meaning
Standards of **discipline** in schools have declined.	ability to control oneself or other people	Nanotechnology is a relatively new **discipline**	area of study

1.1.3.2 Vocabulary and Academic Style

According to McCarthy and O'Dell (2008), we have to know whether an expression is formal or neutral. Academics use neutral and formal expressions in writing, but formal expressions are not common in everyday language.

For example:

Neutral	More formal
Only	Sole(ly)
Try	Attempt

We can use very informal vocabulary in spoken academic styles in classes and lectures but we should be careful not to use it in essays and writing. So, we should be careful to keep a vocabulary notebook. That is why academic language tries to be clear and precise.

1.1.3.3 Noun Phrase

'Academic language puts a lot of information into noun phrases rather than spreading it at over a whole sentence' (ibid). For example, instead of saying 'Radiation was accident released' over a 24-hour period, 'damaging a wide area for a long time;' an academic might say 'the accidental release of radiation' over a 24-hour period caused 'widespread long-term damage.'

1.1.3.4 Phrasal verbs

According to McCarthy and O'Dell (2009), phrasal verbs are ornaments of English language. Phrasal verbs often have one word synonyms. The one word synonyms are more formal than their phrasal verbs equivalent. They are both appropriate in writing and talking about academic subjects. We can make our language vary by using both.

For example:

Phrasal verb	Synonym
Make up	Constitute

1.1.4 Introduction to English for Specific Purposes (ESP)

The English language learning based on the needs of the learners is called English for specific purposes (ESP). In the 1960s, it was particularly associated with the notion of a special language or register, and with important sub-field of English for science and technology (EST). According to Hutchinson and Water (1987, as cited in Bhatta, 2008), there are three reasons to the emergence of all ESP which are as follows:

-) The demands of a brave new world,
-) A revaluation in linguistics, and
-) Focus on the learners.

English for specific purposes (ESP) is a subdivision of a wider field, language for specific purposes (LSP), which is defined as: '...the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs' (Swales, 1992, p. 300 as cited in knight, 2010, p. 3).

In the past 35 years, ESP has attracted the attention and favor of so many practitioners in the field of TEFL (Teaching English as a Foreign Language). ESP is viewed as a cover term for teaching and learning English for multiple specific purposes: EAP (English for Academic Purposes), EOP (English for Occupational Purposes) and others.

Later developments have included a communicative view of language as applied to ESP, recognition of the importance of needs analysis procedures and an increasing focus on appropriate perspectives on language learning and language skills.

> 'The role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners. For example courses in English for Academic Purposes, English for Science and Technology, and English for Nursing. These courses maybe compared with those whose aim to teach general language proficiency English for general purposes (Richerds et al., 1999, p. 125).'

Therefore, ESP is a device for teaching English use as well as usage. Teaching English use is teaching the communicative skills as directly required for the specific purposes and needs of the learner.
According to Hutchinson and Waters (1982, cited in Songhori, 2008, p.3):

> 'Our concern in ESP is not with language use-although this will help to define the course objectives. Our concern is with language learning. We cannot simply assume that describing and exemplifying what people do

with language will enable someone to learn it.... A truly valid approach to ESP must be based on an understanding of the processes of language learning.'

ESP is a broad diverse field of English language teaching (ELT). It is as recognizable activity within the broader professional framework of English language teaching (ELT), with implications for the design of syllabuses and materials as well as its presentation and then evaluation.

According to Hutchinson and Waters (1987, cited in Knight, 2010, p. 4), ESP has the following characteristics:

⟩ Learner centered, second/foreign language training
⟩ Needs-based, involving all stakeholders
⟩ Characterized by collaboration with work place/ content experts
⟩ Characterized by the use of appropriate, authentic tasks and materials (specificity and relevance)
⟩ Not synonymous with 'content- based instruction'. CBI is an approach to syllabus design, often employed in ESP courses.

Dudley, (1988, p. 4-5, as cited in Bhatta) modified and revised the definition of ESP which was given by Anthony (1997).

i. Absolute characteristics

The absolute characteristics of ESP are as follows:
⟩ ESP is designed to meet specific need of the learner.
⟩ ESP makes use of the underlying methodology and activities of the discipline it serves.
⟩ ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

ii. Variable Characteristics

⟩ ESP may be related to or designed for specific purposes.

⟩ ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation.

⟩ ESP may use, in specific teaching situations, a different methodology from that of general English.

⟩ ESP is generally designed for intermediate or advanced students.

⟩ Most ESP courses assume some basic knowledge of the language system.

To conclude, ESP is as learner centered approach to teaching English as a foreign or second language. It meets the professional or occupational needs of learners for their specific field.

1.1.4.1 ESP in Nepal

ESP was introduced in Nepal early 1980's as a course. The perception of characteristics of such course is rather vague, the teacher, the actual implementations are unfamiliar with the idea and objectives of the course. According to Subedi (1978, as cited in Bhatta, 2008, p. 15), 'In Nepal, the idea of ESP is very recent. The seeds of ESP are presented in every book but the need of ESP is not properly defined by the same courses and ESP is not developed properly to catch for those needs. The students of science are taught the stories from Shakespeare.'

ESP programmes focus on developing communicative competence in specific fields such as business, tourism, journalism, science and technology etc. So, it is taught specific courses for the students of different disciplines such as medical area, hotel area, technology area etc.

1.1.4.2 Difference between ESP and English for General Purposes

ESP (English for Specific Purposes) is a recognizable activity within the border professional framework of English language teaching (ELT), with implications for the design of syllabuses and materials as well as its presentation and evaluation.

EGP (English for General Purposes) refers to contexts such as the school where needs can not readily be specified. It is more usefully considered as providing a broad foundation rather than detailed and selective specification of goals like ESP.

Widdowson (1983, cited in Far, 2008, p. 4) accounts for distinctive features of ESP (English for Specific Purposes) and EGP (English for General Purposes) as follows:

EGP	ESP
ʃ The focus is often on education. ʃ As the future English needs of the students are impossible to predict, course content is more difficult to select. ʃ Due to the above point, it is important for the content in the syllabus to have a high surrender value.	ʃ The focus is on training. ʃ As the English is intended to be used in specific vocational contexts, selection of appropriate content is easier (but note not 'easy' in itself). ʃ Therefore, and ESP syllabus need only have a high surrender value linguistic content in terms of the English foreseen to be most relevant to the vocational context. The aim may only be to create a restricted English competence.

1.1.4.3 English for Academic Purposes (EAP)

English for Academic Purposes (EAP) is taught generally within educational institutions to the students in their study. The language taught may be based in particular disciplines at higher levels of education when the student is specializing on a particular subject, e.g. science, commerce etc.

EAP is an educational approach and a set of beliefs about TESOL (Teaching English to Speakers of Other Languages) that is unlike that taken in general English courses and textbooks. ESP is not only a teaching approach, but is also a branch of applied linguistics which consists of a great deal of research into effective teaching and testing methods, analysis of the academic language needs of students, analysis of the linguistic and discoursal structures of academic texts, and analysis of the textual practices of academics.

According to Knight (2010), EAP consists of the learners studying to enter professions, focusing on the language of academic performance in specific discourse communities (and sometimes preparing for near-future identified workplace needs).

The field of EAP is wide. It refers to business, engineering, medicine, information technology, law, education, science and technology, commerce etc. According to Knight (2010, p. 11), some tasks and language skills addressed in

EAP contexts are given below:
- In Class: Understand class lectures, take notes, answer professor's questions, give oral presentation.
- Homework: Read and write discipline specific genres, reports, lab exercises, and work in teams.
- Research: Conduct research, write papers, projects, lab reports,
- Exams: Answer various types of examination questions

1.1.4. 4 English for Occupational Purposes (EOP)

In the field of English for specific purposes (ESP), English for occupational Purposes (EOP) is traditionally seen as the counterpart of English for academic purposes (EAP). Hutchinson and Waters' classification (1987, cited in Rodriguez, 2006, p. 26- 36), EOP and EAP stemmed from three major ESP areas: English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social Sciences. However, EAP and EOP

are the direct branches of ESP according to Dudley-Evans & St Jhon (1998, cited in Rodriguez 2006, p. 26-36): i) English for Academic Purposes (EAP) with courses in study programs mainly for the areas of science and technology, law, medicine and business and ii) English for occupational purposes with courses for professional, vocational and pre-work purposes. For example, English taught in schools and campuses is EAP and English taught during the training for science and technology is EOP.

According to Rodriguez (2006), IMPACT (an English for occupational purposes model designed for workplace language training in Costa Rica.) is an EOP project of Costa Rica. The acronym IMPACT stands for 'Innovative Multilingual Pilot for Proactive Communication Tools.' After piloting this programme in Costa Rica, it has been proved that the model is very successful for the English language training. Both the workplace training and the teacher development projects produced very positive results as revealed by the participants' improved performance and the teaching staff's ability to meet the demands of complex on-going needs analysis and course design and an intensive teaching situation. So, from the above description, we can easily guess that we need ESP program and a lot of researches on ESP, EAP and EOP to face the challenges raised in the related field and catch the opportunities in the world today.

1.1.5 Needs Analysis

Needs analysis has a vital role in the process of designing and carrying out any language course, whether it be English for specific purposes (ESP) or general English course. The importance of carrying out a needs analysis for developing EAP tests is emphasized by Fulcher (1999, cited in Songhori, 2008, p.2). According to Iwai et al. (ibid), 'the term 'needs analysis' generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group.'

1.1.5.1 Needs Assessment Process

In the needs assessment process, the ESP (English for Specific Purposes) practitioner does his/her best to find out information about the needs of the sponsor organization, the needs and wants of the learner, and the context in which the learning will take place.

According to Westerfield (2010), a well designed, effective ESP course consists of a thorough organizational and instructional needs assessment where ESP practitioner tries to discover information about the needs of his/her learners and other stakeholders. Stakeholders are the people who, perhaps for different reasons, want the training program to succeed. As the result of this process, it is easy to design a task based course curriculum according to the needs of stakeholders and incorporate authentic materials and activities.

1.1.5.2 Approaches to Need Analysis

Different approaches to needs analysis attempt to meet the needs of the learners in the process of learning a second language. Not a single approach to needs analysis can be a reliable indicator of what is needed to enhance learning. Regarding this, Westerfield (2010), says that there are three approaches to needs analysis:

i.   Target Situation Analysis: What does the learner need to be able to do with the language in the future?

Target situation analysis (TSA) includes the tasks needed to the learners to be able to do by the end of the course, understanding the needs and importance of learning skills and expectation of the sponsoring organization. By conducting an effective TSA, the ESP practitioner is able to provide an initial listing of the target goals of the course.

According to Westerfield (2010), ESP practitioners should design effective programmes in EAP. The stakeholders should include not only the current students, but also former students, content area faculty and administrators, and representatives from the larger off-campus community who will ultimately employ the programme graduates.

So, TSA is important for course designers for designing effective programs in English for Specific Purposes (ESP) and English for Academic Purposes (EAP), taking the learners' need into their account.

ii.   Present Situation Analysis (PSA): What can they do now in the target language?

In present situation analysis, ESP practitioners can describe the people who are most likely to need and take the instructional program. Here, PSA includes the current level of the learners of English, their strengths and weaknesses in language and skills, their past language learning experiences etc.

a. Gathering Information for the TSA and PSA.

 The ESP practitioner will consult the variety of sources for gathering information. According to Westerfield (2010), sources of information include:
- The current target learners
- Content experts (people working or studying in the field who are familiar with the tasks the learners need to perform).
- Former students who have knowledge of the skills needed
- Sample written or oral texts relevant to the field (e.g. textbooks, training, manuals, DVDS, videotapes, business correspondence)
- Employers, supervisors
- Colleagues
- ESP research in the field

b. Data Collection Methods Include

〕 Questionnaires

〕 Examining samples of written or oral tests.

〕 Discussions

〕 Structured interviews

〕 Observations ('Shadowing' people in courses or on the job)

iii.   Context Analysis: What is the environment in which learning will take place?

Context analysis fills up the gap between the desired learners outcomes for the course (TSA) and where the learners are at present in terms of language proficiency and skills (PSA). Another term used for context analysis is 'learning situation analysis' which examines the environment in which the learners will be taught.

Westerfield (2010), maintains that there are some factors to consider when researching the context in which the ESP course will be offered. They are:

〕 People

〕 Physical setting of the course

〕 Nature of course

〕 Teaching resources

〕 Time

1.1.5.3 English for Science and Technology (EST)

Much of the demand for ESP has come from science and technology. The learners need to learn English for a number of purposes connected with their specialization. Therefore, English for science and technology (EST) should be an important aspect of ESP programme. A scientist may need English to carry out different tasks in different situation. Each situation will demand a different

language skills and a different range of communicative abilities. Medium of instruction in English is mandatory to the ST students to carry out different tasks such as writing lab report, reading text book, summarizing, note taking, presenting report etc.

1.2 Review of the Related Literature

Every new research is carried out on the basis of previous knowledge, background, statement, assumption and discovery made. The related literature provides the ways, ideas and foundation for the present and future research work. 'A Study on English for Academic Purposes (EAP) to the Students of Science and Technology' is the matter of discussion in modern era. The literatures related to the topics in question are reviewed as follows:

Malla (2010) carried out a research entitled 'The Need of English in Diplomatic Dealings.' The research was done in the six foreign embassies situated in Kathmandu valley. The researcher selected five employees from each embassy and collected the required data for his study. The major findings of the study were that the diplomatic personnel needed the English language proficiency to handle their job properly and the English language is prerequisite for carrying out their tasks such as writing correspondences, reports, oral communication, translating documents etc.

Bhatta (2008) in his M. Ed. thesis entitled 'English for Specific Purposes: A Case of Waiter Course' analyzed the language of waiter courses. Mainly, he consulted two terms to analyze the language of the waiter course; communicative functions and grammatical categories. In the case of communicative functions, he concluded that the communicative functions like asking about problem, respecting, asking information, expressing, accepting, denying, offering, requesting, cautioning, instructing, checking, accessing, greeting, welcoming, introducing, thanking and booking were found in the waiter courses. He found that mainly socializing functions were most frequently used in the waiter courses. And then, in the case of grammatical

16

category, he concluded that non past tenses was found more frequently being used in the waiter courses than past tense and active voice was found more frequently than passive voice.

Cowling (2007) carried a research on the topic 'Needs Analysis: Planning a Syllabus for a Series of Intensive Workplace Courses at a Leading Japanese Company.' This research gives a detailed description of the needs analysis stage in the development of a set of English language intensive courses at a large Japanese industrial firm. This study describes the different methods which were employed in gathering data in order to compile a syllabus outline. The researcher used interview and questionnaires to gather data from target learners, teachers and clients. Findings were that the process of collecting data is very difficult because of cultural effect, working field transfer and the weak adjustment of the employees. The past learning experience of the employees had not been working effectively. Therefore, the syllabus that resulted from need analysis (NA) was accepted by the client after the research. Materials, textbooks and teachers' manuals were produced with emphasis on authenticity. Teachers were encouraged to incorporate cultural aspects within their lessons and their manuals included pointers and guidelines on cultural aspects of each lesson.

Paudel (2007) carried out a research entitled 'A Study of Secondary School Science Students and Science Teachers' Opinion on School Science Teaching at Kathmandu Metropolitan Area.' The study was done in the secondary level school of Kathmandu metropolitan area. Two separate sets of oppionnaire were developed to find out the opinion of the school science teachers and students. The oppionnaire included the statements which were based on school science teachers and students' perception in school science teaching. The major findings of the study were that the secondary school science curriculum fulfilled the needs and interests of secondary level students and solved daily life problems. However, it was clearly found that school science students did not know anything about the objectives mentioned in secondary school science

17

curriculum. Most of the secondary school science teachers and students opinioned that secondary school science curriculum was not easily completed within time. It was also found that school science teachers generally used demonstrations in science teaching and encouraged students to study science. Secondary school science students also mentioned that science teachers always provided students with notes on science lessons and encouraged them to do homework.

Jackson (2005) has a study on 'An Inter-university, Cross-disciplinary Analysis of Business Education: Perceptions of Business Faculty in Hong Kong.' In this research, the researcher collected the views of 45 business lectures at five tertiary institutions in Hong Kong by means of semi-structured interviews and group discussions. The findings were that the students generally had poor study habits, inadequate reading and writing skills, weak-problem solving skills, and were reticent in class. Striking differences were found in the sub-disciplines in terms of expectations, course requirements, and modes of assessment. The concerns expressed by the lecturers provided justification for business communications courses for first-year students and the need for discipline-specific ESP (English for specific purposes) courses for second and third year students. The study illustrates the importance of seeking input from business faculty so that the genuine needs of students can be identified and addressed in well designed, discipline-sensitive business communications programme. The study also focuses on collaboration among the institutions in Hong Kong. That is why there is a good chance of close linkage between ESP practitioners and content specialists and sharing resources and ideas among institutions. The findings suggest that more studies whether on a large or small scale, are needed to explore the nature and range of communicative demands placed on students in other disciplines.

Chew (2005) carried out a research on the topic 'An Investigation of the English Language Skills Used by New Entrants in Banks in Hong Kong.' In this research, the researcher studied to investigate what English language skills

are used by new graduate employees in their daily work in various departments in four banks in Hong Kong. The researcher used interviews and questionnaires for the data collection. Interview with 16 bank employees in the four banks was carried out. The 16 employees were also asked to complete a questionnaire detailing various aspects of their work and the language used. The findings were that the employees used Cantonese in spoken discourse and English in written discourse in the banks in Hong Kong. And then, there is a need for translators to act as a bridge between the users of those two languages. The number of people who are fluent in both Cantonese and English is below the level allowing maximum productivity in these financial institutions. Thus, the employees are interested in taking training in courses of a short duration.

To conclude, no research has yet been carried out regarding 'A Study on English for Academic Purposes (EAP) to the Students of Science and Technology' under the Department of English Education.

So, I chose the topic 'A Study on English for Academic Purposes (EAP) to the Students of Science and Technology' in order to meet the demands of the English language in working place for globalization. The English language used in business may not be the same as the one used in engineering. Therefore, the demand of English for Academic Purposes (EAP) is a growing need of today.

1.3 Objectives of the Study

The objectives of the study are as follows:
- To find out what academic English is needed to the students of ST.
- To find out whether or not there is the compatibility of the needs specified by the ST students and lecturers.
- To suggest some pedagogical implications.

1.4 Significance of the Study

The findings of the study will be useful for future researchers who may want to study in similar areas. Moreover, the findings of the study will be fruitful for the ESP (English for specific purposes), EAP (English for academic purposes) and EOP (English for occupational purposes) policy makers, curriculum designers, course designers, training programme manager and material designers. It is equally important to the ESP, EAP and EOP practitioners, researchers, trainers and learners, too.

Likewise, this research will be helpful to those personalities who are working in the related field such as business, engineering, medical, commerce, education, science, humanities, law, information technology etc. focusing on the language of academic performance in specific discourse communities and sometimes preparing for near-future identified workplace needs.

CHAPTER–TWO
METHODOLOGY

To fulfill the objectives of proposed study, the researcher followed the following methodology.

2.1 Sources of Data

Both primary and secondary sources of data were used for the study. The primary sources were used for collecting the needs of ESP and the secondary sources were used to familiarize the himself to the literature related to the topic in question.

2.2.1 Primary Sources

Primary sources of data for the study include the students and teachers studying and teaching at science campuses of Tribhuwan University.

2.1.2 Secondary Sources

The secondary sources of this research were books, journals, articles, internet, dictionary, textbooks etc. The related secondary sources of data were Kumar (2006), Subedi (2009), Lyons (2009), Lass (2010), Robinson et al. (2003), Sharma (2010), Richard, et al. (1999), Nunan (2010), Bhandari (2010), Jackson (2005), Cowling (2007), Chew (2005), McCarthy and O' Dell (2010), Rodriguez (2006),Songhori (2008),Far (2008),Westerfield (2010), Bhatta (2008), Malla (2010), and Paudel (2007).

2.2 Sample and Sampling Procedure

The sample population consists of 20 ST students studying in B.Sc. first year and ten ST lecturers. Out of 20 Students, 10 students were selected from Public Science Campus Surkhet and 10 students from Mahendra Multiple

Campus Nepalgunj. Similarly, out of 10 ST lecturers, 5 were selected from Public Science Campus Surkhet and 5 ST lecturers from Mahendra Multiple Campus Nepalgunj.

Simple random sampling method was used for the selection of the students and lecturers.

2.3 Tools for Data Collection

The main tools of the data collection were questionnaires. Questionnaires were developed to the ST students and lecturers differently to find out what academic English language is needed to the students of ST. Questionnaires were adapted from Westerfield (2010), and ESP center, Alexandria University, Egypt (2010).

2.4 Process of Data Collection

The researcher adopted the following stepwise methodological procedures to collect the required data:

- The selected area was visited and the rapport was established with the concerned people.
- The purpose of the study was explained personally with the concerned people.
- The consent was sought from the authorized persons.
- The time for data collection was fixed.
- The questionnaires were distributed.
- Finally, the questionnaires were collected.

2.5 Limitations of the Study

The proposed study had the following limitations:

-) The study was limited to the ST students and lecturers of Public Science Campus, Surkhet and Mahendra Multiple Campus Nepalgunj.
-) The study was limited only to 20 ST students studying in B. Sc. first year and10 ST lecturers.
-) The study was further limited to the analysis of the responses obtained from the respondents only.
-) The study was limited to campus environment, lecturers and students.

CHAPTER - THREE
INTERPRETATION AND ANALYSIS

This chapter deals with the analysis and interpretation of the collected data from twenty ST students and ten ST lecturers of two campuses through questionnaires. The data is presented by using simple statistical tools such as percentage, number and table accompanied by textual discussion.

3.1 English for Immediate Purposes to the Students of ST

Table No. 1

English for Immediate Purposes to the Students of ST

S.N.	Title	Students			Lecturers							Grand Total
					PSC			MMC				
					Experience years		Total	Experience years		Total	Total	
		PSC	MMC	Total	5	5+		5	5+			
1	For lab report	30	32	62	6	11	17	0	6	6	23	85
2	For summarizing	29	32	61	6	9	15	0	17	17	32	93
3	For note taking	33	30	63	6	6	12	0	14	14	26	89
4	For explanation	24	33	57	5	11	16	0	14	14	31	88
5	For report presentation	34	23	57	7	8	15	0	24	24	39	96

When the ST students and lecturers were asked to respond to the question '*For what immediate purposes do you need to learn / improve your English? - For what immediate purposes do your students need to learn / improve their English?*' by putting rank order of priority placing 1, 2, 3... according to their importance. As shown in the table, it was found that the science students and lectures placed 96 number for report presentation, 93 number for summarizing, 89 number for note taking, 88 number for explanation and 85 number for lab report. Therefore, according to most of the ST students and lectures, English is necessary for preparing their lab report.

Similarly, the ST lecturers placed 39 number for report presentation, 32 number for summarizing 31 number for explanation, 26 number for note taking and 23 number for lab report. So, the above table shows most of the lecturers focused on lab report. Furthermore, the lecturers who have more than 5 years experience focused on lab report whereas the lecturers who have below 5 years experience said that explanation is needed for their students.

Likewise, the above table shows that the ST students placed 63 number for note taking, 62 number for lab report, 61 number for summarizing, 57 number for explanation and 57 number for report presentation. Therefore, it was found that must of the STstudents want to learn / improve their English for explanation and report presentation.

To compare, the table vividly shows that ST students want to learn / improve their English for the purposes of report presentation and explanation whereas ST lecturers focus on lab report only. This implies that there is incompatibility between the needs specified by the learners and their lecturers.

3.2 Activities Carried out in English by the Students of ST

Table No. 2

Activities Carried out in English by the Students of ST

S.N.	Title	Students			Lecturers								Grand Total
					PSC			MMC					
		PSC	MMC	Total	Experience years		Total	Experience years		Total	Total		
					5	5+		5	5+				
1	Reading	52	32	84	9	6	15	0	7	7	22		106
2	Listening	33	36	69	4	7	11	0	19	19	30		99
3	Writing	43	42	85	3	8	11	0	13	13	24		109
4	Speaking	27	43	70	6	13	19	0	25	25	44		114
5	Note taking	46	49	95	10	16	26	0	26	26	52		147
6	Reporting	53	59	112	11	14	25	0	21	21	46		158
7	Oral presentation	49	45	94	15	23	38	0	32	32	70		164
8	Summarizing	57	54	111	14	21	35	0	37	37	72		183

When the ST students and lecturers were asked to respond to the question '*What activities do you, or will you soon have to, carry out in English? - What activities do your students, or will your students soon have to, carry out in English?*' by putting rank order of priority placing 1, 2, 3... according to their importance. According to the above table, it was found that ST students and lecturers placed 183 number for summarizing, 164 number for oral presentation, 158 number for reporting, 147 number for note taking, 114 number for speaking, 109 number for writing, 106 number for reading and 99 number for listening. Therefore, according to most of the ST students and lecturers, the students of ST need to carry out listening activities.

Similarly, the ST lecturers placed 72 number for summarizing, 70 number for oral presentation, 46 number for reporting, 52 number for note writing, 19 number for listening and 7 number for reading. The table shows that most of the ST lecturers focused on reading activities. Furthermore, the lecturers who have more than 5 years experienced focused on reading activities whereas the lecturers who have below five years experience said that writing activities are needed for their students.

Likewise, the ST students placed 112 number for reporting, 111 number for summarizing, 95 number for note taking, 94 number for oral presentation, 85 number for writing, 84 number for reading, 70 number for speaking and 69 number for listening. Therefore, it was found that most of the ST students should carry out listening activities in English.

To compare, the table clearly shows that ST students need to carry out listening activities in English whereas ST lecturers said that reading activities are needed for their students. This is clearly an indication of incompatibility between the needs specified by the students on their own and their lecturers.

3.3 The Aspects of English that ST Students would Like to Improve

Table No. 3

The Aspects of English that ST Students would Like to Improve

S.N.	Title	Students			Lecturers								Grand Total
					PSC			MMC					
		PSC	MMC	Total	Experience years		Total	Experience years		Total	Total		
					5	5+		5	5+				
1	Faster, more effective reading	44	58	102	8	11	19	0	9	9	28		130
2	Pronunciation	48	26	74	8	15	23	0	28	28	51		125
3	Fluency in speech	64	54	118	6	12	18	0	21	21	39		157
4	Speaking with grammatical correctness	41	57	98	13	12	25	0	11	11	36		134
5	Listening and understanding	60	66	126	2	4	6	0	24	24	30		156
6	Spelling	74	60	134	13	30	43	0	30	30	73		207
7	Punctuation	83	94	177	24	20	44	0	34	34	78		255
8	Specialized vocabulary	74	93	167	12	17	29	0	33	33	62		229
9	General vocabulary	102	110	212	20	31	51	0	60	60	111		323
10	Writing grammatical sentences	74	89	163	16	39	55	0	57	57	112		275
11	Creating well organized paragraphs	85	81	166	21	34	55	0	55	55	110		276
12	Taking note from lectures	112	94	206	20	33	53	0	62	62	115		321
13	Note taking from books	110	101	211	24	33	57	0	61	61	118		329
14	Lab report writing	120	101	221	25	34	59	0	58	58	117		338
15	Summary writing	109	116	225	28	35	63	0	57	57	120		345

When the ST students and lecturers were asked to respond to the question

'*What aspects of English would you like to improve? - What aspects of English*

27

would your students like to improve?' by putting rank order of priority placing 1, 2, 3,..according to their importance. According to the table, it was found that the ST students and lecturers placed 345 number for summary writing, 338 number for lab report writing, 329 number for note taking from books, 323 number for general vocabulary, 321 number for taking note from lectures, 276 number for creating well organized paragraphs, 275 number for writing grammatical sentences, 255 number for punctuation, 229 number for specialized vocabulary, 207 number for spelling, 157 number for fluency in speech, 156 number for listening and understanding, 134 number for speaking with grammatical correctness, 130 number for faster more effective reading and 125 number for pronunciation.

Therefore, according to the most of the ST students and lecturers, the students of ST want to improve their pronunciation.

Similarly, the ST lecturers placed 120 number for summary writing, 118 number for note taking from books, 117 number for lab report writing, 115 number for taking note from lectures, 112 number for writing grammatical sentences, 111 number for general vocabulary, 110 number for creating well organized paragraphs, 78 number for punctuation, 73 number for spelling, 62 number for specialized vocabulary, 51 number for pronunciation, 39 number for fluency in speech, 36 number for speaking with grammatical correctness, 30 number for listening and understanding and 28 number for faster- more effective reading. Therefore, according to most of the ST lecturers, their students want to improve faster-more effective reading aspect of English. Furthermore, the lecturers who have more than five years experience said that their students want to improve faster-more effective reading aspect of English whereas the lecturers who have below five years experience said that their students want to improve listening and understanding aspect of English.

Likewise, the ST students placed 225 number for summary writing, 221 number for lab report writing, 212 number for general vocabulary, 211 number

for note taking from books, 206 number for taking note from lecturers, 177 number for punctuation, 167 number for specialized vocabulary, 166 number for creating well organized paragraphs, 163 number for writing grammatical sentences, 134 number for spelling, 126 number for listening and understanding, 118 number for fluency in speech, 102 number for faster-more effective reading, 98 number for speaking with grammatical correctness and 74 number for pronunciation. Therefore, it was found that most of the ST students want to improve their pronunciation in English.

To compare, the table clearly shows that the ST students want to improve their pronunciation aspect of English whereas the ST lecturers want to improve faster-more effective reading aspect of their students in English. This is clearly an indication of in compatibility between the needs specified by the students on their own and their lecturers.

3.4 Reading Activities Carried out in English by the ST Students

Table No. 4

Reading Activities Carried out in English by the ST Students

S.N.	Title	Students PSC	Students MMC	Students Total	Students Reason	Lecturers PSC Exp 5	Lecturers PSC Exp 5+	Lecturers PSC Total	Lecturers MMC Exp 5	Lecturers MMC Exp 5+	Lecturers MMC Total	Lecturers Total	Lecturers Reason
1	Text books	10(100%)	10(100%)	20(100%)	i) To get desired knowledge, increase our knowledge, understand the subject matter well etc. ii) To do well in the exam, take attitude of the writers to develop our English language skills etc. iii) Text book carries all the subject matter in detail and is fully based on syllabus.	2(40%)	3(60%)	5(100%)	0(0%)	5(100%)	5(100%)	10(100%)	i) To know in detail about the subject matter, to maintain syllabus, take clear ideas etc. ii) Most of the text books are written in English by foreigners. So, to improve English, student should read the text books.
2	Lab report	5(50%)	8(80%)	13(65%)	i) To take general knowledge for the practical work, know the procedure and the result of practical work, know new technical lab words etc. ii) To take idea to prepare lab report.	1(20%)	3(60%)	4(80%)	0(0%)	4(80%)	4(80%)	8(80%)	i) To get general knowledge for practical work, do practical etc. ii) To write experiment conclusion and prepare lab report.
3	Lectures note	9(90%)	9(90%)	18(90%)	i) To remember the subject matter, know the alternative way of solving problems. ii) Lecture note is short and easy from the examination point of view. iii) Lecture note is written in simple language.	1(20%)	3(60%)	4(80%)	0(0%)	4(80%)	4(80%)	8(80%)	i) To prepare in the exam. ii) It is short and easy to understand. iii) It includes important parts of lesson only.
4	Summary	6(60%)	3(30%)	9(45%)	i) To get gist of the lesson, know the language style used by the lecturers. ii) It is easy for reading, understanding and memory.	1(20%)	0(0%)	1(20%)	0(0%)	4(80%)	4(80%)	5(50%)	i) To understand easily and prepare for the exam. ii) To know gist.
5	Work book instructions	4(40%)	2(20%)	6(30%)	i) To do well practice and be perfect.	1(20%)	2(40%)	3(60%)	0(0%)	3(60%)	3(60%)	6(60%)	i) It helps to do practical work well.
6	Professional journals	2(20%)	2(20%)	4(20%)	i) To gain science related knowledge and develop skills in English language.	1(20%)	2(40%)	3(60%)	0(0%)	2(40%)	2(40%)	5(50%)	i) Professional journals are subject related journals. So, they make the knowledge of the students sharp, wide and upto date in the related field.
7	Internet	0(0%)	1(10%)	1(5%)	i) To take latest knowledge.	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	
8	Own note	1(10%)	0(0%)	1(5%)	i) To do more practice.	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	
9	Old is gold	1(10%)	0(0%)	1(5%)	i)To take idea of model questions.	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	
10	Scientific research papers	1(10%)	0(0%)	1(5%)	i) To take latest knowledge related to science and language.	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	
11	Reference books	2(20%)	0(0%)	2(10%)	i) To take deep knowledge. ii) To develop vocabulary power.	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	

The above table shows the purposes for which the ST students and lecturers need to carry out reading activities. According to the table 100 % ST students responded that they should read text book. They said that they should do so, in order to increase their knowledge, understand the subject matter well, understand the attitude of the writer, get desired knowledge, do well in the exam and maintain the syllabus.

Similarly, 65 % ST students responded that they should reed lab report. They said that they should do so, in order to take general idea for practical work, prepare lab report, know technical lab words, understand the procedure and know the result of lab report.

Likewise, 90 % ST students responded that they should read lectures note. They said that they should do so, in order to remember the subject matter and know the alternative way of solving problems. Moreover, they added that lectures notes are short and easy to prepare in the exam.

In the same way, 45 % ST students responded that they should read summary for getting gist of the lesson. They added that summary is short and easy for reading and understanding.

Similarly, 30 % ST students responded that they should read work book instructions to do well practice and be perfect in subject matter.

Likewise, 20 % ST students responded that they should read professional journal. They said that they should do so, in order to gain science related knowledge and develop skills in English language.

In the same way, 5 % ST students responded that they should consult internet. They said that they should do so, in order to take latest knowledge.

Similarly, 5 % ST students responded that they should read own note. They said that they should do so, in order to do more practice at home.

In the same way, 5 % ST students responded that they should read old is gold for model questions.

Likewise, 5 % ST students responded that they should read scientific research papers. They said that they should do so, in order to take latest knowledge related to ST.

Similarly, 10 % ST students responded that they should read reference books. They said that they should do so, in order to develop knowledge and vocabulary power.

Likewise, 100 % ST lecturers said that their students should read text books. They said that ST students should do so, in order to know about the subject matter, maintain syllabus and know clear ideas. They said that most of the text books are written in English by foreigners. So, the students should read the text books to improve their English language as well as subjective knowledge.

Similarly, 80 % ST lecturers responded that their students should read lab report. They said that they should do so, in order to get practical knowledge, prepare lab report and write experiment conclusion.

Likewise, 80 % ST lecturers responded that their students should read lectures note. They said that they should do so, in order to prepare in the exam. They said that lectures note are short and easy to understand which cover important parts of the lesson.

In the same way, 50 % ST lecturers responded that their students should read summary. They said that they should do so, in order to know the gist of the lesson and prepare for the exam.

Similarly, 60 % ST lecturers responded that their students should read work book instructions. They said that they should do so, in order to do practical work easily.

Likewise, 50 % ST lecturers responded that their students should read professional journal because they are subject related journals. So, they help to make the knowledge sharp, wide, and up to date in the related field.

The table shows that no ST lectures responded to the topic internet, own note, old is gold, scientific research papers and reference books. This implies that there is incompatibility between the needs specified by the learners and their lecturers.

3.5 Listening Activities Carried out in English by the ST Students

Table No. 5

Listening Activities Carried out in English by the ST Students

S.N.	Title	Students				Lecturers							Reason
		PSC	MMC	Total	Reason	PSC		Total	MMC		Total	Total	
						Experience years			Experience years				
						5	5+		5	5+			
1	Lectures	9(90%)	10(100%)	19(95%)	i) To know subject matter and language styles used by lecturers. ii) To know pronunciation of new words. iii) To describe about the subject matter. iv) We can learn more by listening lectures.	2(40%)	3(60%)	5(100%)	0(0%)	5(100%)	5(100%)	10(100%)	i) To understand subject matter. ii) To describe the subject matter.
2	Seminars	4(40%)	6(60%)	10(50%)	i) To know and discuss on new terms related to science and technology. ii) To get new ideas about subject matter.	1(20%)	0(0%)	1(20%)	0(0%)	4(80%)	4(80%)	5(50%)	i) To be clear in the issue. ii) To get ideas.
3	Instructions	4(40%)	8(80%)	12(60%)	i) To do well in class. ii) To do our work without confusion.	1(20%)	2(40%)	3(60%)	0(0%)	5(1000%)	5(100%)	8(80%)	i) To do well in class. ii) To do work without confusion.
4	Report presentation	1(10%)	6(60%)	7(35%)	i) To know report. ii) To know the style of report presentation. iii) To increase the knowledge about the related subject matter.	1(20%)	1(20%)	2(40%)	0(0%)	5(100%)	5(100%)	7(70%)	i) To develop presentation skill. ii) To know the report.
5	Explaining	7(70%)	5(50%)	12(60%)	i) To know subject matter in detail. ii) To make our concept clear about science and technology. iii) To increase our knowledge about the related subject.	2(40%)	1(20%)	3(60%)	0(0%)	5(100%)	5(100%)	8(80%)	i) To check their knowledge in the related subject. ii) To make broad knowledge. iii) To take clear idea. iv) To be clear in the subject.
6	Group project	3(30%)	6(60%)	9(45%)	i) To conclude the subject matter. ii) To share the knowledge with friends. iii) To increase our listening capacity.	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	1(20%)	1(10%)	i)To make universal conclusion. ii) To share the knowledge with friends.
7	Speech	7(70%)	5(50%)	12(60%)	i) To know new vocabulary and their correct pronunciation. ii) To know subject matter. iii) To develop speaking skill.	1(20%)	1(20%)	2(40%)	0(0%)	0(0%)	0(0%)	2(20%)	i) To develop speaking skill in science and technology. ii) To know subject matter.
8	Radio news	1(10%)	0(0%)	1(5%)	i) To know the news related to science and technology and understand the meaning and pronunciation of the new words.	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	
9	Debate	0(0%)	1(10%)	1(5%)	i) It makes us self dependent.	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	

The above table shows the purposes for which the ST students and lecturers need to carry out listening activities. According to the table, 95 % ST students responded that they should listen to the lectures. They said that they should do so, in order to know subject matter and language styles used by lecturers know the pronunciation of new words and learn more about ST.

Similarly, 50 % ST students responded that they should listen to seminars. They said that they should do so, in order to know and discuss on new terms related to ST and get new ideas about the subject matter.

In the same way, 60 % ST students responded that they should listen to the instructions. They said that they should do so, in order to do well in the class and do their work without confusion.

Likewise, 35 % ST students responded that they should listen to the report presentation. They said that should do so, in order to know the report, increase the knowledge about the related subject matter and know the style of report presentation.

Similarly, 60 % ST students responded that they should listen to the explaining concepts. They said that they should do so, in order to know subject matter in detail, increase their subjective knowledge and make their concept clear about ST.

In the same way, 45 % ST students responded that they should do the group project. They said that they should do so, in order to share the knowledge with friends, increase their listening and speaking skill and conclude the subject matter.

Likewise, 60 % ST students responded that they should listen to speech. They said that they should do so, in order to know new vocabulary, pronunciation, know subject matter and develop speaking skill.

In the same way, 5 % ST students responded that they should listen to the radio news. They said that they should do so, in order to understand the meaning and pronunciation of the new words and know the news related to ST.

Similarly, 5 % ST students responded that they should do debate program because it makes them self-dependent.

According to the table, 100 % ST lecturers responded that their students should listen to lectures. They said that they should do so, in order to understand and describe the subject matter.

Similarly, 50 % ST lecturers responded that their students should listen to seminars. They said that they should do so, in order to be clear in the issue raised in the subject and get ideas.

Similarly, 80 % ST lecturers responded that their students should listen to the instructions. They said that they should do so, in order to do well in the class and practice without confusion.

In the same way, 70 % ST lecturers responded that their students should listen to the report presentation. They said that they should do so, in order to develop presentation skill and know the report.

Likewise, 80 % ST lecturers responded that their students should listen to 'explaining to concepts'. They said that they should do so, in order to be clear in subject matter, take new ideas, check their knowledge themselves and make broad knowledge in ST.

Similarly, 10 % ST lecturers responded that their students should conduct group project. They said that they should do so, in order to make universal conclusion and share the knowledge among the friends and lecturers.

In the same way, 20 % ST lecturers responded that their students should listen to speech. They said that they should do so, in order to know subject matter and develop speaking skill in ST.

However, the table No. 5 shows that 100 % ST lectures did not respond to the topic radio news and debate programme. This also implies that there is not compatibility between the needs specified by the learners and their lecturers.

3.6 Writing Activities Carried out in English by the ST Students

Table No. 6
Writing Activities Carried out in English by the ST Students

S.N.	Title	Students PSC	MMC	Total	Reason	Lecturers PSC Exp. 5	PSC 5+	Total	MMC 5	MMC 5+	Total	Total	Reason
1	Lab report	9 (90%)	7 (70%)	16 (80%)	) To prepare for the exam To practice new technical new words) To develop lab report writing skill) To present the report among the friends and improve if any mistake, i.e. spelling, grammar, structure etc.) To show the conclusion of the experiment.) To remember the theory and procedure.	2 (40%)	3 (60%)	5 (100%)	0 (0%)	5 (100%)	5 (100%)	10 (100%)	) To gain knowledge and pass the exam with higher marks.) To develop lab report writing skill) It is compulsory in science and technology.
2	Experiment report	9 (90%)	6 (60%)	15 (75%)	) To develop writing skill which is compulsory in the exam.) To show the result of practical) To check our knowledge ourselves) To prepare for practical exam	1 (20%)	1 (20%)	2 (40%)	0 (0%)	5 (100%)	5 (100%)	7 (70%)	) To check their knowledge in subject) To develop report writing skill
3	Note taking	6 (60%)	8 (80%)	14 (70%)	To understand the subject matter in short time To summarize the class work activities. To develop self-writing capacity It is short and easy in preparing for the exam	0 (0%)	3 (60%)	3 (60%)	0 (0%)	5 (100%)	5 (100%)	8 (80%)	) To read, write and understand easily.) To study for the exam) It is compulsory
4	Work book exercises	5 (50%)	5 (50%)	10 (50%)	) To be perfect in subject matter) To improve our ability) To keep our knowledge up to date) To prepare for the exam	2 (40%)	3 (60%)	5 (100%)	0 (0%)	4 (80%)	4 (80%)	9 (90%)	) To do more practice) It makes them write in systematic way) To keep their knowledge up to data
5	Summary	6 (60%)	3 (30%)	9 (45%)	) To do practice in the related subject.) To develop summarizing ability) To know whole lesson in short and sweet) To prepare for the exam	2 (40%)	0 (0%)	2 (40%)	0 (0%)	5 (100%)	5 (100%)	7 (70%)	) To know whole subject in short and sweet.) To study fast in short time.
6	Short-long answer question	6 (60%)	8 (80%)	14 (70%)	) To do practice for the exam) To develop best answering skill) To develop writing power	1 (20%)	3 (60%)	4 (80%)	0 (0%)	5 (100%)	5 (100%)	9 (90%)	) To prepare for the exam.) To do practice) To know the model of the exam.
7	Research paper	1 (10%)	5 (50%)	6 (30%)	) To discover new thing	1 (20%)	0 (0%)	1 (20%)	0 (0%)	2 (40%)	2 (40%)	3 (30%)	) Simple research makes them work hard.
8	News letter	1 (10%)	1 (10%)	2 (10%)	) To develop writing skill) To share knowledge each other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	

The above table shows the purposes for which the ST students and lecturers need to carry out writing activities. According to the table, 80 % ST students responded that they should write lab report. They said that they should do so, in order to present the report in the class among the friends, prepare for exams, practice new technical words, develop lab report writing skill and remember the theory and procedure.

Similarly, 75 % ST students responded that they should write experiment report. They said that they should do so, in order to develop writing skill, prepare for exams and check their knowledge themselves. Moreover, they added that they should write experiment report for showing the result of practical work.

Likewise, 70 % ST students responded that they should write 'note' for summarizing the lesson, summarizing the activities, developing self writing skill and understanding the subject matter easily. Moreover, they responded that they should write 'note' because it is short and easy to prepare for the exam.

In the same way, 50 % ST students responded that they should do work book exercises. They said that they should do so, in order to be perfect in subject matter, improve their ability, prepare for the exam and keep their knowledge up to date.

Similarly, 45 % ST students responded that they should write summary. They said that they should do so, in order to know the whole lesson in short, develop summarizing ability, prepare in the exam and do practice in the related subject.

Likewise, 70 % ST students responded that they should write short-long answer question. They said that they should do so, in order to do practice in the exam, develop best answering skill and develop writing skill.

Similarly, 30 % ST students responded that they should write research papers. They said that they should do so, in order to discover new ideas/things.

Likewise, 20 % ST students responded that they should write news letter. They said that they should do so, in order to develop writing skill and share knowledge among the friends.

In the same way, 100 % ST lecturers responded that their students should write lab report. They said that they should do so, in order to pass the exam, gain knowledge and develop lab report writing skill. Furthermore, they said that their students need to write lab report because it is compulsory in ST.

Likewise, 70 % ST lecturers responded that their students should write experiment report. They said that they should do so, in order to develop report writing skill and check their knowledge in subject matter themselves.

Similarly, 80 % ST lecturers responded that their students should write note. They said that they should do so, in order to read, write and understand easily for the exam. Moreover, note taking is compulsory to the students of ST according to the lectures.

In the same way, 90 % ST lecturers responded that their students should write work book exercises. They said that they should do so, in order to do more practice, keep their knowledge upto date and develop writing skill systematically.

Likewise, 70 % ST lecturers responded that their students should write summary. They said that they should do so, in order to study fast and know the whole subject matter in short and sweet.

Similarly, 90 % ST lecturers responded that their students should write short-long answer questions. They said that they should do so, in order to know the model-questions of the exam and do practice and prepare for the exam.

Likewise, 30 % ST lecturers responded that their students should write simple research papers. They said that they should do so, in order to work hard.

The above table shows that no lecturers responded to the topic newsletter. In other words, there is incompatibility between the needs specified by the learners and their lecturers.

3.7 Speaking Activities Carried out in English by the ST Students

Table N0. 7
Speaking Activities Carried out in English by the ST Students

S.N.	Title	Students				Lecturers							Reason
		PSC	MMC	Total	Reason	PSC		Total	MMC		Total	Total	
						Experience years			Experience years				
						5	5+		5	5+			
1	Presentation to class	9 (90%)	8 (80%)	17 (85%)	To improve our pronunciation in English; To develop confidence; To practice; To learn presentation style; To develop our speaking skill; To develop fluency in speech; To increase the knowledge about related subject	2 (40%)	2 (40%)	4 (80%)	0 (0%)	5 (100%)	5 (100%)	9 (90%)	To develop their confidence; To develop fluency in speech; To describe subject matter; To develop speaking skill; To check their ability themselves
2	Lecturing	6 (60%)	4 (40%)	10 (50%)	To be a good lecturer in future; To share knowledge and experience among the friends	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5 (100%)	5 (100%)	5 (50%)	To make new ideas; To conclude the subject matter; To be clear in subject matter; To improve knowledge; To develop their English language proficiency
3	Group discussion	7 (70%)	9 (90%)	16 (80%)	To share knowledge and experience among the friends.; To conclude the subject matter.; To remove confusion on the topic; To learn by heart; To know ideas	2 (40%)	2 (40%)	4 (80%)	0 (0%)	5 (100%)	5 (100%)	9 (90%)	To make new ideas; To conclude the subject matter; To be clear in subject matter; To improve knowledge; To develop their English language proficiency
4	Asking question in class	8 (80%)	7 (70%)	15 (75%)	To be clear in question or subject matter; To learn by heart; To know new things; To learn more by discussion	2 (40%)	3 (60%)	5 (100%)	0 (0%)	5 (100%)	5 (100%)	10 (100%)	To share knowledge and experience among the friends.; To be clear in subject matter; To take clear idea about the subject
5	Answering questions	6 (60%)	5 (50%)	11 (55%)	To share our knowledge and experience among the friends; To develop our speaking skill; To develop our skill to clarify the subject	1 (20%)	2 (40%)	3 (60%)	0 (0%)	5 (100%)	5 (100%)	8 (80%)	To do practice; To share knowledge and experience among the friends; To develop their speaking skill
6	Explaining concepts	7 (70%)	4 (40%)	11 (55%)	To make our concept clear about science and technology; To improve pronunciation skill; To develop our explaining ability	1 (20%)	2 (40%)	3 (60%)	0 (0%)	3 (60%)	3 (60%)	6 (60%)	To make clear concept about science and technology; To describe subject matter

The above table shows the purposes for which the students and lecturers need to carry out speaking activities. According to the table, 85 % ST students responded that they should do presentation to the class. They said that they should do so, in order to improve their pronunciation in English, develop self confidence, do practice in speaking, learn presentation style, develop their speaking skill, develop fluency in speech and increase the knowledge in related subject.

Similarly, 50 % ST students responded that they should do lecturing. They said that they should do so, in order to be a good lecturer in future and share the knowledge and experience among the friends.

Likewise, 80 % ST students responded that they should do group discussion. They said that they should do so, in order to share the knowledge and experience among the friends, talk in English, conclude the subject matter, remove confusion on any subject, learn by heart and know new ideas.

In the same way, 75 % ST students responded that they should do asking question in class. They said that they should do so, in order to be clear in question or subject matter, learn by heart, know new things and learn more by discussion in class.

Similarly, 55 % ST students responded that they should answer the question in class. They said that they should do so, in order to share their knowledge and experience among the friends, develop their speaking skill and develop their skill to clarify any subject matter.

Likewise, 55 % ST students responded that they should explain the concepts. They said that they should do so, in order to make their own concept clear about ST, improve pronunciation skill and develop their explaining ability.

In the same way, 90 % ST lecturers responded that their students should do report presentation to class. They said that their students should do so, in order

to develop their confidence in speaking, develop fluency in speech, describe subject matter, develop speaking skill and check their ability themselves.

Similarly, 50 % ST lecturers responded that their students should do lecturing. They said that their students should do so, in order to make new ideas, share knowledge and experience among the friends and check their knowledge themselves.

Likewise, 90 % ST lecturers responded that their students should do group discussion. They said that their students should do so, in order to make the subject matter clear, improve knowledge and develop their English language proficiency.

In the same way, 100 % ST lecturers responded that their students should ask questions in class. They said that their students should do so, in order to share knowledge and experience among the friends, be clear in subject matter and take clear ideas about the subject.

Similarly, 80 % ST lecturers responded that their students should answer the questions. They said that their students should do so, in order to do practice in subject matter, share knowledge and experience among the friends and develop their speaking skill.

Likewise, 60 % ST lecturers responded that their students should explain the concepts. They said that their students should do so, in order to describe subject matter and make clear concept about ST.

3.8 Difficult Activities to the Students of ST

Table No.8

Difficult Activities to the Students of ST

S.N.	Title	Students			Lecturers									Grand Total
		PSC	MMC	Total	PSC			MMC				Total		
					Experience years		Total	Experience years		Total				
					5	5+		5	5+					
1	**Listening** ⟩ Explaining concepts ⟩ Lectures ⟩ Speech ⟩ Report presentation	9 (90%)	4 (40%)	13 (65%)	0 (0%)	1 (20%)	1 (20%)	0 (0%)	3 (60%)	3 (60%)		4 (40%)		17 (56.66%)
2	**Speaking** ⟩ Presentation to class ⟩ Lecturing ⟩ Seminar ⟩ Group discussion ⟩ Asking questions in class ⟩ Explaining concepts ⟩ Answering	8 (80%)	7 (70%)	15 (75%)	1 (20%)	2 (40%)	3 (60%)	0 (0%)	3 (60%)	3 (60%)		6 (60%)		21 (70%)
3	**Reading** ⟩ Lab report ⟩ Text books ⟩ Work book instructions ⟩ Summary ⟩ Journal	8 (80%)	4 (40%)	12 (60%)	2 (40%)	2 (40%)	4 (80%)	0 (0%)	5 (100%)	5 (100%)		9 (90%)		21 (70%)
4	**Writing** ⟩ Lab report ⟩ Work book exercises ⟩ Summary ⟩ Note taking ⟩ Experiment report ⟩ Research papers	8 (80%)	7 (70%)	15 (75%)	2 (40%)	3 (60%)	5 (100%)	0 (0%)	5 (100%)	5 (100%)		10 (100%)		25 (83.11%)

The above table shows the difficult activities to the students of ST. According to the table, 83.11 % respondents found that writing activities as a great challenge to the students of ST, 70 % respondents responded that ST students have difficulty with reading activities, 70 % respondents responded that ST

students have difficulty with speaking activities and 55.66 % respondents responded that ST students have difficulty with listening activities.

Similarly, 100 % ST lecturers responded that their students have difficulty with writing activities, 90 % ST lecturers said that their students have difficulty with reading activities, 60 % ST lecturers said that their students have difficulty with speaking activities and 40 % ST lecturers said that their student have difficulty with listening activities.

In the same way, 75 % ST students responded that they have difficulty with writing activities, 75 % ST students said that they have difficulty with speaking activities, 65 % ST students responded that they have difficulty with listening activities and 60 % ST students responded that they have difficulty with reading activities.

To compare, most of the students said that they have equal difficulty with speaking and writing activities whereas the science lecturers said that their students have more difficulty with writing activities than speaking. This implies that there is an indication of incompatibility between the needs specified by the learners and their lecturers.

3.9 Problems in English to the Students of ST
Table No. 9

Problems in English to the Students of ST

S.N.	Title	Students			Lecturers								Grand
		PSC	MMC	Total	PSC		Total	MMC		Total	Total		Total
					Experience years			Experience years					
					5	5+		5	5+				
1	Grammatical error	10 (100%)	10 (100%)	20 (100%)	2 (40%)	3 (60%)	5 (100%)	0 (0%)	5 (100%)	5 (100%)	10 (100%)		30 (100%)
2	Pronunciation	10 (100%)	10 (100%)	20 (100%)	2 (40%)	3 (60%)	5 (100%)	0 (0%)	5 (100%)	5 (100%)	10 (100%)		30 (100%)
3	Vocabulary	9 (90%)	10 (100%)	19 (95%)	2 (40%)	2 (40%)	4 (80%)	0 (0%)	3 (60%)	3 (60%)	7 (70%)		26 (86.66%)
4	Communication	4 (40%)	5 (50%)	9 (45%)	0 (0%)	1 (20%)	1 (20%)	0 (0%)	1 (20%)	1 (20%)	2 (20%)		11 (36.66%)
5	Translation (Nepali to English)	3 (30%)	3 (30%)	6 (30%)	0 (0%)	1 (20%)	1 (20%)	0 (0%)	1 (20%)	1 (20%)	2 (20%)		8 (26.66%)
6	Spelling	3 (30%)	4 (40%)	7 (35%)	0 (0%)	1 (20%)	1 (20%)	0 (0%)	1 (20%)	1 (20%)	2 (20%)		9 (30%)
7	Punctuation	6 (60%)	8 (80%)	14 (70%)	1 (20%)	3 (60%)	4 (80%)	0 (0%)	2 (40%)	2 (40%)	6 (60%)		20 (66.66%)
8	Faster reading	8 (80%)	6 (60%)	14 (70%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	1 (20%)	1 (10%)		15 (50%)
9	Listening, speaking, reading and writing	10 (100%)	10 (100%)	20 (100%)	2 (40%)	3 (60%)	5 (100%)	0 (0%)	5 (100%)	5 (100%)	10 (100%)		30 (100%)

The above table shows the problems in English to the students of ST.
According to the table, 100 % respondents responded that ST students have
grammatical error problem, pronunciation problem, reading, writing, speaking
and listening problems, 86.66 % respondents said that ST students have
vocabulary problem, 66.66 % respondents said that ST students have
punctuation problem, 50 % respondents said that ST students have faster
reading problem, 36.66 % respondents said that ST students have
communication problem, 30 % respondents said that ST students have spelling

problem and 26.66 % respondents said that ST students have translation (Nepali to English) problem in English.

According to the table, 100 % ST lecturers responded that their students have grammatical problem, pronunciation problem, reading, writing, speaking, and listening problem, 70 % ST lecturers said that their students have vocabulary problem, 60 % ST lecturers said that their students have punctuation problem, 20 % ST lecturers said that their students have communication problem, 20 % ST lecturers responded that their students have translation (Nepali to English) problem, 20 % ST lecturers said that their students have spelling problem and 10 % ST lecturers responded that their students have faster reading problem in English.

In addition, 100 % ST students said that they have grammatical error problem, pronunciation problem, reading, writing, speaking and listening problem, 95 % ST students said that they have vocabulary problem, 70 % ST students said that they have punctuation problem, 70 % ST students responded that they have faster reading problem, 45 % ST students said that they have communication problem, 35 % ST students responded that they have spelling problem, and 30 % ST students said that they have translation problem in English.

Therefore, most of the ST students and ST lecturers said that the students of ST have pronunciation, reading, writing, speaking and listening problem in English.

According to the most of the respondents, ST students want to learn English language perfectly. They said that they learn /improve English language to solve above mentioned problems in English. Furthermore, they said that they need extra English class, language class, training programs and one week or two week orientation class in English related to ST.

3.10 Training for the Lecturers of ST

This sub-category deals with the question to what kind of training the lecturers had for their job. The following table depicts their responses:

Table No. 10

Training for the Lecturers of ST

S.N.	Responses	Number of Respondents						Grand Total	Percentage
		PSC			MMC				
		Experience years			Experience years				
		5	5+	Total	5	5+	Total		
1	No	2	3	5	0	5	5	10	100
2	Yes	0	0	0	0	0	0	0	0
	Total	2	3	5	0	5	5	10	100

The above table vividly displays that all the (total) respondents indicated that they have not got any training programme.

3.11 The English Language Skills Needed in Teaching Science

Table No. 11

The English Language Skills Needed in Teaching Science

S.N.	Topics	PSC			MMC			Total		Grand Total
		Experience years			Experience years					
		5	5+	Total	5	5+	5	5	5+	
1	Listening	5	8	13	0	18	18	5	26	31
2	Speaking	3	9	12	0	16	16	3	25	28
3	Reading	7	5	12	0	5	5	7	10	17
4	Writing	5	8	13	0	11	11	5	19	24

When the ST lecturers were asked to respond to the question *'Which English skills are most important in your job?'* by putting in rank order of priority placing1, 2, 3 ... according to their importance. It was found that the lecturers placed 31 number for listening skill, 28 number for speaking skill, 24 number for writing skill and 17 number for reading skill.

Similarly, the lecturers of Public Science Campus placed 13 number for listening skill, 13 number for writing skill, 12 number for speaking skill and 12 number for reading skill whereas the lecturers of Mahendra Multiple Campus placed 18 number for listening skill, 16 number for speaking skill, 11 number for writing skill and 5 number for reading skill.

Furthermore, the above table clearly shows that the experience lecturers above 5 years focused on reading skill by placing 10 number whereas experience lecturers below 5 years focused on speaking skill by placing 3 number.

3.12 Interests and Hobbies

When the ST students and lecturers were asked to respond to the question '*What are your interests, hobbies, etc? - What are hobbies, interests of your students?*' They responded as follows:

ST Students' Responses	ST Lecturers' Responses
⟩ They want to improve English language and do well in ST.	⟩ Their students want to be doctor or engineer.
⟩ They want to study science and be qualified teachers.	⟩ Their students want to develop English skill to do well in ST.
⟩ They want to study books and improve English pronunciation.	⟩ Their students need simple English language.
⟩ They want to read medical journals and find new thing.	⟩ Their students want to be lecturer in future.
⟩ They want to talk with foreigners.	⟩ Their students want to pass the exam in higher marks.
⟩ They want to give speech in English.	⟩ Their students want to do well in their course by learning English.
⟩ They want to write lab report and speak English clearly.	
⟩ They want to read poems, novel, newspapers etc.	
⟩ They want to watch TV and listen to English news.	
⟩ They want to increase vocabulary power.	
⟩ They want to watch English movies and listen to English songs.	

When the question was asked '*Would improved English help in any of these?*' All the respondents responded positively 'Yes'. Therefore, it is clear that English is needed to the students of ST not only for academic purposes but also for the enhancement of their interests and hobbies.

CHAPTER - FOUR
FINDINGS AND RECOMMENDATIONS

This chapter subsumes concisely the findings and recommendations.

4.1 Findings

After making analysis and interpretation of the data, major findings are presented below.

- On subject of 'A Study on English for Academic Purposes (EAP) to the Students of Science and Technology', the great majority of the respondents, claimed that the English language is mandatory with the purposes of ST tasks such as lab report, writing, report presentation, summary writing, note taking, text book reading, listening lectures, answering questions, explaining concepts, group discussion, seminars, report reading, lab exercises, work in teams, writing papers, conduct research, reading and writing discipline specific genres and giving oral presentation.

- The great majority (i.e. 85 number) of the respondents claimed that English is necessary for lab report.

- It was found that ST students want to learn/improve their English for the purposes of report presentation and explanation whereas ST lecturers focus on lab report only.

- The great majority (i.e. 99 number) of the respondents said that ST students need to carry out listening activities in English.

- It was ascertained that ST students need to carry out listening activities in English whereas ST lecturers said that reading activities are needed for their students.

- According to most of the respondents, ST students want to improve their pronunciation aspect of English.

) This was found that ST students want to improve their pronunciation aspect of English whereas ST lecturers want to improve faster effective reading aspect of their students.

) This was found that ST students need to read own note, internet, old is gold, scientific research papers and reference books whereas ST lecturers don't respond for these activities.

) This was found that ST students need to listen to the radio news and do debate program whereas ST lecturers do not respond for these activities.

) It was found that all the ST lecturers (i.e. 100 percent) focused on 'asking question in class' whereas most of the ST students focused on presentation to class.

) According to most of the respondents, ST students have difficulty with writing activities.

) Most of the ST students responded that they have equal difficulty with speaking and writing activities whereas ST lecturers said that their students have difficulty with writing activities only.

) All the respondents (i.e. 100 percent) responded that ST students have pronunciation, grammatical error, reading, writing, speaking   and listening problem in English.

) This was found that ST students need extra English language class related to ST.

) Most of the respondents responded that ST students need training program in English such as one or two week training programs in writing lab report, note taking, subject explanation etc.

) This was found that English is needed to the ST students not only for academic purposes but also for the enhancement of their interests   and hobbies.

) According to the responses obtained from all the ST lecturers, they have not got any training programme.

⟩ This was found that most of the ST lecturers need reading English language skill in teaching science.

⟩ This was found that there is incompatibility between the needs specified by the ST learners and their lecturers.

4.2 Recommendations

On the basis of the findings, the following recommendations can be made:

⟩ It is substantiated that English is mandatory for the purpose of ST related tasks, therefore ST students and lecturers are required to expand the knowledge of the English language.

⟩ ST students and lecturers should be trained in English from which they will have developed the knowledge of English language.

⟩ ST students should be provided with counseling in English so that they have good command of the English language.

⟩ ST students should develop listening, speaking, reading and writing skills so that they can easily do various activities in ST.

⟩ Science lecturers should be given refresher training in using modern methods of teaching science and appropriate instructional materials.

⟩ ST students should be allowed to participate in different activities such as visit to science exhibitions, science fairs and field trip which help them learn by heart.

⟩ Science textbooks should be written in simple English language with clear and profuse illustrations and examples.

⟩ ST students should be exposed to latest science concept by allowing them to study science journals, magazines, reference books written in English language, listen to the English news, watch T.V. and watch English movies.

⟩ ST students should be exposed to consult reference materials and books.

⟩ ST lecturers should understand the needs, interest and hobbies of their students and teach accordingly.

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Appendix-I

Questionnaire for Science Lecturers

Dear Sir / Madam

I am carrying out a research on 'A Study on English for Academic Purposes (EAP) to the Students of Science and Technology' under the guidance of Mr. Lal Bahadur Rana, lecturer at the department of English Education, Surkhet Campus (Education). I would be grateful to you if you could help me by responding the questionnaire below. I assure you that responses made by you will be completely anonymous and used for academic purposes only.

Questionnaire for Respondents

a) Name of Campus:

b) Name (optional):

c) Age:

d) Gender:

e) Qualification:

f) Experience:

1.   Please give a brief description of your job and responsibilities.

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2.   What kind of training have you had for this job?

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3.   Which English skills are most important in your job? (Note: You should put 1 for the most important, 2 for the next most important, and so on.)

	Rank order
Reading	
Writing	
Speaking	
Listening	

4. For what immediate purposes do your students need to learn/improve their English? Put in rank order of priority. (Note: You should put 1 for the most important, 2 for the next most important, and so on.)

	Rank order
a) For lab report.	
b) For summarizing	
c) For note taking	
d) For explanation of subject matter	
e) For report presentation	
f) For summarizing	
g)	
h)	
i)	

5. What activities do your students, or will your students soon have to, carry out in English? Put in rank order. (Note: You should put 1 for the most important, 2 for the next most important, and so on.)

	Rank order
a) Reading	
b) Listening	
c) Writing	
d) Speaking	
e) Note taking	
f) Reporting	
g) Oral presentation	
h) Summarizing	
i)	
j)	

6. Please specify these activities in more detail. Put a check (   ) beside those activities your students have to do, or will soon have to do.

(a) Reading: What do your students have to read, and why?

	(✓)	Why?
Text books		
Lab report		
Lectures note		
Summary		
Summary		
Work book instructions		
Professional journals		
Other (Please specify)		

b) Listening: What do your students have to listen to, and why?

	(✓)	Why?
Lectures		
Seminars		
Instructions		
Report presentation		
Explaining concepts		
Group project		
Speech		
Other (Please specify)		

c) Writing: What do your students have to write, and why?

	(✓)	Why?
Lab report		
Experiment report		
Note making		
Work book exercises		
Summary		
Short- long answer question		
Research paper		
News letter		
Other (Please specify)		

d) Speaking: What kind of speaking do your students have to do, and why?

	(✓)	Why?
Presentations to class		
Lecturing		
Group discussion		
Asking question in class		
Answering questions		
Explaining concepts		
Other (Please specify)		

7.   Which of the above activities do your students have difficulty with? List
     and describe the problems below.

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8.   Describe in 2-3 paragraphs what problems your students have in English
        and what you want your students to improve.

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9.   What are the interests, hobbies, etc of your students? Would improved
        English help in any of these?

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10. What aspects of English do you think your students like to improve? Put in rank order of priority. (You should put 1 for the most important, 2 for the next most important, and so on.

	Rank order
a) Faster, more effective reading	
b) Pronunciation	
c) Fluency in speech	
d) Speaking with grammatical correctness	
e) Listening and understanding	
f) Spelling	
g) Punctuation	
h) Specialized vocabulary	
i) General vocabulary	
j) Writing grammatical sentences	
k) Creating well-organized paragraphs	
l) Taking note from lectures	
m) Note taking from lectures	
n) Note taking from books	
o) Lab report writing	
p) Summary writing	

Hearty Thanks for Your Indispensable Aid

Appendix-II

Questionnaire for Science Students

Dear Sir / Madam

I am carrying out a research on 'A Study on English for Academic Purposes (EAP) to the Students of Science and Technology' under the guidance of Mr. Lal Bahadur Rana, lecturer at the department of English Education, Surkhet Campus (Education). I would be grateful to you if you could help me by responding the questionnaire below. I assure you that responses made by you will be completely anonymous and used for academic purposes only.

Questionnaire for Respondents

a) Name of Campus:

b) Name (optional):

c) Age:

d) Gender:

1.   For what immediate purposes do you need to learn/improve your English? Put in rank order of priority. (Note: You should put 1 for the most important, 2 for the next most important, and so on.)

	Rank order
For lab report.	
For summarizing	
For note taking	
For explanation of subject matter	
For report presentation	
For summarizing	

2.   What activities do you, or will you soon have to, carry out in English?
      Put in rank order. (Note: You should put 1 for the most important, 2 for
      the next most important, and so on.)

	Rank order
a) Reading	
b) Listening	
c) Writing	
d) Speaking	
e) Note taking	
f) Reporting	
g) Oral presentation	
h) Summarizing	
i)	
j)	

3.   Please specify these activities in more detail. Put a check (   ) beside
      those activities you have to do, or will soon have to do.

a) Reading: What do you have to read, and why?

	(✓)	Why?
Text books		
Lab report		
Lectures note		
Summary		
Work book instructions		
Professional journals		
Other (Please specify)		

b) Listening: What do you have to listen to, and why?

	(✓)	Why?
Lectures		
Seminars		
Instructions		
Report presentation		
Explaining concepts		
Group project		
Speech		
Other (Please specify)		

c) Writing: What do you have to write, and why?

	(✓)	Why?
Lab report		
Experiment report		
Note making		
Work book exercises		
Summary		
Short- long answer question		
Research paper		
News letter		
Other (Please specify)		

d) Speaking: What kind of speaking do you have to do, and why?

	(✓)	Why?
Presentations to class		
Lecturing		
Group discussion		
Asking question in class		
Answering questions		
Explaining concepts		
Other (Please specify)		

4.   Which of the above activities do you have difficulty with? List and
      describe the problem below.

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5.   Describe in 2-3 paragraphs what problems you have in English and what you would like to learn.

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6.   What are your interests, hobbies, etc? Would improved English help in any of these?

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7. What aspects of English would you like to improve? Put in rank order of priority. (Note: You should put 1 for the most important, 2 for the next most important, and so on.

	Rank order
a) Faster, more effective reading	
b) Pronunciation	
c) Fluency in speech	
d) Speaking with grammatical correctness	
e) Listening and understanding	
f) Spelling	
g) Punctuation	
h) Specialized vocabulary	
i) General vocabulary	
j) Writing grammatical sentences	
k) Creating well-organized paragraphs	
l) Taking note from lectures	
m) Note taking from lectures	
n) Note taking from books	
o) Lab report writing	
p) Summary writing	

Hearty Thanks for Your Indispensable Aid