

CHAPTER ONE

INTRODUCTION

This study is about the 'Perception on the Future of English in Media'. It consists of general background, English for specific purpose, media and language, language change in media, English and media, review of the related literature, objectives, and significance of the study.

1.1 General Background

Language is the possession of only human beings. Language, simply, is the system of human communication. For Crystal (2003, p.255) "Language, at its most specific level refers to the concrete act of speaking, writing or signing in a given situation." Language makes human beings able to share or exchange their ideas, thoughts and feelings.

In this regard, Brown (1992, p. 5) says, "Language is systematic and generative. Language is a set of arbitrary symbols. Those symbols are primarily vocal which have conventionalized meaning and is used for communication." Similarly, For Richards et al. (1985, p.153) language is "the system of human communication by means of structured arrangement of sounds (on their written representation) to form a language unit, i.e. morphemes, words, phrases and sentences." Many languages exist in the world. Among them, English is the most important and dominant language in the world. English is considered as a lingua franca. It has gained the status of international language. Therefore, it is taught and learnt for general purpose i.e. for communication as well as for specific purpose (field) like education, medicine, language and literature, business, politics, science and technologies and so on. In this way, The English language is prominent and has a global significance.

The English language is a foreign language for Nepalese learners. In this way, we can say that learning English requires conscious and deliberate efforts from

the part of the learners. Language is a widely used means of communication through which we share thoughts, feelings and emotions. The English language is learnt in order to communicate with large number of people. Therefore, the English language, an international lingua franca, is extremely important in the context of Nepal as well. So, it has been compulsorily taught from Grade one to Bachelors level in the government-aided schools and campuses of Nepal. Mainly in government –aided schools, English is taught and learnt in a single class and other subjects are in Nepali medium. Due to the lack of enough exposure, teaching and learning English as a compulsory subject has not been so effective. People, who have sound knowledge of the English language, can get better opportunity in various fields.

1.1.1 Importance of English

Every human being should be educated in and exposed to the English language to communicate in international level. English is known as a global language. It has wider coverage in the world, which is used to communicate with the people of various linguistic backgrounds. We know that it is used in almost all areas, for example, mass media, trade, international diplomacy and so on. It has gained the position of prestigious language and has a store of literature. Therefore, the person who has sound knowledge of English can get better opportunity. English is now widely spoken all over the world. English is also the official language of UN. Regarding the importance of English, Dawadi (2006, p.111) says. “English is the language of global importance of library, diplomacy, business, education and employment and the promotion of human rights”. It is quite evident that no one can learn all the languages spoken all over the world. Good books or the books of our interest can be published in any language and if we do not know these languages, we get deprived of the knowledge these books contain.

So, the importance of English to human life is obvious. As English is international lingua franca, it seems more vital to learn and assimilate it as our second language. All the books including the books of mass communication are in English and we are compelled to learn English.

Because of the English language, most of the world population is multilingual. It helps to learn other language of the world as well. People, who have sound knowledge of this language, can get better opportunity in various fields. Without the knowledge of English, a person can be handicapped and she fails to start a better career. So, in order to get better opportunity, a person should be well exposed to the English language and its culture.

1.1.2 Globalization of English

The world has become narrower because of the development of technology. People residing in two corners of the globe can share their ideas, feelings, emotions, etc. with the help of these technologies. Only technology is not enough for sharing those things, the people should use language too. There is no doubt that most of the people use the English language as the language of communication in technological devices. Wardhaugh (2000, p.56) says, "English serves today as a lingua franca in many parts of the world; for some speakers it is native language, for others a second language, and for still others a foreign language." Similarly Harmer (2008, pp. 17-18) states, "English is now used more often as lingua franca than as a native language- and since the majority of competent English speakers are not native speakers, but second language users."

Different varieties of English are being used and practiced in the world and these varieties are used for international as well as national communication. Harmer (2008, pp. 19-20) says, "Using English for international communication, especially on the internet, means that our students are in fact part of a global target language community (the target language being not British or American English, but, as we have, some form of World English)."

English is being used not only in the field of communication but it is the language of so many other fields. Clarifying this Sharma (2006, p.25) states, "English is the language of science and technology, commerce, business, banking and industry, civil aviation, hotel management, tourism, media, communication, advertisement, diplomacy and internet. It is the voice of progress and modernization." People are forced to learn English since it is used in various sectors of life. To adjust ourselves in changing world, we have to learn English. Emphasizing the role of globalization in the spread of English Holmes (2008, p. 69) says, "Where new jobs are created by industrialization, they are often introduced by groups of using majority group language with status-often a world language such as English, Spanish and French."

Nepal cannot also be the exception of the globalization of English language. It has become an indispensable part of the life of Nepali people. Bhattarai (2006, p. 13) opines:

People have always given higher importance to the teaching and learning of English. The reason behind this is that on the one hand, it is helping them to grow and grab different opportunities available within and beyond the borders, it stands synonymously with quality of education and knowledge about the wider world.

English has been taught and learnt in different levels of Nepali school or colleges. It is being taught as compulsory subject up to Bachelor level to make the students sustain in the globalized world. Regarding the future of English in Nepal, Bhattarai (2006, p.16) says, "ELT in Nepal had a clear scope for endless days in the future. There is no alternative to English, a language of global importance, of library, diplomacy, business, education and employment and the promotion of human rights and the establishment of democracy."

Thus, English has become a global language. It has become an inseparable asset of human life. If we do not have adequate knowledge of English, it will become a herculean task to adjust ourselves in this changing world.

1.1.3 English for Specific Purpose

English for specific purpose (ESP) is generally known as teaching and learning English for particular purpose/field like English for science; English for mass media, business English, and so on. ESP is concerned with practical outcomes. Robinson (1980, p. 13) says, "An ESP course is purposeful and is aimed at the successful performance of occupational or educational roles. It is based on a rigorous analysis of students' need and should be tailor made." Thus, we can say that ESP focuses its attention on the purpose and need of the learner. Regarding purpose Mackay (1975) says, "ESP is generally used to refer to the teaching and learning of a foreign language for a clearly utilitarian purpose of which there is no doubt." (as cited in Robinson, 1980, p. 6). Similarly, Mackay and Mountford (1978, as cited in Robinson, 1980, p. 6) have given three different purposes for teaching and learning ESP. They are:

- Occupational requirement, e.g. for international telephone operators, civil airline, pilot, etc.
- Vocational training programmes, e.g. for hotel and catering staff, technical trades, etc
- Academic or professional study, e.g. engineering, medicine, law, etc

The need, interest, field and purpose of the students should be taken into consideration while designing the ESP course. The first thing to be recognized is the need of the students. e.g. if we are designing the course for the people related to mass media, we should first see for what purpose the need of English will strike much in their fields, what language skills they require urgently . Brumfit (1977) says, "It is clear that an ESP course is directly concerned with the purposes for which learners need English , purposes which are usually expressed in functional terms." (as cited in Robinson, 1980, p.11). Therefore, attention to the needs of the learners is the key element in designing the course and teaching the students of ESP.

Since ESP course is designed for specific discipline and profession, the teachers should have adequate knowledge related to the area. e.g. if a teacher is teaching English for mass media but he does not know about the media, his teaching will not be fruitful though he is expert in the English language. Robinson (1980, p. 85) mentions, "The true ESP course might have only one student in it since it might be found that, even in an class of students supposedly involved in the same specialist area, each students had individual needs and ability." From the view of Robinson, we can say that the students studying in same area, may have different needs. So, ESP course should be designed in the way as if it addresses the individual needs of the students and the methods of teaching should also be selected in the same way.

1.1.4 Media and Language

The ways through a large number of people receive various types of information and entertainments are known as media. Media convey information by printing or broadcasting. Media is a plural of medium. A medium is necessary to communicate with audience. Narula (2003, p.7) defines media as "a vehicle that takes your message to the audience and their responses to you."

Similarly Durant and Lambrou (2010, p. 124) define media as "the various means of mass communication considered as a whole, including TV, radio, magazine, together with the people in their production." From the above-mentioned definitions, we can say that media are channels to communicate with each other. They play crucial role in communicating ideas, beliefs and so on. Therefore, appropriate media should be selected and used for effective communication. Media often means 'mass media', which usually includes press, radio, TV, cinema, recordings and so on.

Mass media are tools that are necessary for mass communication. Source of information and news such as newspaper, magazines, radio, TV that access and influence the large number of people, is generally, called mass media. Gamble and Gamble (1989, as cited in Bhattarai, 2003, p. 6) define mass media as

"tools, instruments of communication that permit us to record and transmit information and experiences rapidly to large scattered, heterogeneous audiences; as such, they extend our ability to talk each other by helping us overcome barriers caused by time and space."

Similarly, Bhattarai (2003, p.2) says, "Mass media refers to the various means of carrying or communicating information." From the above definitions, we can say that mass media are the means or devices used to convey our ideas or thoughts through speech or writing. Mass media make mass communication possible. They have revolutionalised our personal as well s social life. They play a major role in creating a feasible climate for the modern climate. They also play role to deliver the same message simultaneously to vast audience. Mass media have various characteristics.

Highlighting the characteristic features of media Bhattarai (2003, p.17) says:

Mass media imply that sender of the message is not an individual, more than medium is required here to send the message because a large audience is awaiting to be informed and entertained. The audience covers people form different range of social strata with very different norms of social behaviors. It is not two-way communication; instead it is the one way or uni-direction communication.

Most media use both the print as well as electronic media. It has high coverage and standard content to be conveyed. It is not limited to certain aspects or areas of our daily life as well as society; instead it covers vast area of content. Mass media has its own type of language. The language used in media is known as 'journalese'.

Media are not possible in the absence of language. They use language to transmit the message they intend to. So, media and language are related to each other. One cannot survive in the absence of another. Showing the relationship between media and language, Durant and Lambrou (2010, p. 2) say, "Without a

sense of why particular aspects of language and media are highlighted, what would remain is simply a cluster of miscellaneous topic." Language is a medium of communication that always relies on some given technology and in this sense, communication always involve media. Media language may be either spoken or written. It plays a great role to educate the society whether it is spoken or written. Media people should know to sue the appropriate language to convey message and to convince their audience. The use of language in media directly affects the audience's perception towards the media. It is necessary to study media language to find out how it works to convey message. Bell (1991, as cited in Bhattarai, 2003, pp. 9-10) has given some reasons for studying media language.

- Accessibility of media as a source of data for some language feature they want to study.
- Interest in some aspect of media language in its own right, such as headline language
- Interest in the way the media use some language feature also found in ordinary speech.
- Taking advantage of how the media communication situation manipulates language in a revealing way, for instance in news copy editing.
- Interest in media's role in affecting language in the wider society
- Interest in what language reveals about the media's structure and values
- Interest in what media language reveal as mirror of he wider society and culture.
- Interest in how media language affects attitudes and opinions in society through the way it presents people and issues.

Media are, generally, classified into two types: print media and electronic media. Both of them are described below:

a) Print Media

Print media is the oldest form of communication. All the printed materials which provide some kind of information and message to the audience are known as print media. More specifically, print media include books, manuals, captions and so on. Print media have a long back history in Nepal. Tamrakar (1996, p.3) says, "Print media has the oldest history in the communication system in Nepal. 'Gorkhapatra' the first vernacular newspaper of Nepal was published in 1901 and it took half century to become a daily paper."

b) Electronic Media

The media, which provide instant and reliable information by using different electronic devices, are known as electronic media. They are also called broadcast media. Electronic media include radio, television, cinema, and so on. McQuell (as cited in Bhattarai, 2003, p. 45) says, "A set of different electronic technologies with a varied applications which have yet to be widely taken up as mass media or to acquire a clear definition of their function." Radio and television are most widely used electronic media. Regarding radio and television, Tamrakar (1996, pp. 5-7) says:

Radio is taken as a serious communication device by those who possess receivers as well as by those who do not. Radio listening appears to be a deliberate, serious, regularized pattern in the daily activities of the owner and to some extent, among non-owners as well... TV has become an important communication and entertainment or pass time medium for a large number of urban Nepalese population.

1.1.5 Language Change in Media

Media, in this changing world, are being changed. They are being changed in terms of language used in them, technology and so on. Language is the changing phenomenon. The language of media is changing due to many factors. Crystal (2006, as cited in Durant and Lambrou, 2010, p. 181) says, "The small screen of a particular generation of mobile phones played a major part in shaping the highly condensed language styles of SMS texting: gr8 =great, 4u = for you, etc." From this saying of Crystal, we can say that the language in media is changing due to various technological developments in this specific field. The spread, influence, growth and decline of any particular language is affected by how accessible it is and the range of functions for which it is used. Crystal (2000, as cited in Durant and Lambrou, 2010, p. 50) states, "The question therefore, arises whether broadcast media and online content may accelerate language death of some languages, by spreading the impact of one dominant language in a given situation at the expense of other, more vulnerable minority languages." Similarly Durant and Lambrou (2010, p. 51) have given some recent developments in media technology which cause change in media language. They are:

- Recordings and editing of digital audio
- Voice message storage and dictation capabilities on mobile phones
- 'Written' forms that combine speech styles, graphics and icons, such as email and instant messaging
- Accumulating threads of written discourse, including blogging and interaction in discussion forums and chat rooms
- Automatic translation web content between languages
- Use of internet, including videophone, connections for conversations alongside telephones
- Videoconferencing, as an alternative to physically travelling to meetings

- Electronic search and concordancing technique, applied wither to constructed language corpora or to general web content (e.g. by use of search engines and web crawling software)

In nutshell, we can say that language is not a static phenomenon. It is changing day by day because of various reasons and the language used in media cannot be exception of the change.

1.1.6 English in Media

English is a global lingua franca used in various fields. The English language has widely been used in every aspects of the society. It has been used in media also to convey the knowledge and message. Almost all the media use English since it is understood by many people in the world. Hons (n.d.) states, "The English language in the media is that language is used for communication in the sphere, it is not just a complex abstract system. So, we need to look beyond the words themselves to what people do with language, how they use technologies and how language interacts with other modes of communication." The language used in media should be the language mostly used for communication. English is the language highly used for communication so it is used as media language. English is used in media to exchange information and culture. Almost all the media use English because it is a dominating language in popular culture showing the relationship between English and media Harmer (2008, p. 15) says:

Many people who are not English speakers can sing words from their favorite English medium songs. Many people who are regular cinemagoers frequently hear English on subtitled films... the advent of film and recording technology greatly enhanced the worldwide and penetration of English.

Thus, we can say that English is the language understood and spoken by many people in t he world and it is being used in various fields including media.

1.1.7 Needs Analysis

There are various kinds of needs in different fields. Simply, needs analysis means to find out information about needs, wants, wishes and desires of the people who are working in different fields. Defining needs analysis, Richards et al. (1992, as cited in Kandil, n.d.) says, " It is the process of determining the needs or which a learner or group of learners requires a language and arranging the needs according to priorities." Similarly, Nunan (1988, as cited in Kandil, n.d.) defines needs analysis as, "techniques and procedures for collecting information to be used on syllabus design." From the above definitions, it can be said that needs analysis is the way of finding out the needs of the people or group of the people and sequencing the needs according to the priority. Needs analysis is required in various fields like syllabus design, selecting language for specific field and so on.

Needs analysis is generally, carried out to find out the distance between the need of someone and the thing which someone currently have. "It is the process whereby we identify the gap between what the organization requires in terms of job competencies and what the employees currently have to offer." (Looking at Needs Analysis, n.d.). If we find the gap between the needs and competencies, it will move ourselves to find out the ways to fulfill the gap. For example, if we talk the need of English in different media, we first of all have to find out what amount of English they need to fulfill the demand of this changing world and what amount they have.

There are various procedures and methodologies' of needs analysis. These procedures are generally, adopted to find out or identify the need of different people and different field. Bachman and Palmer (1996, p. 102) has given some steps to be followed during needs analysis. They are:

- i. Identify the stakeholders who are familiar with relevant language use situations, who can help identify the relevant domain and tasks;
- ii. Identify or develop procedures for gathering information about tasks;

- iii. Gather information on the domain and task in collaboration with stakeholders,
- iv. Analyze the task in terms of their task characteristics; and
- v. Make an initial grouping of task into categories of tasks with similar characteristics.

The above-mentioned steps or procedures of needs analysis help in collecting various relevant information about the needs of somebody or something.

1.1.7.1 Needs Analysis Classification

Needs analysis has been classified into various headings. West (1994, as cited in Kandil, n.d.) has classified needs analysis into different types. They are:

1) Target Needs: They believe that 'target needs' is an umbrella term that hides a number of important distributions. They look at the target situation in terms of necessities, lacks and wants as following:

a) Necessities: i.e. 'the type of need determined by the demands of the target situation, that, is, what the learner has to know in order to function effectively in the target situation'.

b) Lacks: the authors believe ht identifying necessities alone is not enough and that we also need to know what the learner knows already, as this helps s decide which of the necessities have learner lacks. In other words, we need to match the target proficiency against the existing, proficiency, and the gap between hem is the learner's lacks.

c) Wants: Learners' wants and their views bout the reasons why they need language should not be ignored, as students may have a clear idea about the necessities of the target situation and will certainly have a view as to their lacks. Actually, this, might be a problem as t he learner's views might conflict wit h the perceptions of the other interested parties, e.g. course designers, sponsors, and teachers.

2) Learning Needs: Learning needs how students will be able to move from the starting points (lacks) to the destination (necessities).

1.2 Review of the Related Literature

Several researches have been carried out on the need and importance of English in various fields. Some related research works are reviewed in the following lines.

Baral (1999) carried out a study on 'Language used in the Field of Tourism: A General Study'. He found that in the field of tourism maximum abbreviation is used. The communicative functions like greeting, expressing farewell, welcoming, introducing were frequently used. He further included that one who wants to take job in the field of hotel, culture, business parts must pose the language of communicative English and tourism entertainment in advance.

Pokhrel (2006) conducted a research entitled 'Inferences in Advertising: A study of Nepali TV Commercials'. He found that all types of inferences like covert, overt, silent and flouting were found in Nepali TV commercials. He also concluded that covert and overt are more found in comparison to silent and flouting. The advertisements were found using short and comparative or superlative degree in their use.

Gnyawali (2010) has carried out a research work on 'The Need of English in Public Administration'. He found that English is important in the field of public administration. The people working in this field should have good command of all the skills and aspects of the English language. They should know English to conduct their regular activities. To operate computer as well as to deal with foreign affairs, the bureaucrats should have adequate knowledge of the English language. He concluded his study saying that English is crucial in today's globalized time and if any one lacks English, it remains as a chink in their armour.

Basnet (2010) conducted a research on 'language used in Advertisements in English Dailies'. His objective of the research was to find out the features of language used in advertisements. He found that use of hyperbole in all types of advertisements. Likewise, in advertisements no negative sentences were used. The letter sizes were found in different sizes. The language was found humorous, brief, instructive and appealing in advertisements.

Malla (2010) carried out a research entitled 'Need of English in Diplomatic Dealings'. His objective was to ascertain the need of English in diplomatic dealing. He found that majority of the respondents working in six foreign embassies (located in Kathmandu) claimed that the English language is mandatory with the purpose of documentation registration, oral communication, inter-governmental relation, intra-governmental relation, administration, writing correspondence official use and counseling. He further concluded the English language is prerequisite in any diplomatic profession. Without the knowledge of English, one cannot perform his job in diplomatic agencies or bodies.

All the aforementioned studies show the language of different field but none of them deals with the future of English in media. In this way, my research work is different from that of other mentioned above.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To find out the perception on the future of English in media.
- b. To list some pedagogical implications.

1.4 Significance of the Study

This study is related to media and language. It aims at finding out the future of English in media. Therefore, this study is important for those people who are working in different media. It focuses on whether they should learn English or not for their job. It is also significant for the students of media as it encourages them to learn English if its future is bright in the field of media. Moreover, it is significant for textbook writers, syllabus designers and methodologist for selecting the medium of teaching, methods and the language in the text book.

CHAPTER TWO

METHODOLOGY

The following methodologies were used to meet the objective of the study.

2.1 Sources of Data

I used both the primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data of this study were the people related to the media and others who are studying English. The people who are working as media specialists, media practitioners, media students and others were the primary sources of this study.

2.1.2 Secondary Sources of Data

For the facilitation of the study, I consulted Robinson (1980), Wardhaugh (2000), Bhattarai (2003), Crystal (2003), Sharma (2006), Bhattarai (2006), Dawadi (2006), Harmer (2008), Holmes (2008), Durant and Lambrou (2009), theses, articles, websites which were related to the study.

2.2 Sampling Procedure

All the people who were related to media could not be involved during the study. A small number of people were selected as sample of the study. I purposively selected the Kathmandu valley as my research area. For my research purpose, five media specialists and ten media practitioners working in different media were selected. Fifteen media students studying in different colleges of Kathmandu valley and thirty students who were studying the English language were also selected purposively. I used purposive sampling to select my informants because I wanted to select those people who have required information on my topic (research area).

2.3 Tools for Data Collection

A set of questions was used as a research tool. Both the open-ended and closed-ended questions were included in the questionnaire. The types of questions were as follows.

- Questions related to content.
- Questions related to personal information.

2.4 Process of Data Collection

I used the following process to collect the data.

- i) First, I prepared a set of questions.
- ii) Then I went to the field and built rapport with the concerned people.
- iii) I selected five media specialists, ten media practitioners, fifteen media students and thirty English language students using purposive sampling procedure.
- iv) I administered the research tool, i.e. questionnaire to the respondents and explained the purpose of it to them.
- v) Then, I collected the questionnaire from them after one week of its distribution.
- vi) After collecting the questionnaire, I analyzed and interpreted the information written on them.

2.5 Limitations of the Study

This study had the following limitations:

- a. This study was limited to only sixty people related to the field of media and the English language.
- b. It was limited to the Kathmandu valley.
- c. It was limited to print and broadcast media only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter mainly deals with the analysis and interpretation of the data collected from primary source. The main objective of this study was to find out the perception on the future of English in media. The collected data were analyzed under the following headings.

- a) Background Information of the Informants
- b) Analysis of Content Related Question
 - i) Analysis of responses of all informants
 - ii) Analysis of responses of media specialists
 - iii) Analysis of responses of media practitioners
 - iv) Analysis of responses of media students

3.1 Background information of the informants

Under this heading, the questions which were asked to find out the background information of the informants are analyzed and interpreted.

3.1.1 English Language Background

The informants were asked if they studied English or not in their higher education to find out their English language background. The given table shows the responses of informants.

Table No. 1

English Language Background

Responses	Yes	No
No. of respondents	51	9
Percentage	85	15

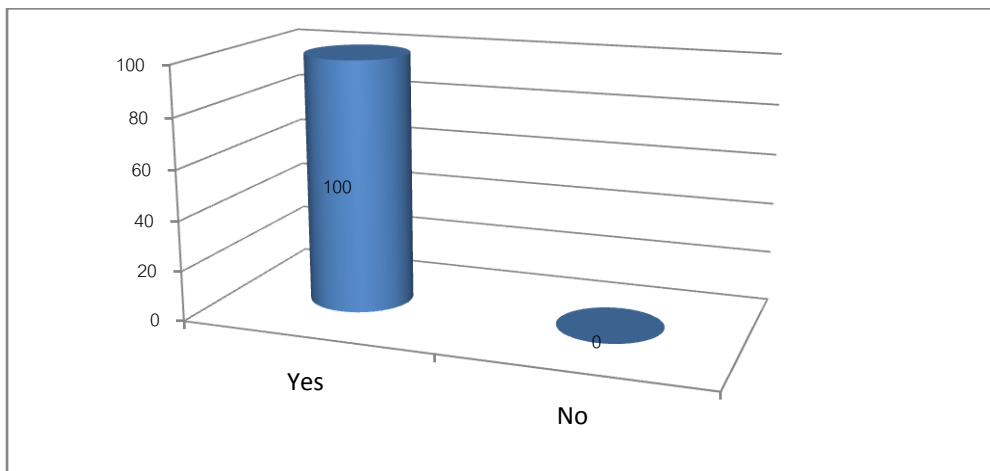
The above table shows that 51 (i.e. 85%) informants studied English and 9 (15%) informants did not study English as a formal study. Out of 51 informants, all of them studied English up to above certificate level.

3.1.2 Attachment with Media

The informants were asked whether they read newspapers, listen to radio and watch TV to find out their attachment with media. The given diagram shows the informants' responses.

Figure No. 1

Attachment with Media



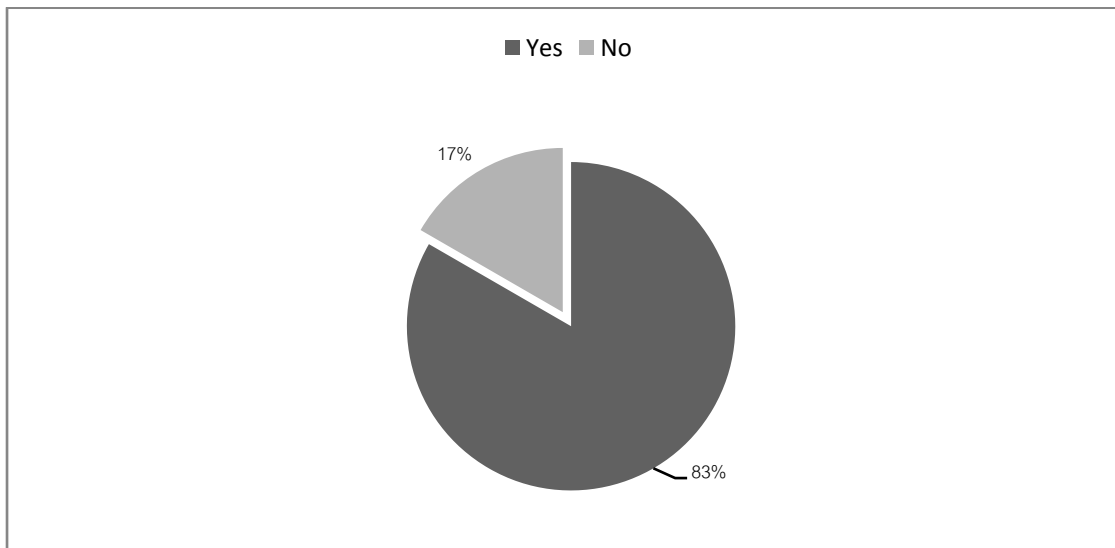
The above figure shows that all sixty (i.e. 100%) informants said that they read newspapers, listen to radio and watch TV. From this, it can be said that they have attachment with different media.

3.1.3 Encouragement to Use English

To find out whether anybody encourages the informants to use English in their daily life, one question was asked. The following figure shows their responses.

Figure No. 2

Encouragement to Use English



The above figure depicts that 50 (83.33%) informants were encouraged to use English in their daily life whereas 10 (16.66%) informants were not encouraged to use English.

3.2 Analysis of Content Related Questions

Under this heading, the questions which were asked to find out perception on the future of English in media are analyzed. The content related questions are analyzed under four different sub-headings.

3.2.1 Analysis of Responses of All Informants

Under this heading, the questions that were asked to all the informants to find out their perception on future of English in media are analyzed and interpreted.

3.2.1.1 Role of Knowledge of English

A question was asked to find out whether the knowledge of English really helps the informants. The following table reveals the data they provided.

Table No. 2

Role of Knowledge of English

Responses	Yes	No
No. of respondents	58	02
Percentage	96.66	3.33

The above table presents that 58 (96.66%) replied that the knowledge of English helps them and 2 (3.33%) informants told 'No' i.e. does not help them. The informants said that the knowledge of English helps them to talk to all kind of people, help them to be up to date with the world news and also helps them to be settled in job and some also concluded that the knowledge of English gives them bread and butter.

3.2.1.2 Benefits of Reading English Newspapers, Magazines, Journals and Documents

To find out the reason behind reading English documents, informants were asked a question related to it. The informants' responses are presented in the following points.

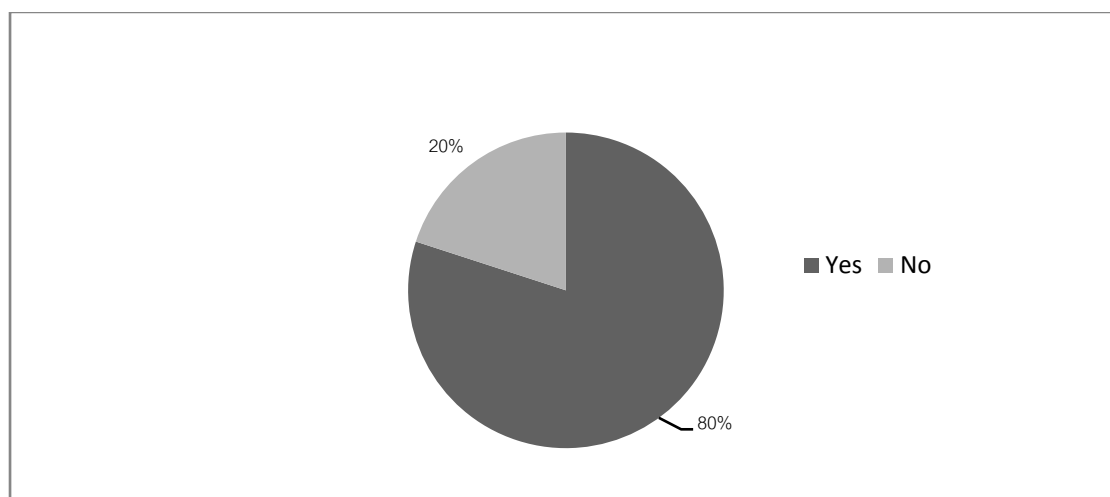
- They read English documents to increase their knowledge
- They read them to feel themselves connected to the world.
- They read because it develops reading habit
- They read because it helps to know English culture
- They read to improve their vocabulary.

3.2.1.3 Necessity of Presenting Reports, Papers in English

To find out the necessity of presenting reports, papers, etc in seminars in English, a query was made. The following pie chart shows the data obtained from the informants.

Figure No. 3

Necessity of Presenting Reports, Papers in English



The above figure reveals that 48 (80%) informants need to presents reports, papers in English whereas 12 (20%) do not need presenting report and papers in English. They feel comfortable while using English can express better than that of other (i.e. Nepali) language.

3.2.1.4 Influence of English in Nepali Media

The researcher put a question to the informants if English influences media. The table depicts the responses of the informants.

Table No. 3

Influence of English in Nepali Media

Responses	Yes	No
No. of respondents	54	06
Percentage	90	10

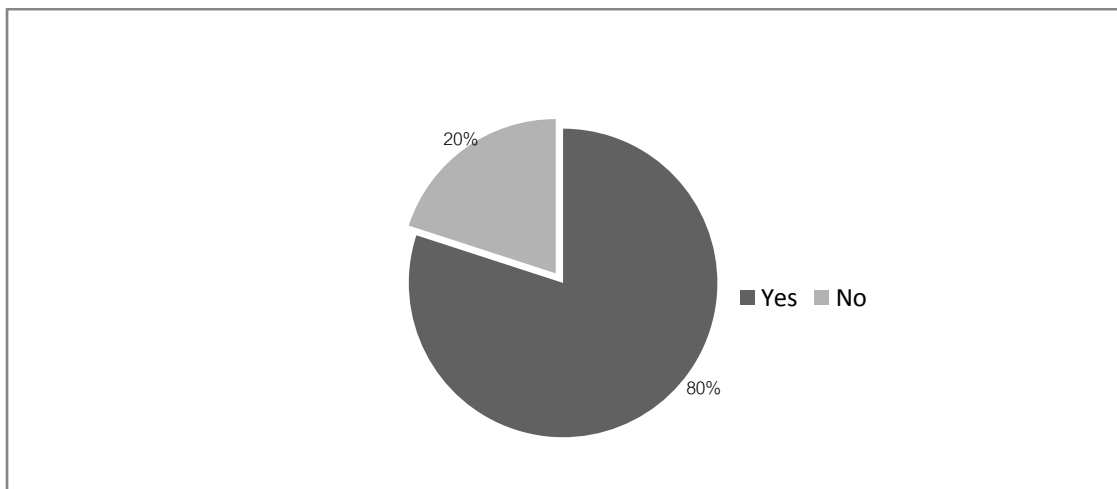
The above table displays that 54 informants (i.e. 90%) agreed the questions and 6 (10%) did not see the influence of English in media. Similarly, out of 54 respondents, 46 respondents (i.e. 85.66%) see positive influence.

3.2.1.5 English as an Indispensable Part of Media Language

Language and media are interrelated to each other. To find out the relationship of English with media, a query was made that whether English is an indispensable part of media language. The following figure depicts the responses of the informants.

Figure No. 4

English as an Indispensable Part of Media Language



The above figure shows that 42 (i.e. 70%) informants saw English as an indispensable part of media language whereas 18 (i.e. 30%) respondents did not see so. The informants who responded that English and media language are related present the following reasons.

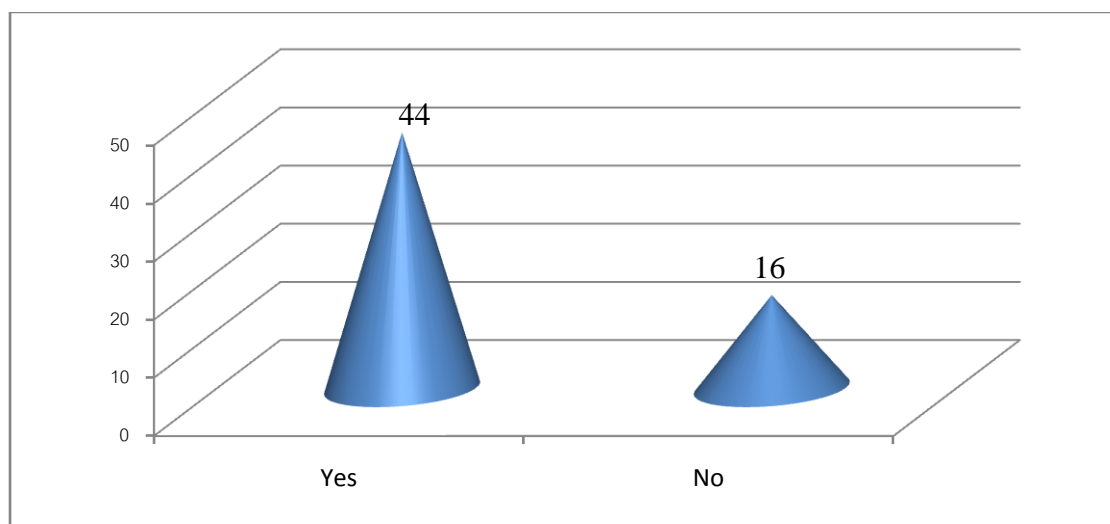
- To connect media people with English speaking world
- To make news effective
- To help in translation
- To help to compete with international media and media persons
- For reporting news (especially International)

3.2.1.6 Using English as the Learning Tool

To get information for English is used as learning tool by media personnel, a question was asked to the respondents. The following diagram shows the obtained result of the responses.

Figure No .5

Using English as the Learning Tool



The present diagram shows that 44 (73.33 %) informants agreed with the use of English as learning tool and 16 (26.66 %) told that they do not use English as learning tool.

3.2.1.7 Reading Media Related Books

To find out whether they read mass media related books, they were asked a question. The following table shows the informants' responses.

Table No. 4

Reading Media Related Books

Responses	Yes	No
No. of respondents	56	4
Percentage	93.33	6.6

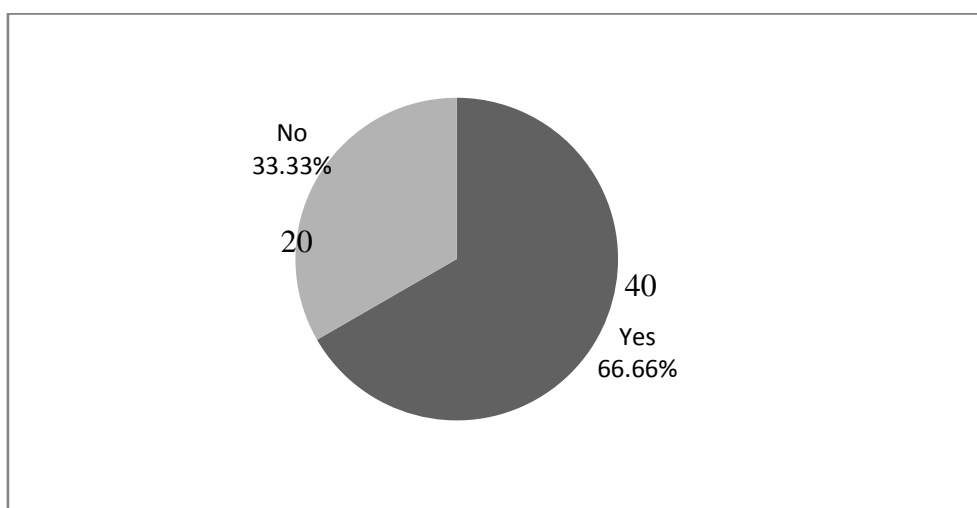
The above table displays that 56 informants (i.e. 93.33%) read media related books whereas 4 informants (6.66%) do not read those books.

3.2.1.8 Need of English in the field of Media

The informants were queried to find out the need of English in the field of media. The following diagram shows the informants' response.

Figure No .6

Need of English in Media



The presented diagram shows that 40 (66.6 %) informants advocated for the need of English in media and the rest, 20 (33.3 %) do not see the need of English in the field of media. The respondents who see the need of English, put the following reasons for using English in the field of media.

- English acquaints public with media
- It informs most of the audience
- It helps to understand the foreign affairs.

3.2.1.9 Relationship Between English and Media

The informants were asked to relate English with media. The informants made relationship between English language and media with the given points.

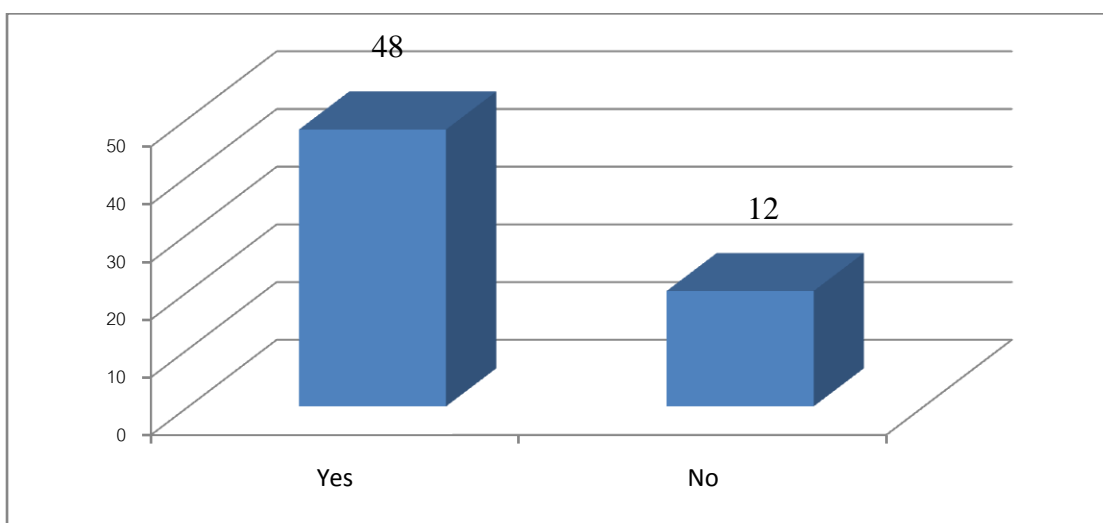
- translating news stories.
- increasing confidence.
- English in media helps to cover the globe.
- English in media makes the media highly reputed.

3.2.1.10 Media People as Efficient English Speaker and Writer

To find out whether media people are efficient English speaker/writer, a question was asked. The present figure reveals informants' responses.

Figure No .7

Media People as Efficient English Speaker and Writer



The above diagram shows that 48 informants(80%) responded that media people should be efficient English speakers/writers whereas 12 (20%) told that they may not be efficient.

Those who replied that media people should be efficient English speakers/writers have given reasons, they are:

- to keep up with outside world, be better informed
- to be successful media person
- to compete with international media persons
- to reach to the wider audience

3.2.1.11 Learning Appropriate and Correct English

The informants were asked why they want to learn English appropriately and correctly. The informants have provided various reasons of learning English appropriately and correctly and they are followings.

- to communicate well and learn better
- to develop future career
- to get job easily
- to sell oneself in international market
- to be competent to present view in an efficient way

3.2.1.12 Need of Command over English for Other Works

The informants were asked to provide their view on for what purpose (except in media) do the knowledge of English is needed. The informants gave different reasons, they are:

- to surf internet
- to talk to international personalities
- to verify facts
- to design syllabus and materials
- to tackle with various obstacles
- to know about the world development

3.2.1.13 English of Media is Convincing for its Readers/Audience

To find out the role of English in media to convince its readers, the informants were asked a question. The following table depicts the informants' responses.

Table No. 5

English of Media Convince its Readers/Audience

Responses	Yes	No
No. of respondents	36	24
Percentage	60	40

The above table shows that 36 informants (i.e. 60%) responded that the use of English in media convinces its readers whereas 24 (i.e., 40%) informants denied it.

3.2.1.14 English as Global Language

In this section, informants were asked to justify a statement 'The English language has become global because of media'. The informants provided their justifications. Various informants have given the same justifications. Different informants have given the following points.

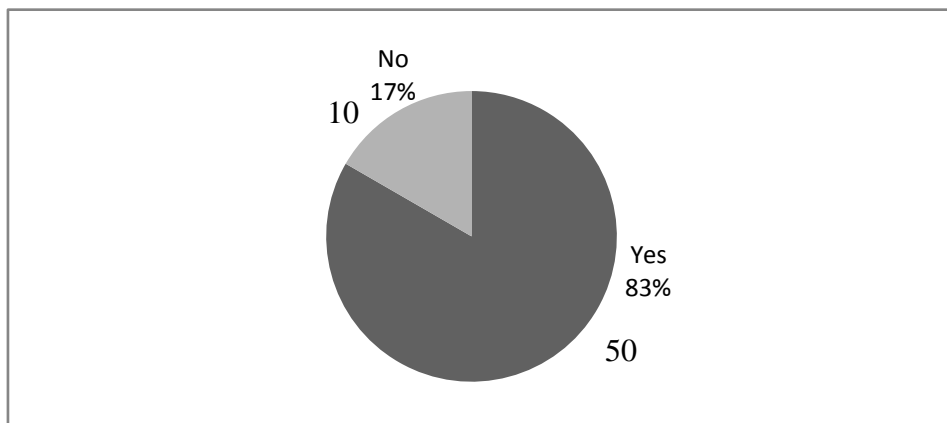
- people have easy access to it,
- hearing the same words make language familiar,
- most of the world news are broadcast and printed in English (e.g., BBC, CNN, The (New York) Times).

3.2.1.15 Increment of English in Media

To find out whether the use of English is increasing in media, a question was asked to the informants. The following diagram shows the responses of the informants.

Figure No. 8

Increment of English in Media



The above diagram reveals that 50 informants (i.e., 83.33%) responded that there is increment in English in media whereas 10 (16.66%) informants did not provide their option towards the increment. The informants who told that there is increment also provided different reasons and they are presented below:

- because of globalization
- because of immigration of the people
- because of the wider coverage
- because of people see future in English
- because to make media effective

3.2.2 Analysis of Responses of Media Specialists

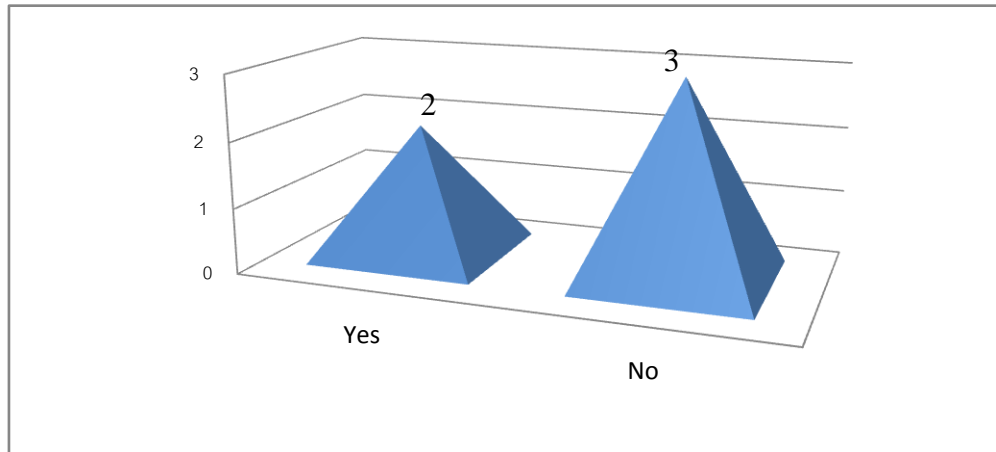
Under this heading, the questions that were asked to the media specialists to get their perception on the future of English in media are analyzed and interpreted.

3.2.2.1 Specific Programs/Columns to Promote English

To find out whether there are any specific column/program in their media, a question was asked to the media specialists. This question was asked to get the information about if there are any columns or programs which promote English. The responses are presented in the following diagram.

Figure No. 9

Specific Programs/Columns to Promote English



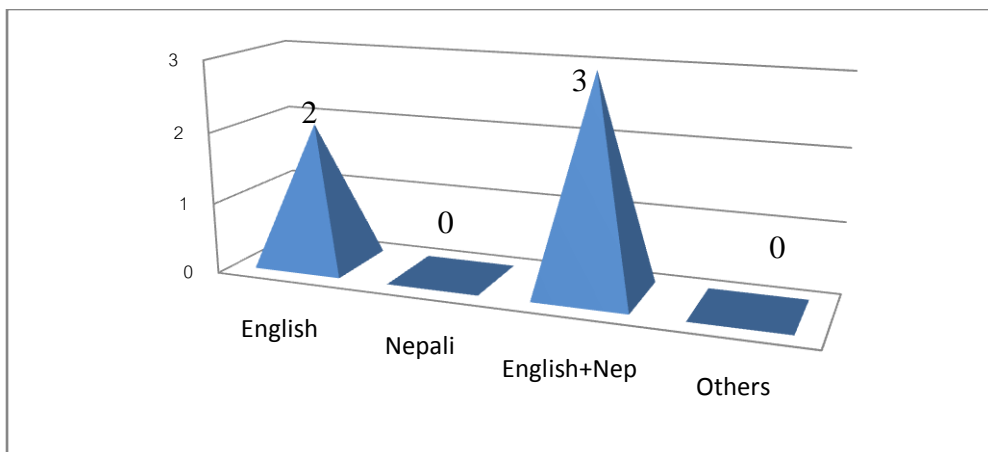
The above diagram displays a statistics that 2 informants (i.e., 40%) have specific columns or programs in the media to promote English whereas 3 informants (i.e., 60%) do not have any specific programs or columns.

3.2.2.2 Language Used in Interaction

The media persons use English as well as Nepali in their interaction. To find out which language the media specialists use while interacting with their staffs, a question was asked. The given diagram depicts the obtained data.

Figure No. 10

Language Used in Interaction



The above diagram tells that 2 media specialists (i.e., 40%) use English while interacting to their staffs, 3 media specialists (i.e., 60%) use both English and

Nepali to interact with their staffs but none of them used only Nepali and other language.

3.2.2.3 Programs Conducted Aiming at Improving English

To find out whether they conduct any special programs to improve their staffs' English, a question was asked. They conduct different programmes aiming at improving English. Those programmes are:

- research works,
- discussion programs,
- creative writing programs,
- translation tasks,
- language training.

3.2.2.4 Conducting Seminars/Meetings in English

A query was made to find out whether they conduct meetings, etc in English. The informants' responses are presented below:

Table No. 6

Conducting Seminars/Meetings in English

Responses	Yes	No
No. of respondents	3	2
percentage	60	40

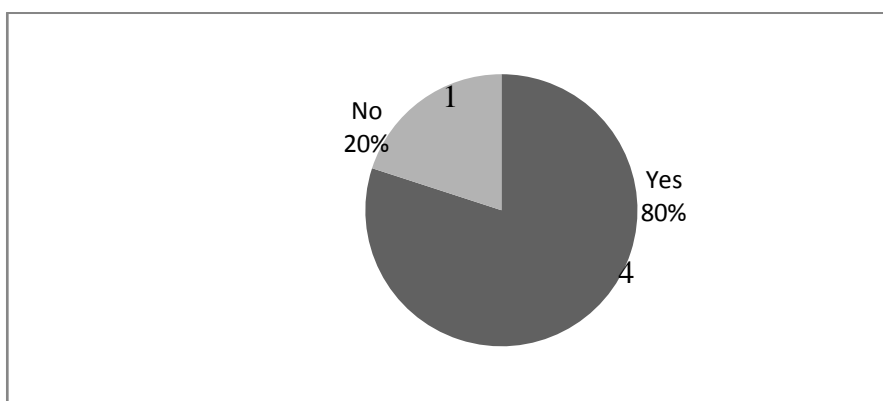
The above table reveals that 3 media specialists (i.e., 60%) conduct meetings in English whereas 2 media specialist (i.e., 40%) do not conduct only in English.

3.2.2.5 Encouragement for Using English

The informants were asked a question to find out whether they encourage their staffs to use English while performing tasks. The following diagram presents the obtained result.

Figure No. 11

Encouragement for Using English



The above diagram displays that 4 media specialists (i.e., 80%) encourage their staffs to use English while performing their task because that makes their English better, improves capability and increases command over the language. But 1 (i.e., 20%) informant denied encouraging to use English.

3.2.2.6 Necessity of English for Professionals Development

The informants were asked whether there is necessity of English in their professional development. All the media specialists (i.e., 100%) responded that the English is necessary for the development of their profession.

3.2.2.7 Dealing with English People

Media specialists were asked whether they should deal with English people in course of works related to their profession or not. The following table portrays the obtained data:

Table No. 7

Dealing with English People

Responses	Yes	No
No. of respondents	3	2
Percentage	60	40

The above table reveals that 3 media specialists (i.e., 60%) should deal with English people whereas 2 (i.e., 40%) should not. While asking them how they deal with them, they replied the following ways:

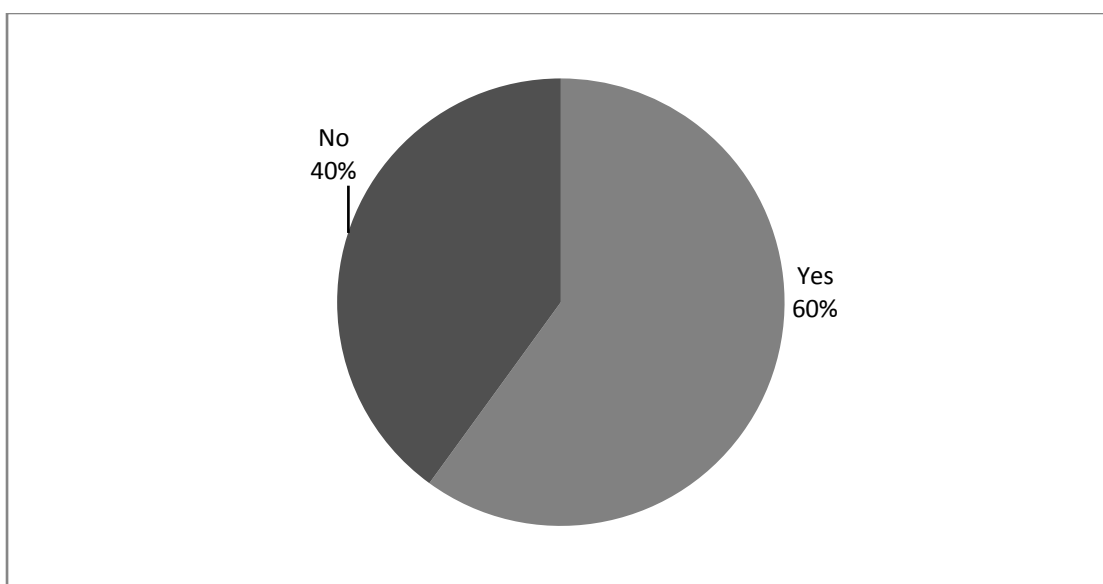
- by conducting interactions
- by conducting talk shows

3.2.2.8 Necessity of English TV Channels/Radio

Media specialists were asked if there is necessity of TV channels/radio conducted only in English to find out the importance of English. The following figure shows the responses of the informants.

Figure No. 12

Necessity of English TV Channels/Radio



The above figure depicts that 60% media specialists (i.e., 3) replied there is the necessity of TV channels/radio conducted only in English whereas 40% media specialists (i.e., 2) do not realize it.

3.2.3 Analysis of Responses of Media Practitioners

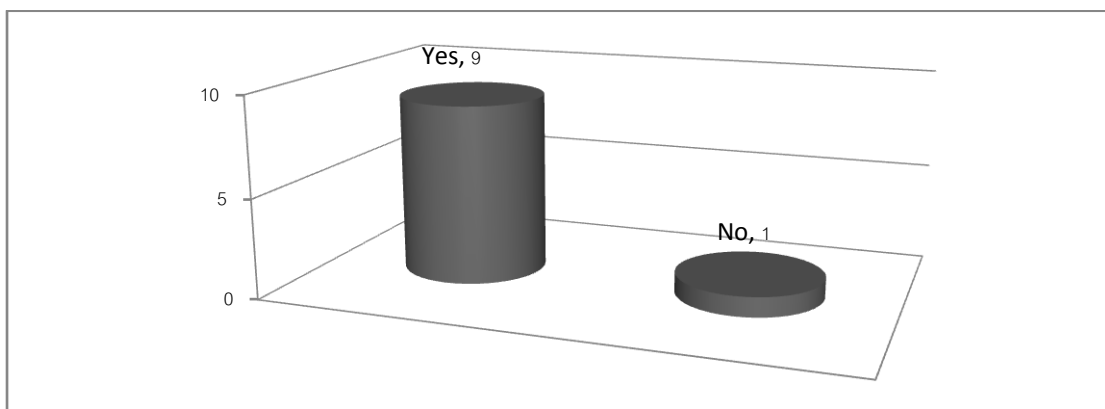
Under this heading, the questions that were asked to media practitioners to find out their perception on the future of English in media are analyzed and interpreted.

3.2.3.1 Encouragements to Improve English

The media practitioners were queried whether their boss encourage them to improve their English. This question was asked with the view in mind that the regular encouragement for improving English shows the better perception towards it. The following figure shows the responses of the informants.

Figure No. 13

Encouragements to Improve English



On the basis of above figure, it can be said that 9 (i.e. 90%) media practitioners replied that their bosses encourage them to improve English whereas 1 (i.e. 10%) media practitioner replied that his/her boss does not.

They were also asked how their bosses encourage them. They gave some ways that are as follows:

- by asking to read English newspapers,
- by asking to watch/listen English media,
- by asking to talk in English,
- by acquainting with new writing styles,
- by suggesting proper correction in errors.

3.2.3.2 Preference Towards the Language

The informants were asked which language they prefer while collecting information. This question was asked especially to find out information about

their preference towards the language during the collection of information. The following table shows the responses of the informants.

Table No. 8

Preference Towards the Language

Responses	English	Nepali	Others
No. of respondents	6	4	0
Percentage	60	40	0

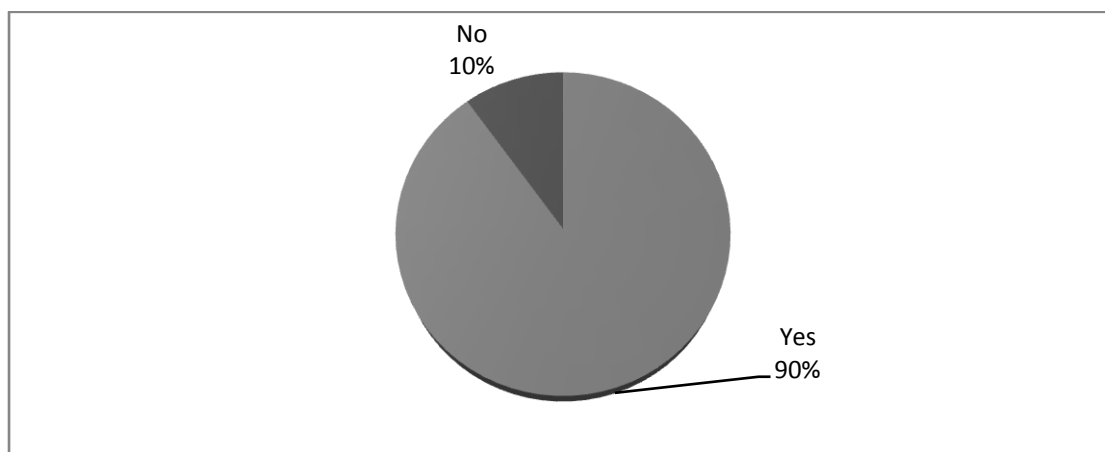
The above table shows that 6 (i.e., 60%) media practitioners prefer the English language while collecting information whereas 4 (i.e., 40%) media practitioners prefer the Nepali language. This result shows that the media practitioners have positive perception towards the English language.

3.2.3.3 Participation in English Seminars/Workshops

The respondents were asked whether they have participated in seminars/workshops conducted in English or not. They were asked this question thinking that the media practitioners who have participated in English seminars/workshops have positive perceptions towards the future/necessity of English in media. Their responses have been presented below:

Figure No. 14

Participation in English Seminars/Workshops



The above pie chart shows that 90 % (i.e. 9) media practitioners have participated in seminars/workshops conducted in English whereas 10% (i.e. 1) media practitioners have not. Those informants who responded 'yes' have given some reasons to show how they are beneficial in their career development.

They are:

- They improve vocabulary and knowledge of presentation.
- They improve their ability to interact
- They enhance exposure to English
- They expand horizon of thinking

3.2.3.4 Translation of Text/Speech

The informants were queried whether they need to translate texts/speech from Nepali to English or not. The following table shows the responses of the informants.

Table No. 9

Translation of Text/Speech

Responses	Yes	No
No. of respondents	10	0
Percentage	100	0

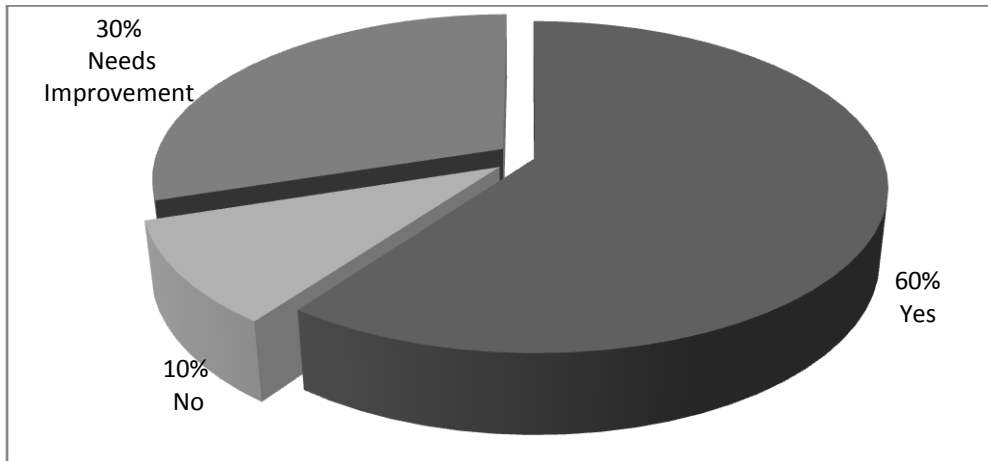
The above table shows that 100% (i.e. 10) informants need to translate the texts /speech from Nepali to English.

3.2.3.5 Fluency and Accuracy in English

They were asked whether they can speak English fluently and accurately or they need improvement. This question was asked keeping in mind that the concept of fluency, accuracy and need of improvement show the positive perception toward English. Their responses are presented below:

Figure No. 15

Fluency and Accuracy in English



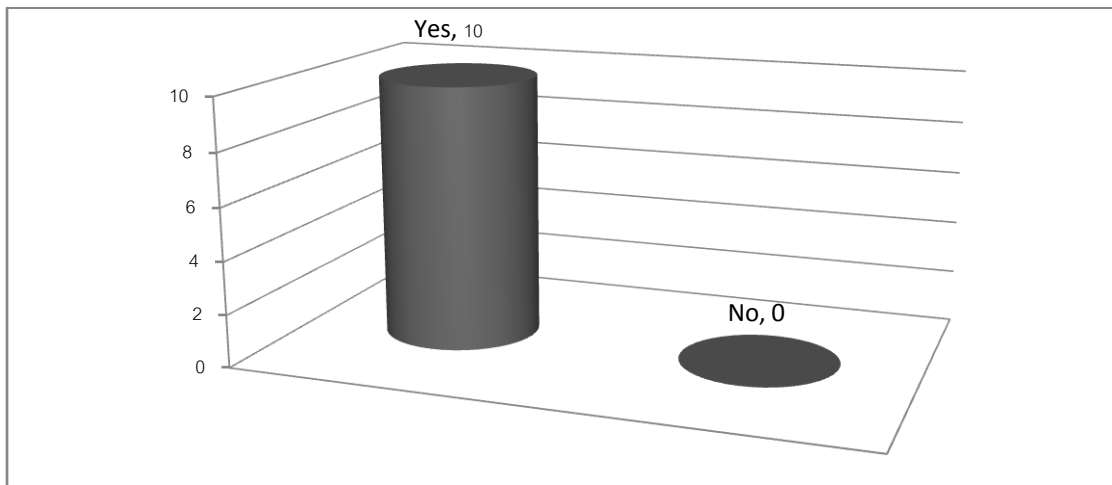
The above pie chart shows that 6 (i.e. 60%) informants responded that they speak English fluently and accurately, 1 (i.e. 10%) informant responded that he/she does not speak fluently and accurately whereas 3 (i.e. 30%) informants responded that they need improvement.

3.2.3.6 Writing News and Articles in English

Informants were asked whether they write news/articles directly in English or not. This question was asked thinking that if they have positive attitude towards English, they must use it while writing news/articles. The responses are shown in the following figure:

Figure No. 16

Writing News and Articles in English



The above figure shows that 100% (i.e.10) informants write news/articles in English.

3.2.3.7 Editing News Story

The informants were asked whether the news story written by media practitioners is edited by other or not. Their responses are presented below:

Table No. 10

Editing News Story

Responses	Yes	No
No. of respondents	10	0
percentage	100	0

The above table shows that 100% (i.e. 10) informants responded that their news stories are edited by others but nobody responded that their news stories are not edited. While asking them whether they are learning to edit their own news story, all (i.e. 100%) informants replied 'yes'.

3.2.3.8 Future of English in Media

The media practitioners were asked whether they see future of English in their profession or not. This question was asked keeping the view in mind that those who see future of English have positive attitude towards the English language in media. The following table shows their responses.

Table No. 11

Future of English in Media

Responses	Yes	No
No. of respondents	9	1
Percentage	90	10

The above table depicts that the majority of media practitioners (i.e. 90%) responded that the future of English is bright whereas only 10 % responded that there is no any future of English in media.

3.2.4 Analysis of Responses of Media Students

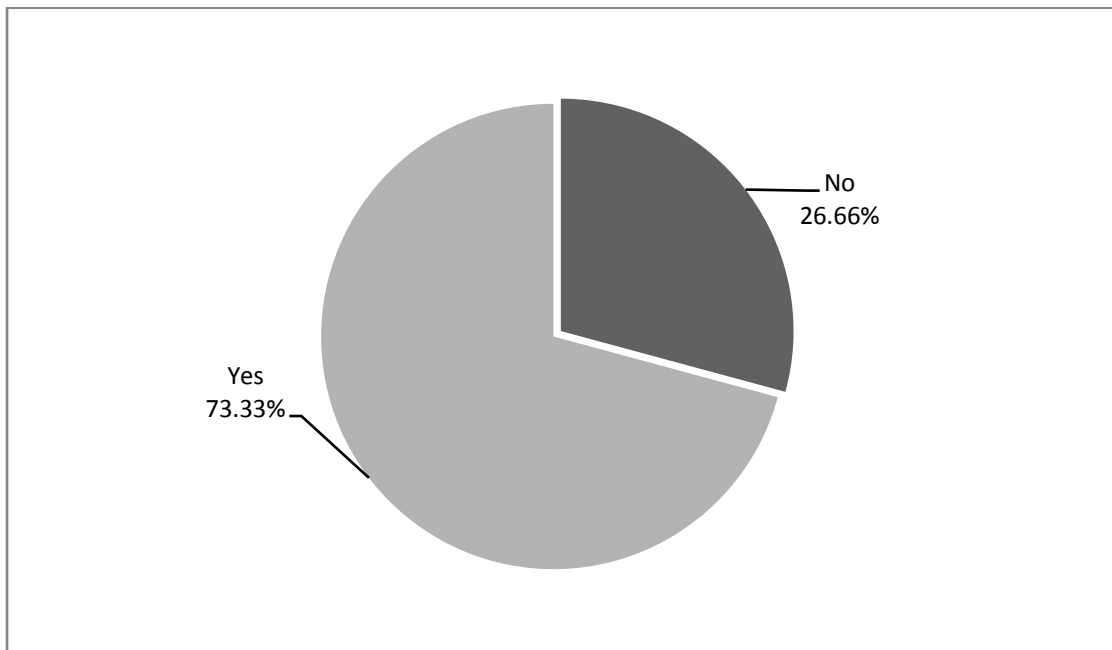
Under this heading, the questions that were asked to media students to find out their perception on the future of English in media are analyzed and interpreted.

3.2.4.1 Use of English in the Classrooms

Media students were queried whether they use/speak English while studying mass communication. This question was asked thinking that the use of English in the classroom shows the positive perception towards English. Their responses are shown below:

Figure No. 17

Use of English in the Classrooms



The above figure shows that 73.33% (i.e. 11) media students use/speak English while studying mass communication whereas 26.66% (i.e. 4) students do not.

3.2.4.2 Consulting English Books

The informants were asked if they consult English books, which help in their study or not. This question was asked to find out their perception towards English. The following table shows their responses.

Table No. 12

Consulting English Books

Responses	Yes	No
No. of respondents	13	2
Percentage	86.66	13.33

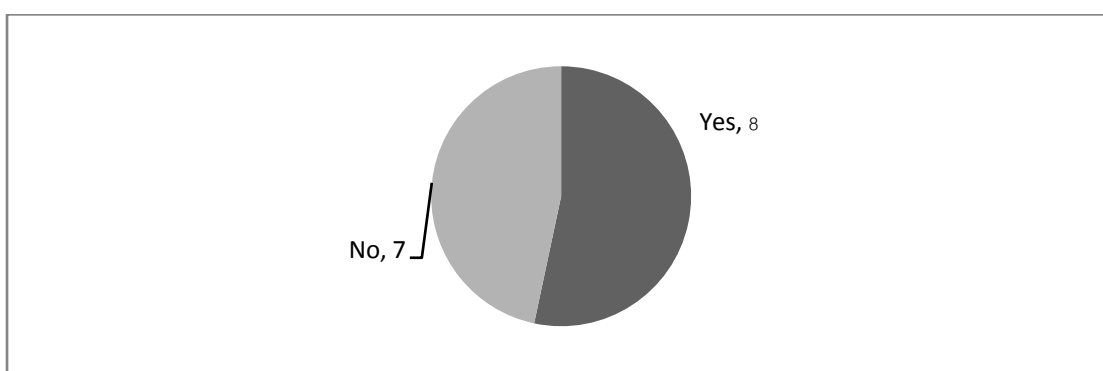
The above table reveals that 13 (i.e. 86.66%) informants consult English books which help in their study whereas 2 (i.e. 13.33%) informants do not. This shows that majority of students have positive perception towards the English language.

3.2.4.3 Participation in Conferences/Seminars/Workshops

The media students were asked whether they have taken part in any conferences/seminars/workshops or not. The following figure shows their responses.

Figure No. 18

Participation in Conferences/Seminars/Workshops



The above figure clearly shows that 8 (i.e. 53.33%) media students have taken part in conferences/seminars/workshops whereas 7(i.e. 46.66%) students have not.

Those who replied that they have taken part were also asked whether the conferences were in English, in Nepali or in other languages. Their responses can be shown in the following table.

Table No. 13

Language Used in Conferences/Seminars

Responses	English	Nepali	Others
No. of respondents	5	3	0
Percentage	62.5	37.5	0

According to above table, it can be said that 62.5% (i.e. 5) informants have taken part in English conferences/seminars whereas 37.5% (i.e. 3) respondents have taken part in Nepali ones.

3.2.4.4 Importance of Studying English

The informants were asked whether it is important to study English in the field of media or not. This question was asked to find out their attitude towards the English language in the media. The following table shows their responses.

Table No. 14

Importance of Studying English

Responses	Yes	No
No. of respondents	15	0
Percentage	100	0

The above table shows that 100% (i.e. 15) media students responded that there is importance of studying English in their field. This shows their positive attitude towards the English language.

They were also asked whether they understand English News/Journals or not. The majority of the students (i.e. 80%) responded that they understand them whereas only 20% responded that they do not.

3.2.4.5 Necessity of English Media

The informants were asked whether they see the necessity of the media conducted in English or not. This question was asked thinking that those who see the necessity may have positive attitude towards English in media. Their responses are shown as follows:

Table No. 15

Necessity of English Media

Responses	Yes	No
No. of respondents	8	7
Percentage	53.33	46.66

The above table shows that majority of the students (i.e. 53.33%) responded that there is necessity of the media only conducted in English whereas 46.66 % students responded that there is not necessity of the only conducted in English.

Those who replied 'yes' were also asked to provide reason behind it. The reasons given by them are:

- it improves English,
- it enhances better learning of English.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter encompasses findings and recommendations of the study.

4.1 Findings

After analyzing and interpreting the data obtained, the following findings have been derived.

1. It was found that 83.33% informants responded that the use of English in media is increasing whereas very few (i.e. 16.66%) informants responded that the use of English is not increasing in media. Those informants who responded that the use of English in media is increasing have provided some reasons. The reasons are: because of globalization, demand, immigration of the people, the coverage, future of English and to make media effective.
2. All media specialists (i.e. 100%) think that English is necessary for the development of their profession. Among them, majority of media specialists (i.e. 80%) encourage their staffs to use English while performing tasks related to the profession whereas only 20% do not encourage them. The specialists gave some reasons for encouraging their staffs. They are: to make English better, to improve capability, to practice more and to improve command over the language.
3. Majority of media practitioners, i.e. 90% see future of English in their profession whereas only 10% do not.
4. Most of the informants (i.e. 85%) were found with English language background. All of the informants who have English language background have studied English up to above certificate level.
5. All of the informants (i.e. 100%) were found reading newspapers, listening to radio and watching TV. It shows that all have attachment with media.

6. A majority of informants (i.e. 83.33%) were encouraged to use English in their daily life whereas only 16.66% informants were not found being encouraged to use English in their daily life.
7. It was found that 96.33% informants seemed that the knowledge of English helped them and very few, i.e. 3.66% informants denied it. The informants showed that the knowledge of English helps them to settle in job and provides bread and butter.
8. It was found that there are various reasons to read English documents. According to the informants, the benefits of reading English newspapers, magazines journals and documents re: increasing knowledge, feelings of connection with world, developing reading habits, helping to know the English culture and improving English vocabulary an structures.
9. It was found that 80% informants present their papers and reports in English whereas only 20% informants do not present their papers and reports in English. The reasons behind presenting them in English are also drawn. Presenting papers and reports in English makes them comfortable and can express their feelings better than that of using other languages.
10. A vast majority of informants (i.e. 90%) told that there is influence in Nepali media and very few (i.e. 10%) do not see the influence of English in Nepali media. And among the informants who saw influence of English, 85.6% see positive influence and rest, i.e. 14.4% see negative influence.
11. Majority of the informants (i.e. 10%) said that English is an indispensable part of the media language but only 30% informants said that English is not indispensable part of the media language.
12. It was found that a majority of the influence (i.e. 73.33%) use English as a learning tool whereas only 26.66% informants do not use it as a learning tool.

13. Majority of the informants (i.e. 66.6%) responded that there is need of English in the field of media whereas 33.33% informants responded that there is no need of English in the field of media. The informants have given some points to relate English with media. They are: translating news story, increasing confidence, English in media makes the media highly reputed and English helps to cover the globe.
14. It was found that 80% informants said that media people should be efficient English speaker/writer whereas 20% informants said that they should not be. The informants have given the reasons for being efficient English speaker/writer. They are: for better information, to be successful media person, to compete with international media person and to reach wider audience.
15. The informants want to learn English better for community well and learning better, developing future career, getting job easily, selling oneself in international market, being competent to present view in an efficient way, surfing internet, talking to international personalities, designing syllabus and materials and getting knowledge about the world development.
16. It was found that the majority of the informants (i.e. 60%) said that use of English in media helps convince audience whereas 40% informants said that it does not. The informants gave some reasons for the globalization of English because of media. They are: people have easy access to it, media help make language familiar, and different world news are broadcast in English.
17. It was found that 60% media have specific programs/columns to promote English whereas 40% media do not have such specific programs or columns.
18. Majority of the media specialists (i.e. 60%) use both the English and Nepali languages while interacting with their staffs whereas 40% media specialists use only English. Most of the media specialists conduct the

programs like research, discussion, creative writing, translation, and language training for the improvement of English of their staffs.

19. It was found that the majority of the media specialists i.e., 60% conduct meeting, conferences in English whereas only 40% media specialists do not conduct then in English.
20. It was found that 60% media specialists should deal with English people whereas 40% specialists should not. They provided some ways to deal with the English people s by conducting interaction and by conducting talk shows.
21. It was found that 60% media specialists saw the possibility of TV channels conducted only in English whereas 40% specialists did not.
22. Majority of the media practitioners (i.e. 90%) responded that their bosses encourage them to improve their English whereas only 10% responded that their bosses do not encourage them. They said that their bosses ask them to read/watch/listen English media and correct in the errors to encourage them for improving English.
23. It was found that the majority of media practitioners (i.e. 60%) prefer the English language in collecting information whereas only 40% prefer Nepali in collecting information.
24. The majority of media practitioners (i.e. 90%) attended the seminars, workshops, etc which are conducted in English whereas only 10% did not. The informants mentioned the benefits of attending such seminars like they improve vocabulary and knowledge of presentation, they improve our ability to interact in English, they enhance the exposure, and they expand the horizon of thinking.
25. It was found that all the practitioners need to translate the texts/speech from one language to another while writing news or articles in English, and are learning to edit their own news story.

26. It was found that majority of media students, i.e. 73.33% use English while studying mass communication whereas 26.66% media students do not use English while studying mass communication. Majority of them (i.e. 86.66%) consult English books whereas only 13.33 % do not.
27. Majority of media students, i.e. 53.33% have attended conferences/seminars/workshops but 46.66% students have not. Out of those who attended conferences/seminars/workshops, 62.5% attended those conducted in English whereas 37.5% attended those conducted in Nepali.
28. It was found that almost all media students thought that it is important to study English in the field of media. Out of 15 media students, 80% (i.e.12) can understand English news and journals easily whereas 20% (i.e. 3) cannot.
29. Majority of media students (i.e. 53.3%) saw the necessity of TV channels conducted only in English whereas only a few students (i.e. 46.66%) did not see its necessity.

4.2 Recommendations

On the basis of aforementioned findings, the following recommendations have been made.

1. Since majority of the informants perceive bright future of English in media, specific syllabuses or courses need to be designed.
2. Since all the media specialists think that English is necessary for the development of their profession, they should encourage their staffs to use English while performing tasks related to the profession.

3. Since all the informants were found having attachment with media, the specific columns or sections for the improvement of the English language should be incorporated in every media.
4. The concerned authorities should pay attention towards enabling the media people to present the papers and reports, write news stories in English. For this, they should be taught or trained different skills and aspects of the English language.
5. Since majority of the informants use English as a learning tool, the concerned authorities should try to expose them in English environment.
6. Very effective trainings for speaking and writing should be conducted because it immensely matters in writing news stories and communicating with foreign or English speaking people.
7. Since the use of English in the media helps convince the audience, the people working in the media should be exposed to the English language by conducting the programs like research, discussion, creative writing, and translation and language training.
8. TV channels which are conducted only in English should be established to create English environment.
9. All the media specialists should conduct meetings, conferences only in English. For this, the media specialists should be provided with special trainings and practices.
10. Since majority of media practitioners, i.e. 60% prefer the English language in collecting information, all of them should be encouraged to collect the information in English. For this, they should regularly be encouraged for improving their English.
11. Since media practitioners need to translate the text/speech from one language to another, the special course of translation for media people should be designed and they should be provided with translation training too.

12. All the media students should be encouraged to consult the books written in English. The teachers should also use maximum amount of English while teaching mass communication to expose the students in English.
13. The media students should be encouraged to listen, watch and read English language related materials for improving their ability, to understand English and develop their capacity.

This study was limited to sixty informants of the Kathmandu Valley. So, the findings of this study may not be applicable for all the contexts. This study was also limited to the perception on the future of English in media. Therefore, other researches related to language and media can be carried out to test the validity of this study.

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