

THE NEED OF ENGLISH IN PUBLIC ADMINISTRATION

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master's of Education in English**

Submitted by
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2010

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date : 2066/11/20

.....
Bam Deb Gnyawali

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Bam Deb Gnyawali** has prepared this thesis entitled "**The Need of English in Public Administration**" under my guidance and supervision.

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DEDICATION

Affectionately Dedicated

To

My Parents, Brother and Sister

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March 9, 2010

Bam Deb Gnyawali

ABSTRACT

This research is a study of "The Need of English in Public Administration". This study aimed to find out how much important the possession of English is for the people working in the field of public administration. It also tries to throw light on the particular works in comparison to others for which the necessity of English always strikes. This study was carried out using both the primary and secondary sources of data. All the data were collected through questionnaire. For the primary source of data the researcher selected six different government offices of Kathamndu valley. Five section officers from each office were selected purposively as the respondents and of them three officials were those who had the service duration of more than five years and two were those having service duration of less than five years. From the study it has been found that the bureaucrats need English in almost each of their works. Where the knowledge of English becomes a must for them is in communicating with foreign bureaucrats, attending seminars, meetings, presenting country profiles, writing reports, proposals, seminar papers, and so on.

This study mainly includes four chapters. The first chapter introduces the study which consists of general background, review of the related literature objectives and significance of the study. The second chapter mainly concerns with the methodology used in the study: the source of data, sampling procedure, tools of data collection and limitations of the study. Likewise, the third chapter of the study comprises analysis and interpretation of the data. The fourth chapter introduces the product of the analysis and interpretation of the data, i.e. findings of the study and simultaneously some recommendations on the basis of that finding. The final section presents the references and appendices which are very much important for the validation of the research.

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List of Abbreviations and Symbols

<u>%</u>	<u>Percentage</u>
<u>B. Ed.</u>	<u>Bachelor of Education</u>
<u>B.B.C.</u>	<u>British Broadcasting Corporation</u>
<u>CNA</u>	<u>Critical Needs Analysis</u>
<u>CUP</u>	<u>Cambridge University Press</u>
<u>DNA</u>	<u>Descriptive Needs Analysis</u>
<u>e.g.</u>	<u>For Example</u>
<u>E.LT.</u>	<u>English Language Teaching</u>
<u>ESP</u>	<u>English for Specific Purpose</u>
<u>etc.</u>	<u>Et Cetera</u>
<u>i.e.</u>	<u>that is</u>
<u>M.Ed.</u>	<u>Master of Education</u>
<u>NA</u>	<u>Needs Analysis</u>
<u>NELTA</u>	<u>Nepal English Language Teachers' Association</u>
<u>NESP</u>	<u>Nepal Education System Plan</u>
<u>OUP</u>	<u>Oxford University Press</u>
<u>PA</u>	<u>Public Administration</u>
<u>PCL</u>	<u>Proficiency Certificate Level</u>
<u>SAARC</u>	<u>South Asian Association for Regional Co-operation</u>
<u>S.L.C.</u>	<u>School Leaving Certificate</u>
<u>TESOL</u>	<u>Teaching English to Speakers of Other Languages</u>
<u>TESP</u>	<u>Teaching English for Specific Purpose</u>
<u>T.U.</u>	<u>Tribhuvan University</u>
<u>UNO</u>	<u>United Nations Organization</u>
<u>USA</u>	<u>United States of America</u>

CHAPTER ONE

INTRODUCTION

This study is about the 'Need of English in Public Administration'. This chapter consists of general background, importance of English, English for specific purpose, public administration, review of the related literature, objective of the study and significance of the study.

1.1 General Background

Language is the most powerful means of communication. Had there not been any languages in the world, we would have hardly been able to exchange our feelings, thoughts and emotions. McKay and Bokhorst-Heng (2008, p.18) say, "It is estimated that today there are around 5,000-6,700 languages in the world and about half of these will become extinct in the next century". According to them, some languages are in danger of losing their existence in coming few years. McKay and Bokhorst-Heng (ibid) further says, "About 90 per cent of the world's population speaks the 100 most used languages, leaving around six thousand languages spoken by 10 per cent of the population." To talk of English, it has far fewer native speakers than Mandarin Chinese but it is English that is considered as the international language of the world today. The contributing factor for the expansion of the geographical spread and significance of English is the number of second language speakers of English. Presently there are more non-native speakers of English than the native speakers. Nettle and Romaine (2000, as cited in McKay and Bokhorst-Heng, 2008, p.19) say, "English is the dominant or official language in over 60 of 185 nation-states recognizes by the United Nations."

Initially four languages have been recognized as the UN languages and two more were added later on. Poser's (2004, The Languages of the UN, para.1) view presents it clearly:

— The original official languages were English, Chinese, French and Russian, not coincidentally the languages of the Security Council.... Spanish and Arabic were added in 1973, in both cases because they are languages of a score of nations.

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There are more than 120 kinds of languages spoken in Nepal. "Out of these, however, three have become extinct, namely Kusunda, Waling and Dula" (Nepal Language, para. 1). The Nepali language which is the most prominent one in the list of Nepal Language is spoken in two other South Eastern countries, India and Bhutan as well.

1.1.1 Importance of English

Today the English language has become an immensely dispersed and diversified international means of communication. English, now a days, no longer remains the property of the English speaking countries like Britain, American and Australia. It has rather developed as an inclusive channel of communication and education throughout the universe. In the context of Nepal those who are able to communicate in English are deemed to be well educated, intelligent and so on whereas those who lack English consider themselves to be educationally under privileged and yearn to learn it in order to grow academically and professionally. In course of adaptation and adoption, the English language has undergone quite a lot of changes and it is sure that the adjustment will never end. Karn (2006, p. 73) remarks "There has been a belief amongst some that English is the language on which the sun never sets". On why English has gained such remarkable position in the world, Phillipson (2007) says:

English is now entrenched worldwide, as a result of British colonialism, international interdependence, 'revolutions' in technology, transport, communications, and commerce, and because English is the language of the USA, a major economic, political and military force in the contemporary world. It is not only Britain which has gravitated towards linguistic homogeneity, but the significant portion of entire world. (pp. 23-24).

By the end of twentieth century English was already on its way to becoming a genuine lingua franca, that is the language used widely for communication between people who do not have common language. Karn (2006, p.74) writes "according to genetic classification, English belongs to Germanic family which in turn belongs to a wider family - Indo-European languages which is thought to have been developed out of a hypothetical parent language, namely Proto-Indo-European".

For the expansion of one's knowledge language is a very powerful means. English, today, has become the main source of knowledge. Crystal (1990, p.7) says "Textbooks on English these days regularly rehearse the litany of its achievements. It is the main language of the world's book, newspaper and advertising". From this we can discern that anyone willing to get the knowledge of every field and become versatile should possess the English language. 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. One certain fact is that any remarkable book published in any corner of the world, sooner or later, gets translated into English and even to flick through these books the knowledge of English is a must.

Internet has now become the greatest bank of world's knowledge. Very recent books, articles, journals, theses, which are rarely in the publication market can be found in internet. Crystal (1990, p.7) writes "three quarter of the world's mail is written in English. Eighty per cent of all the information stored in the electronic retrieval systems of the world is stored in English." These days computer has become an inevitable part of one's life and even for the minor operation on computer, s/he needs English. Similarly internet, radio is also a great source of knowledge and as Karn (2006, p.73) says "some sixty per cent of the radio broadcasts are beamed in English."

The world has now turned to be a global village. Every nation's work, whatsoever it is, is related and has something to do with other nations in the world. There are several policies made, several conferences and conventions held in the international level. In such conferences and conventions, English is used. In the context of Nepal and many other nations, we can say that their involvement in many organizations like the UNO, SAARC has enhanced the importance of English. Uprety (1996, pp.23-27) opines that Nepal has established diplomatic relations with more than 100 countries of the globe and to maintain and keep it smooth, English has played a prominent role from language perspective. In context of Nepal, Uprety (ibid) says "The recruitment of Nepalese young men in British Army also boosted the importance, need and value of English education."

The role of English as a major language in Public Administration or as an official language in several countries also cannot be denied. Holmes (2008, p.101) says "Because of its colonial history, as well as its value as a world language and international lingua franca, English is an official language in many countries throughout the world, such as Pakistan, Fiji, Vanuatu, Jamaica, and Bahamas." We can say that public administration of Nepal largely depends upon how the bureaucracy of

other developed countries run. The case is similar to India. Arora and Goyal (1996) clarify this by saying, "The present Indian administrative structure is largely a legacy of the British rule in India. The forces of British Indian history left a lasting imprint in this prevailing administrative system." From this what should be understood is that at least to share and adopt the ideas about the way of running the bureaucracy, the bureaucrats of one country have to communicate with the bureaucrats of other country where the maximum exploitation of the English language is made.

In the context of Nepal, many Nepalese students go abroad every year for their studies. They have to know English because it will be their medium of instruction, and the books and other materials they have to consult will be in English. Not only this, to share their feelings, ideas, experiences with the people there, English works as the lingua franca. Bhattarai (2006, p.15) says:

— This (English) is the only language with which the educated mass, intellectual freedom fighters, and human right activists can hold their dialogue with the rest of the world. Thus English is the great liberator, a common language for the oppressed and oppressor, the democrat and the dictator for putting their causes before the world. Ultimately we are in the need of more English to guarantee humanity, democracy and peace.

Similarly Manivannan (2006) writes. "It is the official language of air transport and shipping, the leading language of science, technology, computers and commerce, and a major medium of education, publishing and international negotiation" (- Importance of the English language, para.12).

1.1.2 The Spread of English :- Role of Colonialism

-Any account of the spread of English will not be complete without a discussion of the role of colonialism. Colonialism can be said to be central to the spread of English for several reasons. Pennycook (1998, as cited in McKay and Bokhorst-Heng, 2008, p. 4) notes "English language teaching (ELT) was always a significant part of colonial policy. Where the empire spread, so did English." The growth of British empire associated the use of English with power since those who knew English had greater access to jobs. As Pennycook (1998) puts colonialism fueled a discourse of the insider or outsider or the self and other, in which the native other was often portrayed as backward, dirty, primitive, deprived, childlike, feminine and so forth while the colonizers, their language, culture, and political structures were seen as advanced, superior, modern, civilized, masculine and so forth.

-The role of British and American colonizers in the spread of English is an issue that has been widely debated. Phillipson (1992) and others have argued that the spread of English within British and American colonies is essentially one of linguistic imperialism which in Phillipson's opinion occurs when "the dominance of English is asserted and maintained by the establishment and continuous reconstruction of structural and cultural inequalities between English and other languages" (p.47). For Phillipson, the spread of English is due primary to the linguistic imperialism of British and American colonialism and more recently to a well-funded English teaching establishment. Perrin (1963) says "British trained teachers and inspectors have often, without question, assumed that what was believed right for Britain (especially anything concerned with the English language) would also be valuable overseas" (as cited in Phillipson 2007, p.117). The successful learning of English was the primary goal in colonial education systems. But McKay and Bokhorst-Heng (2008, p. 6) say "while there are indeed instances of colonizers insisting on the spread of English through educational policies, the agency of individuals

to choose to study English cannot be overlooked in a comprehensive analysis of colonial history."

1.1.3

Spread of English :- A Consequence of Globalization

The world has been changed into a global village. The people in the extreme northern part of the globe are sharing their culture, lifestyles, custom, social practices with the people living at the farthest southern part of it. Different cultural and economic systems around the world are becoming connected and similar to each other because of the influence of multinationalism and improved communication. Everyone in the world shares whatever ~~he or she~~ they likes firstly with the help of language than any other thing, if any and the language is undoubtedly English as Wardhaugh (2000, p.56) says, "English serves today as a lingua franca in many parts of the world: for some speakers it is a native language, for others a second language, and for still others a foreign language". Similarly, Freeman (2007) says:

All over the world, we are witnessing a tremendous increase in demand for English . . . not only due to different changing demographics, . . . but also because of the trend towards globalization, which is, of course, now a fact, no longer a speculation (p.68).

The world has been using English as a vehicle to transmit its developments, changes, inventions, and many other things. Since the world has become more a village than a large cosmos it needs a language which can be the best facilitative one and surely, this place has been taken by English; which can be clarified by a policy statement issued by the United States Government. The statement says:

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English has become one of the most important world languages. The rapidly growing interest in English cuts across political and ideological lines because of the convenience of a lingua franca increasingly used as a second language in the important areas of the world (cited in Quirk, 1968, p. 7).

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Globalization has certainly played a prominent role in the spread of English besides the individuals' willingness to learn it. Because of the rapid changes in the field of science and technology, politics, economic of the world, people seem to be forced to learn it. Clarifying this Holmes (2008, p. 69) says, "Where new jobs are created by industrialization, they are often introduced by groups of using a majority group language with status often a world language such as English, Spanish or French. Globalization also contributes to this trend".

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In a globalized context, every country is running a race to have more strong economic condition. One country is competing with the next. To some extent the capacity of earning money by individual or by a nation has also become a matter of the competence and use of the English language. Graddol (2006), to some extent, seems to agree with this fact when he says:

Studies in individual countries, such as Nepal, indicate the actual flow may be ten times or more than [recognized]. In many countries, there may be no official statistics actually collected. In any event, English is widely regarded as a gateway to wealth for national economics, organizations, and individuals. If that is correct, the distribution of poverty in future will be closely linked to the distribution of English (cited in Freeman, 2007, p. 69).

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In this way, among many factors contributing for the spread and expansion of English, the role of globalization also takes a powerful place. Had our society been similar to that of primitive society ages back, not any language, let alone English, would have taken the place English has taken today.

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1.1.43 Incentives for Learning English

A belief in the importance of learning English has gained further momentum by the existence of various incentives to learn English, some real and others part of the imagined benefits of language learning. McKay and Bokhorst-Heng (2008) discusses three areas of English learning incentives that are highly relevant to the teaching and learning of English. As they put, these incentives are economic, educational and mass-media incentives.

1.1.34.1 Economic Incentives

Brutt-Griffler (2002, p. 49) says, "with the development of industrial capitalism in the late eighteenth century, with England, and later also the United States, as its center, English more and more became the language of the world market." (as cited in McKay and Bokhorst-Heng, p.10). In later days, commerce became a more intensive world phenomenon. People needed a central language to make dealings about the commercial activities, and by dint of England's commercial supremacy, naturally, the language was English. Currently in many transactional corporations and outsourcing jobs, English is a condition for employment.

1.1.34.2 Educational Incentives

In the field of education, English has left its indelible grape. The policies of both the mechanisms, i.e. policies within educational institutions and the government policies never disregard the role and importance of the English language. Even in China, as Hu (2005, as cited in McKay and Bokhorst-Heng, 2008, p.13) says, "The ministry of education gave several economically developed provinces and municipalities the autonomy to develop their own English curricula, syllabi and textbooks for primary and secondary education." The

standardized tests for entry to institutions of higher education have also created an incentive to English learning.

1.1.34.3 Mass Media Incentives

McKay and Bokhorst-Heng (2008, p.14) say, "Four areas of mass media that currently provide motivation for English learning among the younger generation, are advertising, music, movies and electronic communication."

Executives of advertising companies offer several reasons why they use English in their products. First, by using English in product names, the product has a greater chance of becoming known in other countries due to the widespread use of English. In addition, many consumers seem to believe that if a product has an English name, it will be superior to local products.

Because English is the dominant language in popular music today, music is another aspect of mass media that can provide motivation for learning English. In many countries, exposure to popular songs in English has led to a good deal of code mixing in locally produced pop music.

Crystal (1997, as cited in McKay and Bokhorst-Heng, 2008) states that the United States controls about 75 per cent of the world film market. What is significant for language learning is that in many contexts, American films are being shown with the English sound tracks and visual subtitles in the local languages.

Electronic communication provides another source of global exposure to English. The use of internet and World Wide Web has grown very rapidly. This also demands a good command of English on the part of the users. So, this can also be an incentive to English language learning.

1.1.54 English Language Teaching in Nepal

The introduction and development of English in Nepal is closely connected with the establishment of British rule in India, and the rise of the Rana rule in Nepal, in the 19th century. Rana sons were taught English with the view in mind that the Rana rule in Nepal would have easy access to British Empire. The Ranas thought that if they fail to please the British empire their rule in Nepal will not be safe.

English in Nepal has made the history of one and half a century now. Its importance and its use in multiple fields is increasing day by day in Nepal. Highlighting this Bhattarai(2006, p.11) says:

— compared to the history of modern education in the neighboring India and the position that English has occupied there this period is quite short however this has left clear traces of its existence and gradual pace of development in Nepal too.

Similarly, Sharma (2006, p.24) says, "so far the history of official entry of the English language in Nepal is concerned, it is with the establishment of the first modern school Dubar High School". This school was particularly established for the children of the Ranas and had the objective of making the Rana sons know English. The formal introduction of English in the school level education system of Nepal was made in 1854.

English for higher level was introduced with the opening of Tri-Chandra College. There was no college and university for higher education in Nepal until Tri-Chandra College was opened in 1918. After that many schools were established throughout the kingdom during the later part of the Rana reign which further enhanced the popularity of English in Nepal. But after 1918, there was not any greater leap made for the improvement of English teaching and learning of English until

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1971. Awasthi(2003, p.22) says, "ELT in Nepal started in 1971 with the implementation of National Education System Plan (NESP) and the same year Tribhuvan university started B.Ed. program in English education".

Emphasizing the importance of English, Sharma (2006, p.25) writes, "keeping away from the treasure of English is almost an intended suicidal." Relating to the context of why Nepalese people should learn English, Malla (1977, as cited in Sharma 2006, p. 25) writes, "we shall have to learn English not because of its prestige value but because of its practical utility particularly in the face of our own limitations-material as well as non-material". Appropriating the significance of ELT in Nepal, Kansakar (1998, as cited in Sharma 2006, p.25) writes, "since the teaching of English in Nepal has assumed greater importance in view of the development needs of the country, ELT has now become an essential component of Nepal's Educational strategy." During 1970's, the Nepalese government started overhauling and restructuring of education system. Bhattarai (2006, p.12-13), says "After this the English language experienced a set back as Nepali medium of education was strengthened from the strong nationalistic point of view". According to Bhattarai (ibid) "in the early 1980s, the government commissioned a survey team under Alan Davies, which came out with the Davies Report, after an extensive study of the ELT situation in Nepal". This was a major effort made for the revival of English in Nepal after the restructuring of the education system of Nepal during the early 1970s.

In Nepal English is also taught for specific purposes in the faculty of law, in the Institution of Medicine, Engineering, Agriculture, Forestry, College of Banking and Finance studies. English is the medium of instruction for science subjects at all levels of college and university and most of subjects of management, education and humanities, at T.U. and other universities.

Bhattarai (2006, p.13) says, "out of the total approximately 31 thousand primary to higher secondary schools, (that is, grade I to XII), almost half the numbers are English medium ones." Teaching and learning of English in Nepal has been given higher importance. It, as people think, stands synonymously with the quality education, offers attractive careers for those who can afford it. In Nepal, English has a status of a foreign language. For years it has been used mostly for academic purposes and it will remain so for years to come. The use of English to a great extent is confined to formal situations only." There are about 50 regular publications including dailies, weeklies and magazines in English, more than 500 titles have appeared in English translation alone" (Bhattarai 2006, pp.14-15).

1.1.65 English for Specific Purpose

Teaching and learning of English for any particular purpose i.e. relating it to a particular field is generally understood as English for specific purpose. Some examples of ESP can be Business English, English for Science, English for Public Administration. It is concerned with practical outcomes. As a separate branch of English language teaching, ESP does not carry a long history. Evans (2001) says:

English for specific purpose (ESP) has for about 30 years been a separate branch of English languages teaching. It has developed its own approaches, materials and methodology and is generally seen as a very active even 'feisty' movement that has had considerable influence over the more general activities of TESOL and applied linguistics (as cited in Carter and Nunan, 2001, p.131).

The main issue to be considered before designing any ESP course is what the students need to do with English? What is their field? Which of the skills do they need to master? And how well? We should first recognize the true need of the students. If we are preparing or teaching

an ESP course for the people in public administration, for example, we should first see for what purpose the need of English will strike much in their fields, what language skills they will require urgently. The key defining feature of ESP is that its teaching and materials are founded on the results of needs analysis. This initial needs analysis provides information about the target situation, and what learners will have to do in English. Chambers (1980) says, “this is generally called target situation analysis” (as cited in Carter and Nunan, 2001, p. 133). But some experts say that as far as needs analysis is concerned, there should not be any difference between ESP and general English. Hutchinson and Waters (1992, p. 53) state that:

——— It is often argued that the needs of the General English learner, for example the schoolchild, are not specifiable.... In fact, this is the weakest of all arguments, because it is always possible to specify needs, even if it is only the need to pass the exam at end of the school year. This is always an identifiable need of some sort. What distinguishes ESP from general English is not the existence of a need as such but rather an awareness of the need.

The key defining property of ESP is needs analysis but it is not exclusive to it. Apart from the primacy of needs analysis, defining feature of ESP can be difficult to identify. Robinson (1980) opines “Limited duration (i.e. an intensive course of a fixed length) and adult learners are defining features of ESP courses” (as cited in Carter and Nunan, 2001, p. 131). However, in her second survey (1991), she accepts that though many ESP courses are of limited time, a significant [number of them](#) are not and also ESP can be taught to beginners. ESP may be designed for specific disciplines or professions. The teacher needs to have at least knowledge of the related field, which may culminate in classroom interactions and methodology quite different from that of general English. ESP materials always draw on the topic and activities

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of that specific purpose. For example, an English course for Engineers will use engineering situations to present relevant languages and discourse. It exploits topics and the underlying methodology of the target discipline or professions to present language discourse and skills. In terms of the syllabus of ESP, O' Neill and Kerr say, "we have to design a syllabus that will meet the needs of the students and adopt our methodology in order to teach the necessary skills"(as cited in Holdson, 1977).

1.1.76 Public Administration

The birth of public administration seems to have been in the process of fulfilling the basic needs of the citizens by any country. But, in today's world, each and every demand of the citizens can not be fulfilled only by the single effort of the government. The developmental process of any country is determined by the effectiveness of its bureaucracy.

1.1.76.1 Meaning and Definitions

Public administration is the management of affairs of the government at all levels; national, state and local. It is a branch of wider field of administration. Marx (1964, as cited in Basu, 1995, p.3) says "Administration is determined action taken in pursuit of conscious purpose. It is the systematic ordering of affairs and the calculated use of resources aimed at making those things happen which one wants to happen".

Public administration is any kind of administration in the public interest which, in other words, has simply come to mean governmental administration. Administration with some private enterprises and purposes is known as private administration. Dimock (1937, pp.31-32) says, "Public administration is the fulfillment or enforcement of public policy

and declared by the competent authorities. Public administration is a law in action. It is the exceptive side of the government”.

Public administrations’ main purpose is to run the country’s main and crucial affairs. It is a totally non-political mechanism. As Basu (1995) says:

Public administration is the non-political bureaucratic machinery of the government for implementing its laws and policies in action eg. the collection of revenues, maintenance of law and order, ... running the schools and hospitals. Public administration operates within political contents. It is the means by which the policy decisions made by the political decision-makers are carried out. (p.4-).

Public administration, though being an entirely non-political mechanism of the country, cannot keep itself out of the major political affairs. It is a machinery of the government and the government in any country is always political. i.e. it is a body of the people who have been elected in respective elections from different political parties. Bureaucracy of any nation is always under its government. To define Public Administration Nigro (1965, p.25) gives the following points.

- i. It is a cooperative group effort in public setting.
- ii. It covers all three branches executive, legislative and judicial and their relationships.
- iii. It has an important role in formulation of public policy and is thus a part of the political process.
- iv. It is more important than, and also different in significant ways from private administration.

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v. It is considered as a field of study and practice has been much influenced in recent years by the human relation approach.

vi. It is closely associated with numerous private groups and individuals in providing services to the community.

Public administration as an academic discipline is barely a hundred years old whereas public administration in practice can be traced to the earliest periods of human history when man started living in organized societies. Government organizations of the earliest times (ancient and medieval) however, differed considerably in its structure and goals from the state administration in Modern era. Basu (1995, p. 1) says "Administration of the state in the ancient and medieval periods in both the East and West was authoritarian, patriarchal, and elitist in character." Welfare activities were purely incidental or optionally undertaken. Basu (ibid) writes, "Administrators were small in number, selected entirely at the discretion of the monarch and their official status was no better than the personal servants of the kings". In the nineteenth century with the rise of modern welfare states, a public bureaucracy recruited on the basis of public laws, performing largely within a legal framework replaced the old patriarchal, hereditary state officialdom.

In socialist states, public administration touches on all aspects of citizens lives from education to recreation.

1.1.67.2 Public and Private Administration

Some people think that administration is an indivisible entity and its basic principles are applicable equally to all organizations whether public or private. Methods and work procedures are common to both the administration. Accounting, statistics, office management and procedures and stock taking are problems of administrative management common to both public and private administration. Basu (1995, pp. 5-8) shows the

difference between public and private administration on the basis of following points.

i. Political direction or ministerial responsibility

Public Administration is subjected to political directions in most policy matters. It has ministerial responsibility in the sense that the bureaucrats have to implement the policy laid down by the ministers. But the private administration is generally led to political directions.

ii. Profit motive and marginal returns

Public administration is service oriented. It does not aim at making profit. It may run at loss, yet the government is duty bound to spend on them. The private administration is generally profit seeking. Though they are also service oriented, they can put the consideration of profit aside.

iii. Social necessity

Public administration caters to social needs and public utilities. For example, it maintains railways to facilitate movement of goods and passengers, runs hospitals, post offices, telegraph networks. The scope of private administration is narrower. It is mostly concerned with providing marketable consumer goods to the public, catering to the economic needs of citizens.

iv. Public responsibility

The public administrators are trained and duty bound to respect the wishes of the public and cater to their needs. Private administration has no such obligation; its main objective is to secure its own needs.

v. Uniformity of treatment

Public administration is and should be consistent in procedures and uniform in its public dealings because it is mostly regulated by common and uniform laws and regulations. But the private administration may have its own kinds of rules and regulations and may vary from one to another.

vii. Conformity to law and regulations

The public administrators cannot do anything contrary to, or in excess of legal power. It has to function within the legal framework; it can never break the law. If it does so, its actions can be declared invalid by the courts. Private administration has no such responsibility

1.1.87 Needs Analysis

In the simplest terms, a needs analysis includes all the activities used to collect information about the students' learning needs, wants, wishes, desires. Casper (2003, p. 1) says, "the process also sometimes involves looking at the expectations and requirements of other interested parties such as the teacher/ teacher's aid-/ tutor, administrators, financial supporters and other people who may be impacted by the programme". Needs Analysis (NA) refers to "the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students" (Brown, 1995, p. 35, as cited in Upadhyaya, 2005, p.4). Needs analysis can be conducted with the help of various research tools like survey,

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questionnaires, test scores, and interviews. Similarly, Upadhyaya (2005, p.4) says, "it has also been defined as the identification of difficulties and standard situation by observation of participants functioning in a target situation in conjunction with interviews and questionnaires." While defining needs analysis Bachman and Palmer (1996, p. 102) say, "In general, needs analysis, or needs assessment involves the systematic gathering of specific information about the language needs of learners and their analysis of this information for purpose of language syllabus design."

Richards and Plat (1992, as cited in Kandil) state that "Needs Analysis is the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities". Subjective and objective information about the learners is gathered by the needs analysts in order to know the objectives for which the language is needed, the situation in which the language will be used, with whom the language will be used, and the level of proficiency required. Defining needs analysis, Nunan (1991, p. 13) focuses more on the information gathering process; he states that "techniques and procedures for collecting information to be used in syllabus design are referred to as needs analysis". He further puts "Needs analysis refers to a family of procedures for gathering information about learners and about communication takes for use in syllabus designs".

Some experts say that in needs analysis we try to find the gap between what is needed by someone and what competence they 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.). When we know what the gap is, then we look for learning resources that will help employees to increase their competencies and hopefully fill the gap. For example, to talk of the need of English in

the field of public administration, needs analysis concerns with what level of the English language competence a section officer currently has and what level of competence is actually needed to deal with his daily official works.

The subject of needs analysis started to gain prominence in the west during the last two decades of the 20th century. Richards (1990, as cited in Kandil, n.d.) believes "most of the literature on needs analysis originally came from the realm of TESP but needs analysis procedures have increasingly come to be seen as fundamental to the planning of general language courses". Maley (1983, as cited in Kandil, n.d.) says, "researchers have realized that it is not practical to attempt to teach the whole of a foreign language, as this will require more time and effort than is practically possible for the majority of learners and teachers alike" (Needs Analysis and the Arab Learners, para.4). It has been argued that even native speakers of the language do not use all their information about their first language and that there is passive use of the much of this information, i.e. at the recognition level only. Accordingly, much emphasis on the evident for why learners need to learn foreign language will better enable the professionals in the field of ELT to cater for their learners' specific needs and save a lot of wasted time and effort.

There are a number of different philosophical perspectives and a multitude of methodological approaches to designing and conducting needs analysis. Bachman and Palmer (1996, p.102) suggest the following steps of needs analysis.

- 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 most sophisticated application of needs analysis to language syllabus design can be found in the work of Munby (1986). His model includes nine elements and information on each of these elements should be collected to design a syllabus. These elements have, in brief, been discussed below.

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1. Participants

The information related to learners' identity and language skills is collected. Munby (1986) says:

The data relating to identity tells us the participants' age, sex, nationality and place of residence. The data concerning language identifies the participants' target language and the extent, if any, of his command of it, his mother tongue, and any other language that he knows, including the extent of such command (pp. 34-35).

2. Purposive domain

Under this, the purposes for which the target language is required are dealt with. Munby (1986, p. 35) talks of two main purposes: Occupational purpose and Educational purpose.

3. Setting

Under this parameter, the environments in which the target language will be employed should be considered by the syllabus designers.

4. Interaction

The people with whom the learner will be interfacing should be considered. Munby (1986, p. 35) puts, "This is the variable where one identifies those with whom the participant has to communicate in the target language, and predicts the relationships that may be expected to obtain between him and his interlocutors."

5. Instrumentality

Instrumentality refers to the medium, mode and the channel of communication. These things either individually or in combination provide relevant information.

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6. Dialect

Under this the variety of language and/or dialect is specified e.g. to specify whether it is British or American English, or a regional variety of either

7. Target level

Here is stated the degree of mastery which the learner will need to gain over the target language.

8. Communicative event

Munby (1986, p. 37) says "This parameter is concerned with what the participants has to do, either productively or receptively." This refers to the productive and receptive skills the learner will need to master.

9. Communicative key

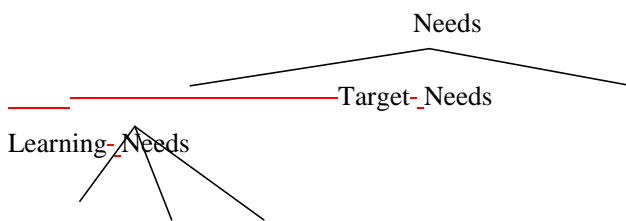
Under this the interpersonal attitudes and tones the learner will be required to master are specified.

1.1.7.1 Needs Analysis Classification

Under the general heading of need, Hutchinson and Waters (1992) identify the following division:

1. Target needs

They believe that "target needs is an umbrella term that hides a number of important discussion". They look at the target situation in terms of necessities, lacks, and wants as following. The figure shows the division clearly.



Necessities Lacks Wants

i. Necessities

Hutchinson and Waters (1992, p.55) say, "we can call necessities 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."

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ii. Lacks

The authors believe that to identify the necessities alone is not enough. We also need to know what the learner knows already so that you can then decide which of the necessities the learner lacks. In other words, the target proficiency needs to be matched against the existing proficiency of the learners. Hutchinson et al. (1979, as cited in Hutchinson and Waters, 1992, p.56) write, "the gap between the two can be referred to as the learners' lacks."

iii. Wants

Learners' wants and their view about the reasons why they need language should not be ignored, as students may have a clear concept about the necessities of the target situation and will certainly have a view as to their lacks. Richterich (1984, p.29, as cited in Hutchinson and Waters, 1992, p.56) says, "need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment."

2. Learning needs

Kandil (n.d.) says, "learning needs explain how students will be able to move from the starting point (lacks) to the destination (necessities)" (Needs Analysis and the Arab Learners, para.9). Hutchinson and Waters (1987) claim that it is naïve to base a course design simply on the target objectives, and that the learning situation must also be taken into account. According to them, only the target situation is not a reliable indicator, and that some factors like the conditions of the learning situation, the learners' knowledge, skills, strategies and motivation for learning are also of prime importance.

Banesh (1996, as cited in Kandil, n.d. Needs Analysis and the Arab Learners, para. 12) distinguishes Descriptive Needs Analysis (DNA) and Critical Needs Analysis (CNA). DNA is mainly concerned with the description of the target situation so as to function as a basis for curriculum design and/or curriculum development. In DNA, thus, no attempt is made in order to change the status quo and the students are trained within the current state in order to fulfill the demands of the target situation. CNA, on the other hand, attempts to find ways that may modify the existing conditions and, consequently, aspire to change the target situation.

1.2- Review of the Related Literature

Many research works have been carried out on attitudes towards English in the Department of English Education. These research works, addressed to the existing situation, have focused on the attitudes towards the English language of different people and students. Some research studies carried out in home and abroad are reviewed below.

Awashti (1979) in his M. Ed. thesis entitled "A study of attitudes of different groups of people towards the English language in the secondary schools of Kathmandu" has concluded that the people had positive attitudes towards the English language and were in favour of continuing English as a compulsory subject in the secondary schools and up to S. L. C. And also the majority of the people do not want English to be replaced by any other UN language.

Hassan Bouzidi (2009) has done a research on the topic "The importance of English for the hospitality industry". He says the hospitality industry has a special need for employees who can communicate effectively with the English-speaking clientele that visit their hotels and resorts and use services and activities they offer, including restaurants, conferences, and guided tours. He

found that most employees with English skills are offered a job in the reception area. the most important uses of English occurs in face to face conversation, followed by telephone calls. As he says, most reception area employees report that English conversational and rhetorical skills are essential to create a pleasant atmosphere when they greet and converse with clientele.

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Khanal (1999) has, in his M. Ed. thesis, studied the attitudes of secondary level students towards learning English. The students have positive attitudes towards learning English. They are fully supported by their parents but they have negative attitudes towards some aspects of the textbooks, methods of teaching, learning environment within school and examination system.

Karki (1989) studied the attitudes of campus level students towards the English language and found that they had positive attitudes towards English. They did not feel that English is unnecessarily imposed on them. However, they were not satisfied with the curriculum, textbooks, methods of teaching and evaluation.

A research work entitled “An investigation into the English for Specific Purpose course for the students of medicine at certificate level” by Pathak (1979) was also reviewed. He has tried to find the needs of medical students and analyse the adequacy of the course. He found that even though the course contents were relevant, some of them were difficult. He says that it could be more helpful to students if interesting topics with the same level of relevance but a lower level of difficulty could be introduced.

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Upadhyay (2005) has conducted a research on "English language need analysis of undergraduate students at some of the colleges under Tribhuvan University." He says even though the undergraduate students have possessed very good knowledge in their respective fields, they lag behind and sometimes feel very humiliated at being called graduates with very little knowledge of workable English.

Bouzidi (2009) has done a research on the topic "The importance of English for the hospitality industry". He says the hospitality industry has a special need for employees who can communicate effectively with the English-speaking clientele that visit their hotels and resorts and use services and activities they offer, including restaurants, conferences, and guided tours. He found that most employees with English skills are offered a job in the reception area. The most important uses of English occurs in face-to-face conversation, followed by telephone calls. As he says, most reception area employees report that English conversational and rhetorical skills are essential to create a pleasant atmosphere when they greet and converse with clientele.

An M. Ed. thesis of K. C. (-2009-) on "The Need of English as a Compulsory Subject at Faculty of Education: An Attitudinal Study" was also reviewed. In his thesis, he has tried to find out the attitudes of the Master's level students towards English as a compulsory subject. He concludes that compulsory English course prescribed in PCL and B. Ed. are not sufficient to improve knowledge and skills of English for these levels. Students feel the need of compulsory course in M. Ed. level also, which will help them to teach through English medium. He also says that students were not satisfied with the English courses they were taught at their school and campus levels. They should be taught in a communicative way creating a good learning environment.

All these aforementioned works show the attitudes of different groups of people towards English and the need of English in different fields but none of them have tried to raise the issue of the need of English in public administration. 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 need of English in public administration.
- b. To list some pedagogical implications.

1.4 Significance of the Study

For the students of science, we can find a special course designed, i.e. English for Science. In the same way, for the students of commerce there is business English. But there is no any special English course designed especially targeting the people working in the field of Public Administration [does not seem to be much practiced in comparison to other ESP courses](#).

This study is important since it aims at finding out how much important English is for the people in bureaucracy, i.e. should they learn English before they enter their jobs? In the same way, this study tries to throw light on what kinds of pitfalls the officials may come across due to the lack of the command of English. Moreover, this study is significant also because it tries to see in which works of the bureaucrats, the need of English strikes much. This study will be useful for the people working in the field of public administration, students, teachers, textbook writers, syllabus designers, methodologists, and also to those who are directly or indirectly involved in teaching English as a second/ foreign language, especially in the context of Nepal.

CHAPTER TWO

METHODOLOGY

In order to meet the objectives of this study, the following methodology was used.

2.1- Sources of Data

Both the primary and secondary sources were used to collect the data.

2.1.1- Primary Sources of Data

The primary sources of data of this study were the people working in the field of public administration. All of them were the section officers of the government of Nepal.

2.1.2- Secondary Sources of Data

Prakash (1973), Basu (1995), Phillipson (2007), McKay and Bokhorst-Heng (2008), Prakash (1973), Basu (1995); Journals of NELTA, other journals, reports, articles, research studies, internet information related to the topic were used as the secondary sources of data.

2.2- Sampling Procedure

In the study, we cannot make use of all sampling population. We select a small number and on the basis of this we make predictions about the whole population. The small number we select is the sample. In other words, sample is the representative small group which is selected from the bigger group to represent the whole group. Thus, sampling procedure is the process of selecting a few from bigger group to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation, or outcome regarding the bigger group. The sampling procedure of my study is mentioned below.

I purposively selected the Kathmandu valley as my research area. In the same way, six government offices were selected on the basis of judgmental sampling. Then, five officials from each office were also selected purposively. Among those five, three officials were those who had the service duration of more than five years and two were of less than five years of service duration. All the samples were section officers. I planned to use purposive sampling because I wanted to select only those people as the sample of my study who could, in my opinion, have the required information and willingness to share it.

2.3 Tools for Data Collection

I used questionnaire as the research tool of my research. The questionnaire was divided into three parts. The first part included the questions related to necessities, i.e. the questions dealing with the need determined by the demands of the target situations. Similarly, the second part consisted of the questions related to lacks, i.e. the questions that make queries about what the section officers already know and what they now need to learn. It means the questions related to the gaps between their existing knowledge and required knowledge. In the same way, the third part included the questions related to wants, i.e. questions probing the respondents' wants and their views about the reasons why they need the English language. In questionnaire, I included both the closed-ended questions and open-ended questions.

2.4 Process of Data Collection

To collect the primary data the following procedure was followed.

1. I went to the field and built rapport with the concerned people.
2. I administered the research tools, i.e. questionnaire and explained to the respondents about the purpose of it.

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3. Then I collected it within one week of the distribution and also at the time of the respondents' convenience.

2.5 Limitations of the Study

The limitations of this study were as follows:

- a. The study was limited to six government offices of Kathmandu Valley.
- b. It was confined to 30 officials.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from primary source. The main objective of this study was to find out the need of English in public administration, i.e. for what purposes the bureaucrats need English and how much necessary it is for their purpose. The data was collected through questionnaire. Although the service duration of the section officers was also incorporated as one of the variables in the research, no analysis has been made regarding this variable since no difference due to the influence of service duration was noted in the data collected. I tabulated the information and analyzed the data under the following five headings.

-) English language background of the respondents
-) Listening skill of the language
-) Speaking skill of the language
-) Reading skill of the language
-) Writing skill of the language

First of all, the obtained information was tabulated and then analyzed and interpreted by using simple statistical tools such as percentage, tables, bar diagrams and pie charts.

3.1. English Language Background of the Respondents

This section mainly deals with the question of whether the respondents studied English as an additional subject in their colleges. For this I prepared four questions on which the section officers had to respond. Those questions were asked to see if they have studied English as the

major subject, how much facilitative it has become for them regarding their profession. The English language background of the respondents has been dealt with under various headings.

3.1.1 Study or Training in English

The section officers were asked whether they studied English as the major subject in their college level. There were mixed responses found. Majority of the section officers replied that they did not study English as the major subject in their college. The table below presents their responses.

Table No. 1

Study or Training in English

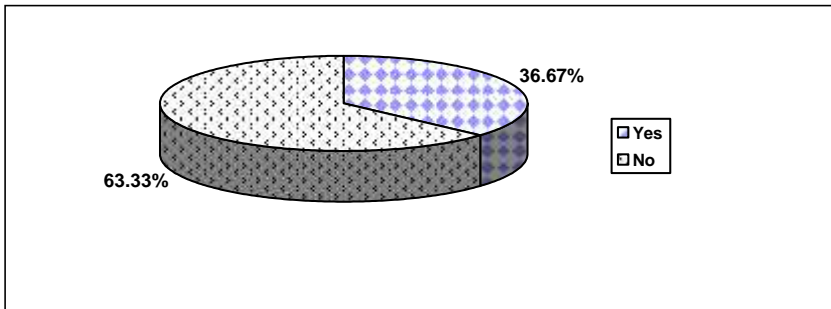
Response	Number of section officers	Percentage
Yes	11	36.67
No	19	63.33

From the above table, it is clear that 36.67 per cent section officers (i.e. 11 out of 30) studied English as the major subject while 63.33 per cent section officers (i.e. 19 out of 30) did not study English as the major subject. Out of 11 respondents who replied that they studied English as the major subject, 3 said that they took English as the major subject in intermediate level, 6 up to bachelor's level and 2 up to master's level.

The section officers were also queried whether they took any course in English before they started working in their offices. Their responses have been shown by the figure below:

Figure No. 1

Study or training in English



As the above pie chart shows, 30 per cent (i.e. 9 out of 30) section officers have taken different courses in English except their academic course and they were of various duration as said by the respondents. But 70 per cent of the respondents did not take any extra course in English.

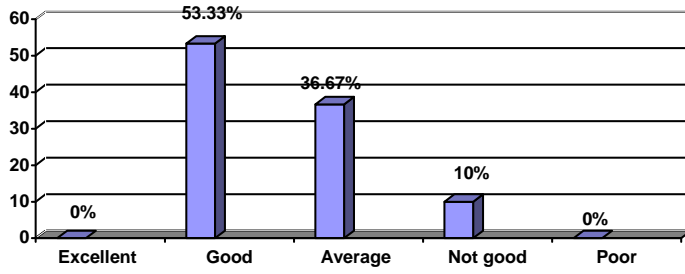
3.1.2 Respondents' Proficiency in English

The respondents were also asked to rate their proficiency of English to see how much proficient they think themselves to be in English. As said by them they were neither excellent nor poor in English, i.e. mixed response were found. The diagram below shows their responses.

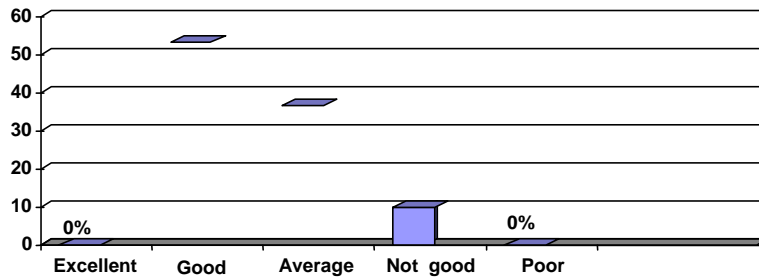
Figure No. 2

Respondents' Proficiency in English





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The above figure reflects that 53.33 per cent section officers rated their English as good, 36.33 per cent rated their English as average and 10 per cent rated their English as not good while none of the respondents replied that their English was either excellent or poor.

3.1.3 Language Skills Demanding Improvement

The respondents were also queried about in which area of the language, i.e. which language skills they need improving. There was not uniform response from the respondents. The following table vividly presents their responses.

Table No. 2

Language Skills Demanding Improvement

Skills	Number of Respondents	Percentage
Listening	8	26.67
Speaking	4	13.33
Reading	2	6.67
Writing	4	13.33
Listening and speaking (both)	3	10
All	9	30

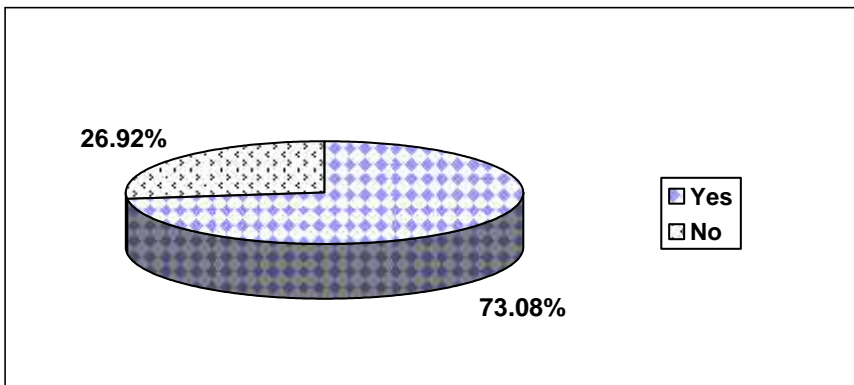
The table shows that 26.67 per cent of the total respondents replied that they need improving in listening skill, 13.33 per cent in speaking skill, 6.67 per cent in reading skill and 13.33 per cent in writing skill. Among the total respondents 10 per cent replied that they want to improve both listening and speaking skills whereas 30 per cent of the section officers want to improve every skill, i.e. listening, speaking, reading and writing skill of the English language. So majority of them wanted overall improvement.

3.1.4 Knowledge of English to Operate Computer

In response to the question whether they need to operate the computer for their official works, 86.67 per cent (i.e. 26 out of 30) section officers said that they need to operate computer while 13.33 per cent, as they said, do not need to operate computer. They were also asked whether they have enough knowledge of the English language to operate computer and their responses have been shown diagrammatically below.

Figure No. 3

Knowledge of English to Operate Computer



The pie chart above shows that 73.08 per cent section officers out of those who said that they need to operate computer for their official works have enough knowledge of the English language to operate computer and the rest, i.e. 26.92 per cent do not possess good command of English to operate computer.

3.2 Listening Skill of the Language

Listening skill is the ability to identify and understand what others are saying. This involves understanding a speaker's accent and pronunciation, his grammar, and his vocabulary and grasping his meaning. This section mainly deals with the listening ability of the respondents and their necessity to possess it. The respondents' views are analyzed minutely and interpreted in various sub-sections on the basis of their responses.

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3.2.1 Need to Listen to English News

The people working in the field of public administration need to deal with various affairs and in course of this, they need to make effective use of language. The section officers were also asked if they need to listen to English news to develop English for their profession. The responses have been shown in the table below:

Table No. 3

Need to Listen to English News

Response	Number of section officers	Percentage
Yes	26	86.67
No	4	13.33

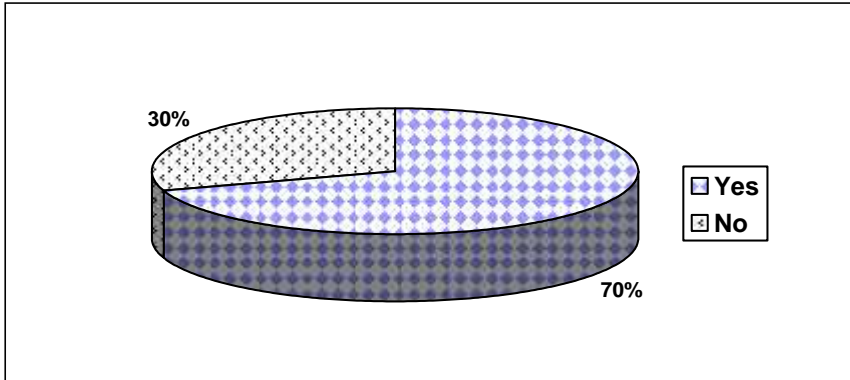
The above table shows that 86.67 per cent of the total respondents need to listen to English news to develop English for their profession while only 13.33 per cent respondents replied that they do not need to listen to English news. From this result what can be deciphered is that listening to English news is of a great help for the people in bureaucracy for their development of English.

3.2.2 Need to Listen to Speech Delivered by Foreign Bureaucrats

There are various speeches delivered by foreign bureaucrats which can be useful for Nepalese bureaucrats as well. Most of such speeches are made in English. Keeping this fact in mind the section officers were asked if the speech delivered by foreign bureaucrats in English help them to enhance their knowledge about public administration. Mixed responses were found, which have diagrammatically been shown below.

Figure No. 4

Need to Listen to Speech Delivered by Foreign Bureaucrats



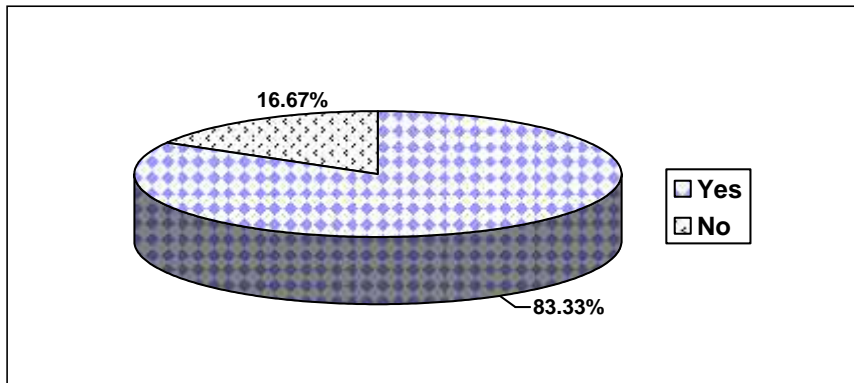
As the above pie chart reflects, 70 per cent of the total respondents agreed with the fact that the speech delivered by foreign bureaucrats in English help them to enhance their knowledge about public administration while 30 per cent respondents did not agree with that.

3.2.3 Ability to Comprehend English Speech Related to Bureaucracy

In this section, the section officers were asked if they can understand any English speech on the matters related to bureaucracy. This question was asked with a view in mind that such speeches are very beneficial for their effective performance as the bureaucrats, i.e. they can learn many things from those speeches. This question emphasized whether their present level of English is enough to comprehend such speech or they need improvement. Their views have been diagrammatically presented below.

Figure No. 5

Ability to Comprehend English Speech Related to Bureaucracy



The above pie chart shows that 83.33 per cent of the respondents possess the ability to comprehend English speech related to bureaucracy while 16.67 per cent do not possess it. Those who responded 'no' said that pronunciation and terminologies are the major factors in which they need improvement so that they can understand such speeches.

3.2.4 Ability to Comprehend English Broadcast Programmes

The respondents were also asked if their level of listening comprehension is sufficient for them to understand the programme in English related to bureaucracy in different broadcast media like BBC. This question was asked with the consideration that such programmes are very fruitful for the enhancement of their professional efficiency. Regarding this question, the respondents seem to split in two halves. The table below presents their views.

Table No. 4

Ability to Comprehend English Broadcast Programmes

Response	Number of section officers	Percentage
Yes	17	56.67
No	13	43.33

As the above table manifests 56.67% per cent of the section officers responded that they hold the ability to comprehend such broadcast programmes while 43.33 per cent, as they responded, seemed not to understand it. The responses in both options seem slightly uniform.

3.2.5 Ability of Listening Comprehension in English

Listening is the primary skill of language learning. To get the true information from what is said we must be able to comprehend that. In this part, the section officers were asked why they want to possess the good ability of listening comprehension in English. The query focuses on what are the needs to fulfill which the bureaucrats require listening comprehension ability. As per their section officers responded the needs that demand the good listening comprehension ability in English have been presented below.

— For easy communication

) English is a global language

) To listen to broadcast of the materials related to public administration

) To listen to people who speak English at different forums

) To conduct various programmes in English

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-) To participate in meetings conducted in English
-) To deal with foreigners who speak English
-) To understand and respond correctly in English
-) To attend international meetings and workshops
-) To negotiate when making treaty in aboard dealing
-) To benefit from English since it is resourceful language
-) To listen to and comprehend speeches from foreign bureaucrats

3.3. Speaking Skill of the Language

Language means something spoken and the written mode of it comes only later. Speaking is clearly much more than the production of speech sounds. It ranges from pronunciation to phatic communion. The analysis, under speaking section, is based on the responses of the section officers. Here, I have tried to extract the views of the respondents on various related matters. Under this heading, there are various sub-sections in which their views are analyzed and interpreted minutely.

3.3.1. Need to Conduct Meeting in English

The people working in the field of bureaucracy also need to conduct different meetings. They were asked whether they need to conduct any meeting in the English language. This question was asked emphasizing the fact how much necessary it is for the bureaucrats to use English in the meetings they conduct or they participate. Mixed responses were found. The following table presents their views clearly.

Table No. 5

Need to Conduct Meeting in English

Response	Number of section officers	Percentage
Yes	20	66.67
No	10	33.33

From the above table we can see that two thirds of the total respondents (i.e. 66.67 per cent) need to conduct meetings in English whereas one third (i.e. 33.33 per cent) do not need to conduct meetings in English. From this what we can understand is that the bureaucrats need to know English to conduct meeting as well.

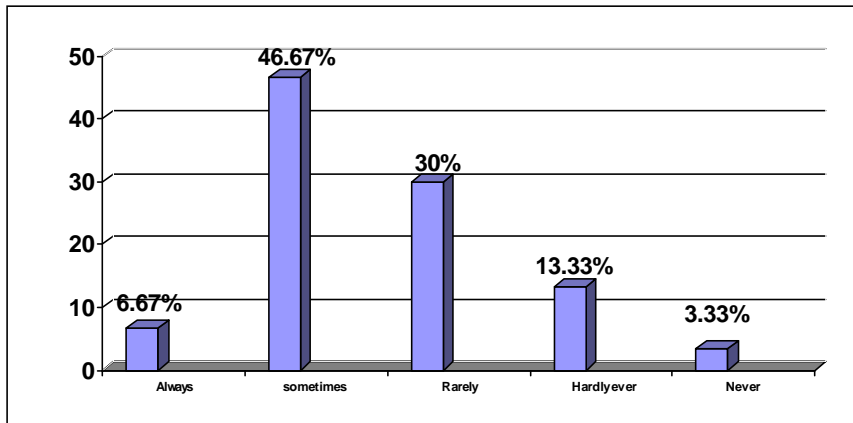
The respondents who said that they need to conduct meetings in English were also asked if they can do it comfortably from language perspective. Thirty five per cent respondents of them replied that they feel comfortable while conducting meetings in English, 20 per cent replied that it is not easy to explain subject matter properly, 5 per cent said that since all the participants do not understand and communicate effectively in English, it is difficult and 40 per cent respondents [argued](#) replied that they feel it difficult to conduct meetings in English.

3.3.2 Need to Talk to Foreigners in Profession Related Woks

The section officers were also asked how often they have to be in the situations in which they have to talk to the foreigners for their profession related works. This question focused on how frequently they come across such situations and to which extent they need to learn English to successfully deal [within](#) such situations. The responses were varied. The following figure presents their views clearly.

Figure 6

Need to Talk to Foreigners in Profession-Related Works



As the above figure shows, 6.67 per cent of the respondents said that they always come to the situations in which they have to talk to the foreigners whereas 46.67 per cent respondents sometimes come to such situation. Three per cent rarely come to the situation, 13.33 per cent hardly ever come to such situations and 3.33 per cent respondents never come to such situations.

3.3.3 Translation from Nepali to English

The respondents were also asked if they need to translate any one's talk from Nepali to English to make the foreigners understand what has been said. This question was asked to them thinking that whether they need English for the purpose of translation as well or not. Since translation is generally a technical enterprise, it demands the knowledge of various sophisticated aspects of language. In this question also, the views of the respondents do not seem to be uniform. Their views have been presented below.

Table No. 6

Translation from Nepali to English

Response	Number of section officers	Percentage
Yes	16	53.33
No	14	46.67

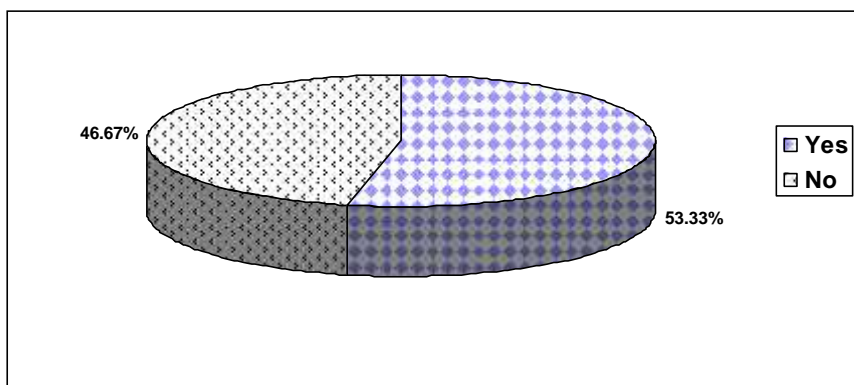
As the above table shows, 53.33 per cent of the total section officers need to translate from Nepali to English whereas 46.67 per cent section officers do not need to translate. What can be discerned from this is that the translation should not be neglected.

3.3.4 Need to Deliver Speech in Related Matters to Public Administration

The people working in the field of public administration have to make speeches on various matters not only in the home country but abroad as well. Taking this fact in consideration the respondents were asked if they come across any situations in which they have to deliver speech in English on the matters related to their profession. On this part the responses do not seem to be uniform. The following figure presents their responses clearly.

Figure No. 57

Need to Deliver Speech in Related Matters to Public Administration



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The pie chart above shows that 73.33 per cent section officers need to deliver speech in English in related matters to public administration and 26.67% per cent do not need to deliver speech. This suggests that since they come to the situations in which they have to deliver speech in English, they must know it to facilitate themselves.

3.3.5 Correctness of the Language

Generally, the people in bureaucracy have to deal with different persons who are of high position. They make dealing in national and international level. So perhaps, the correctness of the English they speak matters. With the same view, they were asked how much they think the English spoken by the people in bureaucracy should be grammatically correct. They were asked to put their views on whether it should be completely correct or some minor mistakes do not matter or if meaning is understood, grammar does not matter. Their views have been presented in table below.

Table No. 7

Correctness of the Language

Response	Number of section officers	Percentage
Completely correct	16	30
Minor Mistakes do not matter	9	50
Meaning should be understood, grammar does not matter	15	20

From the above table we can see that 30 per cent of the total respondents said that English spoken by bureaucrats should be

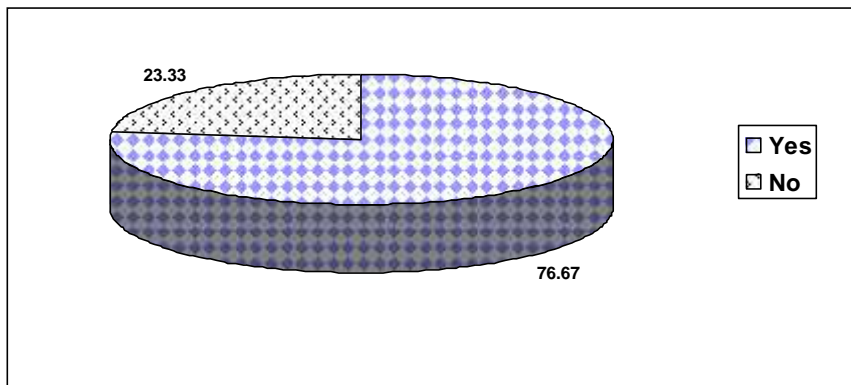
grammatically correct, 50 per cent said that some minor mistakes do not matter and 20 per cent responded that if meaning is understood grammar does not matter.

3.3.6 Need to Present Reports, Papers, in Meetings, Seminars in English

The section officers were asked if they need to present reports, papers in meetings, seminars and conferences in English. This question was asked by taking the fact into account that if there is the need of that, these bureaucrats should know that type of English which is necessary for presenting reports and papers. Mixed responses were found. Their responses have been diagrammatically presented below.

Figure No. 8

Need to Present Reports, Papers, in Meetings, Seminars in English



As the above pie chart represents, 76.67 per cent of the total respondents said that they need to present papers, reports in different meetings, seminars, in English and 23.33 per cent respondents said that they do not need to do that. From this we can say that the section officers also need to learn English necessary for this purpose as well.

3.3.7 English Necessary to Deal with Various Issues

The people working in the field of bureaucracy have to deal with various issues of national and international importance. Consequently, they need good and formal terminologies not only in the Nepali language but also in English. Regarding the same fact the respondents were asked if they think they lack better English terminologies to talk about gender issues, cultural differences, racial discriminations, etc. Their responses have been shown clearly in the table below.

Table No. 8

English Necessary to Deal with Various Issues

Response	Number of section officers	Percentage
Yes	21	70
No	9	30

The table above shows that the majority of the section officers i.e. 70 per cent lack better English terminologies to talk about gender issues, cultural differences, racial discrimination while 30 per cent respondents, as their response shows, already possess such terminologies. It means the majority still needs to learn more formal and technical terminologies.

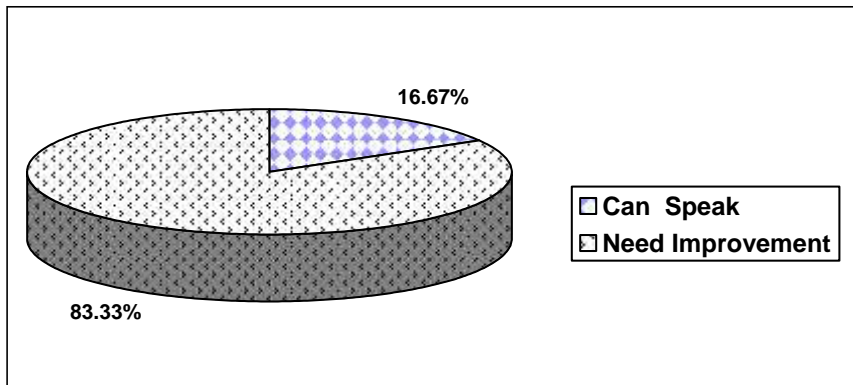
3.3.8 Ability to Speak in English on Topic Related to Bureaucracy

The bureaucrats need to deal with various affairs in the national and international level in which they have to make effective use of the English language. Taking this fact in mind the respondents were asked if they can speak fluently and accurately in English on topics related to bureaucracy or they need improving. The following figure presents their views clearly.

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Figure No. 98

Ability to Speak in English on Topic Related to Bureaucracy



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The above figure shows that the majority of the respondents, i.e. 83.33 per cent can not speak fluently and accurately in English on the topics related to bureaucracy and they need improving. As they have responded, they want to make improvements in structures and more importantly in vocabulary. But 16.67 per cent respondents can speak accurately and fluently on those topics.

3.3.9 Ability to Conduct a Meeting or Run a Programme in English

The people in bureaucracy need to conduct and participate in various programmes. Minding Considering this fact, the respondents were asked whether they can very effectively conduct a meeting or run a programme in English with the level of English knowledge they have presently possessed. Most of the respondents seemed to reject that their present knowledge of English does not needs improvements. Their views have been presented in the table below.

Table No. 9

Ability to Conduct a Meeting or Run a Programme in English

Response	Number of section of officers	Percentage
Have adequate knowledge	9	30
Do not have adequate knowledge	21	70

It is clear from the above table that the majority of the respondent i.e. 70 per cent do not possess sufficient English to conduct a meeting run a program while, as the result shows, 30 per cent respondents seem to possess adequate knowledge of English needed for that purpose.

3.3.10 Learning English from Speaking Perspective

The bureaucracy also need to deal with various national and international affairs and have to speak English in such occasions.

Considering this fact the respondents were asked if they are learning English from speaking perspective what kinds of terms and other aspects of language related to their profession they think they should be taught.

There were varied responses from the respondents. They want to learn to speak English to strengthen the following factors.

-) General communication and formal use of language
-) Terminologies related to management, development and administration.
-) Language specially needed to deal with various factors of public administration.

-) English-used-by-educationists-
-) Terminologies-related-to-accounting
-) Various-technique-and-scientific-terms-
-) Terminologies-and-structures-used-in-the-field-of-information-and communication-

3.3.11-Need-to-Learn-Better-English-Speaking-Skill

Since-the-bureaucrats-need-to-deal-with-various-affairs-in-not-only-the national-level-but-also-in-international-level,-they-need-to-learn-English. From-this-perspective,-the-respondents-were-asked-why-they-want-to learn-better-English-speaking-skill.-As-they-said,-there-are-various purposes-why-they-want-to-posses-better-English-speaking-skill.-These purposes-have-been-listed-below.

-) To-communicate-effectively-with-others.
-) To-deal-with-foreigners.
-) To-conduct-and-participate-in-different-meetings-and-seminars.
-) To-develop-better-future-career.
-) To-develop-professionalism.
-) To-make-better-correspondence-and-dealing-with-others.
-) To-gain-knowledge-of-related-subjects-by-communicating-with others.
-) To-deal-with-development-partners.
-) To-communicate-with-foreign-bureaucrats.

) To become more competent in their fields.

3.4 Reading Skill of the Language

Reading is one of the receptive skills of language. Reading without understanding is just barking at prints and therefore involves understanding or comprehension. In other words, reading involves the process of decoding. This section is mainly concerned with what kinds of materials the section officers should read, whether their ability of reading comprehension is sufficient for them or not, if not whether they want to improve their ability. The respondents' views on such issues have been analyzed and interpreted minutely in this section.

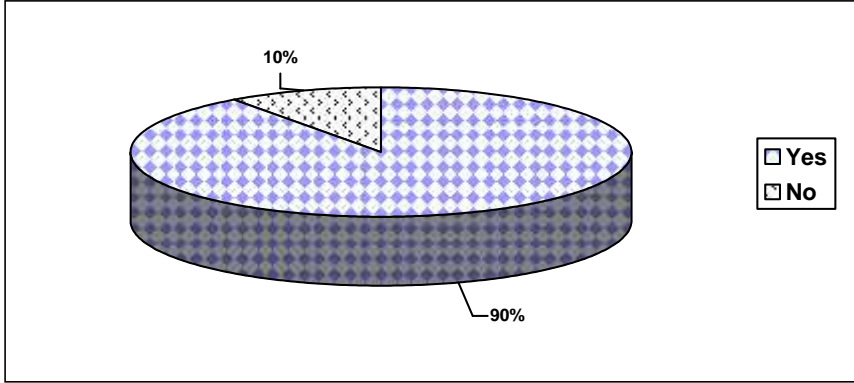
3.4.1 Need to Read in English about Public Administration

To get entry into the field of public administration, anyone should pass the ~~throughout~~ exam of civil service commission and be excellent than others. For this they have to read various books related to public administration and perhaps the books written only in the Nepali language could not be sufficient and they have to take the assistance of English books as well. Minding this fact the section officers were asked if they need to read books on related matters to public administration in English. The following diagram shows their views clearly.

Figure No. 10:

Need to Read ~~b~~Books in English about Public Administration

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As the above figure pie chart shows, the majority of the respondents i.e. 90 per cent read the books on related matters to public administration in English and only 10 per cent do not need to read such books in English.

3.4.2 Need to Read Newspapers Articles Journals in English

The respondents were asked if they should read various newspaper articles, journals in English to develop English for their profession. Mixed responses were found. Majority of the respondents did not deny that they need to read in English. The following table shows their views.

Table No. 10

Need to Read Newspapers Articles Journals in English

Response	Number of section of officers	Per-centage
Yes	26	86.67
No	4	13.33

From the above data, it is clear that 86.67 per cent of the total respondents need to read newspaper articles, journals in English to develop English for their profession while 13.33 per cent respondents do not need to read such materials.

3.4.3 Ability to Comprehend Newspaper Articles in English

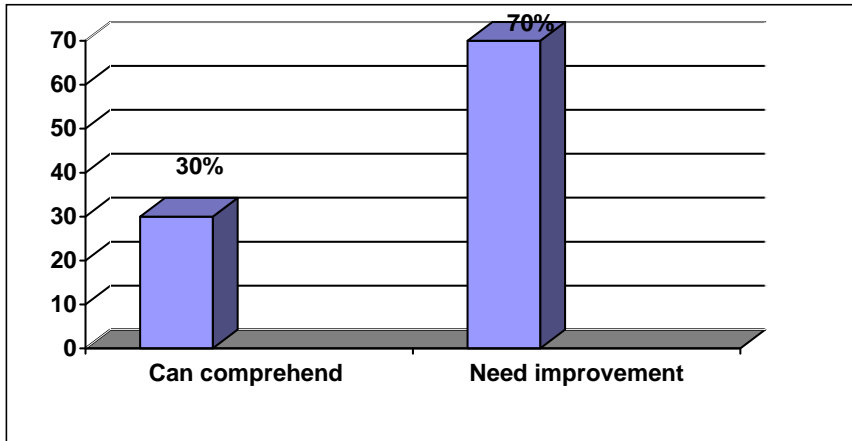
The people in bureaucracy need to read a lot. They have to deal [with](#) and talk of not only national affairs but also international ones. Since they are also in the level of policy making and implementing, they should gather knowledge of various things [and](#) of many sources of that knowledge, one is newspaper articles as well. Articles in international newspapers and magazines contribute a lot [to enhance this comprehensibility for them](#). Keeping this fact in mind, the respondents were asked if they can read and comprehend newspapers articles in English which are related to their profession or they need improving their ability of reading comprehension. Mixed responses were found. The following diagram presents it clearly.

Figure No. 11

Ability to Comprehend Newspaper Articles in English

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As the above bar graph shows the majority i.e. 70 per cent respondents need improving in their ability of comprehending newspaper articles in English whereas 30 per cent of the respondents, as they replied, already possess the ability of comprehending such articles.

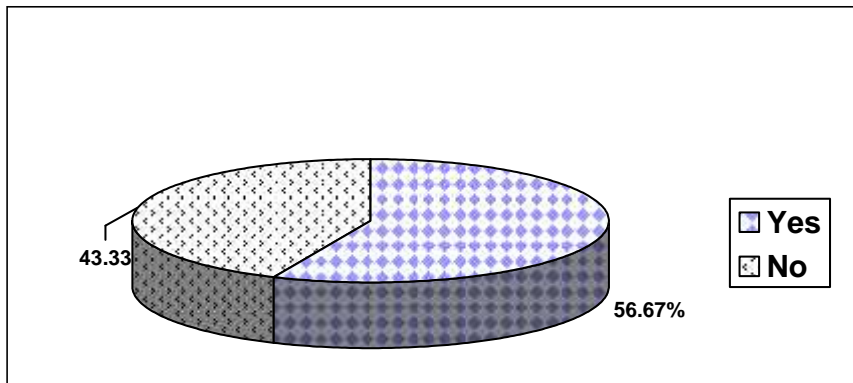
3.4.4 Ability to Understand Books in English

The respondents were asked if their ability of reading comprehension is sufficient for them to understand the books on public administration written in English. This question was asked thinking that the books published in Nepali only do not suffice for their study and they have to study the books of foreigners as well. Their responses have been presented below.

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Figure No. 12:

Ability to Understand Books in English



As the above pie chart reveals, there is not a vast difference between those who can comprehend and those who cannot comprehend such books. Over fifty-six 56.67% per cent of the total respondents replied that their ability of reading comprehension is enough to understand English books on public administration, while 43.33 per cent respondents do not possess that ability. Those who responded that they can not comprehend such books said that grammar, language structures, vocabulary, understanding of essence are the factors that create problems for them.

3.4.5 Desire to Possess Reading Comprehension Ability

If anybody wants to possess any skill and learns it, there is any reason behind learning it. Some of which may be professional development for better career and so on. Regarding this fact, the respondents were asked why they want to have good reading comprehension ability in English. The purposes they pointed out have been listed below.

-) To handle the problems that occur as the result of the lack of English
-) To understand and comment on English materials
-) For good understanding of content
-) To comprehend English reports/ documents
-) To read international newspapers, magazine's and journals
-) To improve grammar and other aspects of language
-) To extract exact information from the text
-) To gain more knowledge of the related field

3.4.6 Necessary English Materials for the Profession

The respondents were also asked what kind of materials in English necessary for their profession they want to read. There were various responses from them. Their responses have been listed below.

-) Articles, reports and proposals
-) Books related to public administration
-) Innovative and professional articles
-) Journals, magazines and books related to education sector and management
-) Research reports
-) Materials on education planning and policy making
-) Materials on civil service and new management theories

-) Official and diplomatic letters
-) Materials on formal and technical terminologies
-) Materials related to business and accounting

3.5 Writing Skill of the Language

In its loose sense, the correct association of conventional graphic symbols with sounds is writing. But writing refers to the expression of ideas in a sequence consecutive way according to the conventions of the language. This section mainly deals with such questions as what kind of materials the section officers need to write in English? Can they write such materials effectively? What kinds of terminologies and structures they need to learn to become able to write such materials? and so on. Their views on such questions have been analyzed and interpreted minutely in this section.

3.5.1 Need to Write Application Letter in English

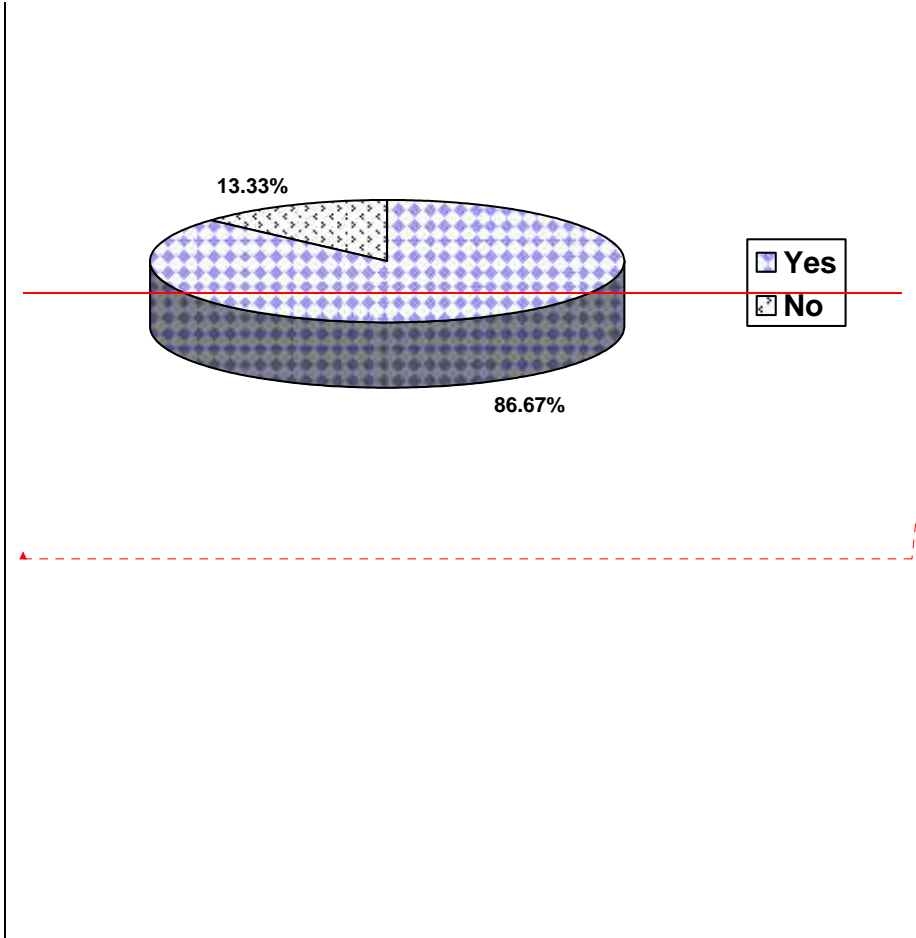
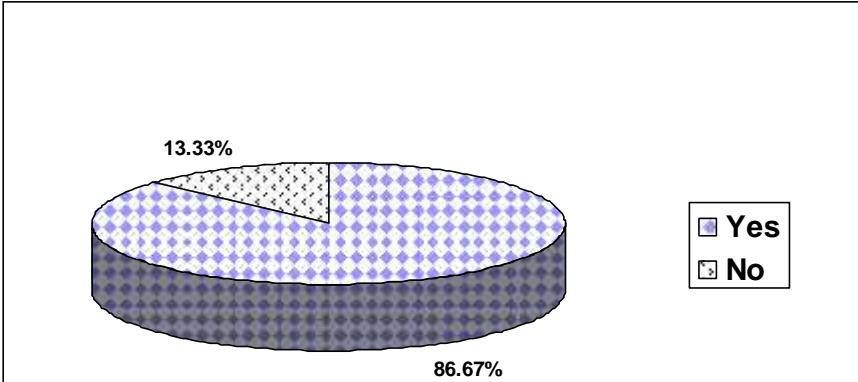
The bureaucrats have to write various types of application letters not only to the national agencies but also to the foreign ones. Keeping this fact in mind, the respondents were asked if they need to write application letter in English. Mixed responses were found but the majority responded that they need to write applications in English. The following figure presents their views clearly.

Figure No. 13

Need to Write Application Letter in English

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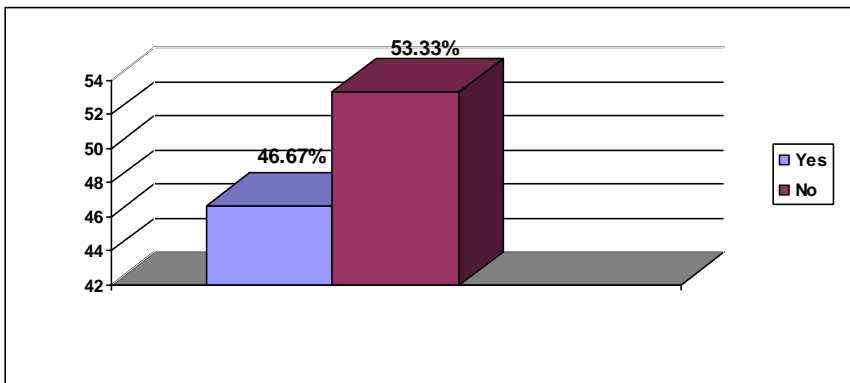
Thus, it is clear that the majority of the respondents, i.e. 86.67% per cent need to write application in English and the minority, i.e. 13.33 per cent respondents do not need to write applications in English.

3.5.2 Need to Write Minute in English

The respondents were also asked if they need to write minutes in English. Since they attend various meetings, they may come across such situations, in which they have to write minutes in English. The responses in both poles seemed to be slightly uniform. The following figure vividly shows their views.

Figure No. 14

Need to Write Minute in English



As the above bar diagram shows 53.33 per cent, i.e. 16 respondents replied that they need to write minutes in English whereas 46.67 per cent, i.e. 14 respondents do not need to write minutes in English.

3.5.3 Need to Know Formal Language Structures

The bureaucrats have to write various research reports, papers, etc. in which they need to make the use of formal language structures.

Regarding this fact, the respondents were asked if they need to know

special_structures_that_are_very_formal_to_write_different_documents.
Mixed_responses_were_found_The_respondents'_views_have_been
presented_clearly_in_the_table_below.

Table No. 11

Need to Know Formal Language Structures

Response	Number of section officers	Percentage
Yes	19	63.33
No	11	36.67

As the above table presents, the majority of the respondents, i.e. 63.33 per cent replied that they need to know formal language structures to write various documents whereas 36.67% per cent respondents said that they do not need to know such structures.

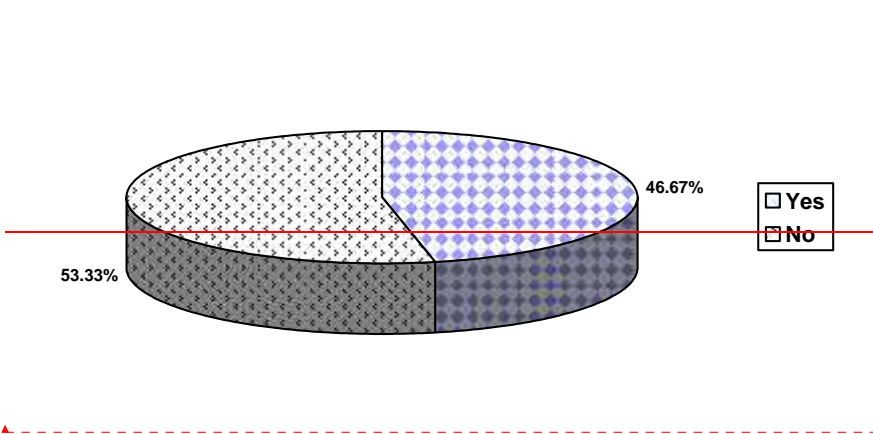
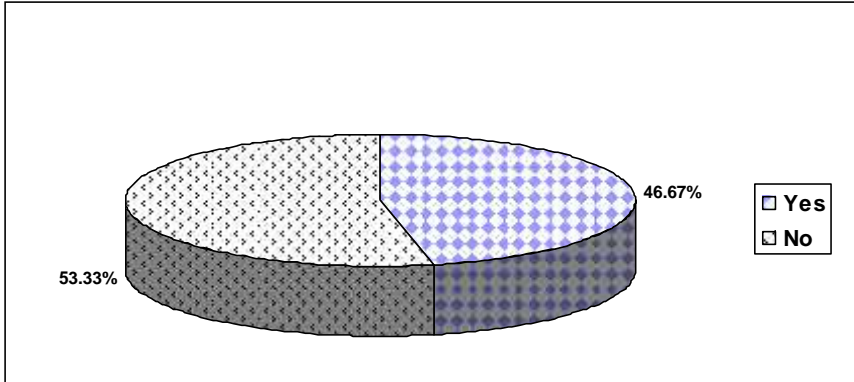
3.5.4 Need to Write Appointment and Resignation Letters in English

The respondents were asked if they need to write appointment and resignation letters in English. This question was asked to see whether they feel the necessity of learning it or not. The response did not seem to be uniform. Their views have been presented diagrammatically below.

Figure No. 15

Need to Write Appointment and Resignation Letters in English

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As the above pie chart shows, 53.33 per cent of the total respondents need to write appointment and resignation letters in English while 46.67 per cent respondents do not need to write such materials in English.

3.5.5 Need to Write Programme Reports and Prepare Papers in English

The people working in the field of public administration need to attend and launch various programmes, write report of such programmes and they also need to ~~paper~~prepare papers to present in various programmes. ~~Minding~~Keeping this fact in mind, the respondents were asked if they need to write programme reports, ~~and~~ prepare papers in English. The responses noted seemed to be heavily divided. The following table presents their views.

Table No. 12

Need to Write Programme Reports and Prepare Paper in English

Response	Number of section of officers	Per-centage
Yes	25	83.33
No	5	16.67

It is clear from the above table that a vast majority of the respondents i.e. 83.33 per cent replied that they need to write programme reports, prepare papers in English while only a small minority i.e. 16.67 per cent respondents, as they said, do not need to write such materials in English.

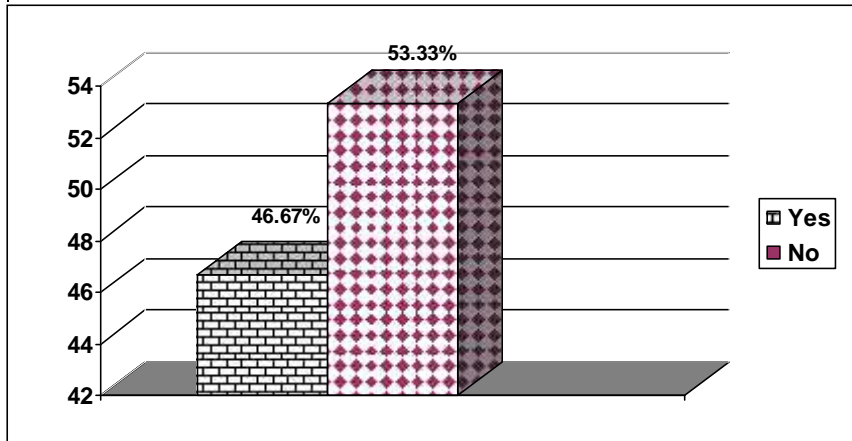
3.5.6 Ability to ~~w~~Write ~~v~~Various Documents in English

The respondents were asked if they can write various documents in English with their present writing ability. The responses did not seem to be the same. Their responses have been presented below.

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Figure No. 16

Ability to Write Various Documents in English



As the above diagram reveals, 46.67 per cent of the total respondents replied that they can write various documents in English with their present writing ability while 53.33 per cent said that they do not presently possess such adequate knowledge. They said that they face problem in writing in English because of the lack of adequate knowledge of grammar, structure and vocabularies.

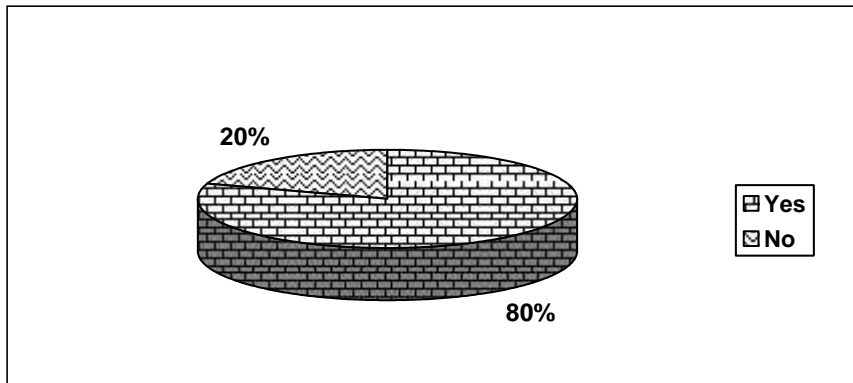
3.5.6.1 Need to Improve Ability of Writing in English

The respondents were also asked if they need improving their ability of writing in English to write various documents they daily come across to deal with. Though the responses were varied, majority seemed to stand [inon the](#) favour of improvements. Their responses have been diagrammatically presented below.

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Figure No. 17

Need to Improve Ability of Writing in English



As the above figure pie chart shows, 80 per cent of the total respondents said that they need improvements in their ability of writing in English and 20 per cent seemed, as they responded, to possess adequate knowledge of writing various documents in English.

3.5.7 Purpose for Having Good Writing Ability in English

The bureaucrats need to write various documents not only in Nepali but also, perhaps, in English. Regarding this, the respondents were asked why they want to have good writing ability in English. Their responses have been listed below.

-) To develop professionalism
-) To prepare reports relating to research, monitoring and evaluation
-) To prepare various documents relating to auditing reports like balance sheet, cash flow, etc.
-) To write proposal to donor agencies

-) To participate in abroad meetings
-) To make notes
-) To conduct teacher training
-) To send emails

3.5.7.1 Materials/ Documents to be Written in English

The respondents were also asked what kind of materials they need to write in English. Their responses have been listed below.

-) Reports and proposals
-) Presentation papers/seminar papers
-) School curriculum
-) Teachers' guide
-) Country profile (- while attending international meetings and seminars)
-) Accounting and auditing reports
-) Letter to donor agencies
-) Budget related documents

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.14.2 Findings

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

1. Most of the section officers, i.e. 63.33 per cent were found not studied English as the major subject while only 36.67 per cent studied it as the major subject. And only a small minority, i.e. 30 per cent section officers took other extra courses and trainings in English of various durations.
2. The section officers need improvements in different language skills. As found from the research, 26.67 per cent need improvements in listening, 13.33 per cent in speaking, 6.67 per cent in reading, 13.33 per cent in writing, 10 per cent in listening and speaking and 30 per cent in all language skills.
3. A vast majority of section officers, i.e. 86.67 per cent need to operate computers in their offices and 73.08 per cent section officers seem to possess necessary English language ability to operate computer, i.e. the English language does not create problems for them.
4. The section officers need to listen to the speeches delivered by foreign bureaucrats in English, i. e. it helps them enhance their knowledge about public administration. Only a small minority do not need to listen to such speeches.
5. It was found that 56.67 per cent section officers hold the ability to comprehend various broadcast programmes in English.

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- 4.6. A majority of section officers, i.e. 66.67 per cent need to conduct meetings in English. This means the bureaucrats need to know English to conduct and participate in meetings.
7. It was found that the section officers need to make translation of different documents from Nepali to English. Among all 53.33 per cent agreed with this fact.
8. The section officers also need to deliver speeches in English on various topics on different occasions. Over seventy-three percent Among the total section officers, 73.33 per cent said that they also come across some situations in which they have to deliver speeches in English.
9. It was found that majority of the section officers do not pay much attention to the grammatical correctness of the English language they use. According to 50 per cent section officers, minor mistakes do not matter while speaking, 30 per cent were found to be in the favour of complete correctness of the language and 20 per cent do not pay attention to grammar as they say if meaning is understood, grammar does not matter.
10. It was found that 76.67 per cent section officers need to present reports, papers in meetings, seminars and conferences in English. From this, it can be inferred that they need to know the type of English needed for that purpose. They must be proficient in both speaking and writing skills.
- 2.11. The section officers need to possess good speaking ability in English. While learning English from speaking perspective they want to strengthen formal use of language, terminologies related to management, development and administration, accounting, structures and vocabulary used in the field of information and

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communication. The purposes of their learning of better speaking skill are to communicate effectively with others, conduct and participate in different meetings and seminars, develop professionalism, communicate with foreign bureaucrats.

~~3.12. A majority of the section officers (, i.e.86.67 %) were found to read various books, newspapers, articles, journals in English for their effective and brilliant performance in their professional fields. And similarly most of them were found to comprehend such materials in English. It was found that 76.67 per cent section officers need to present reports, papers in meetings, seminars and conferences in English. From this, it can be inferred that they need to know the type of English needed for that purpose. They must be proficient in both speaking and writing skills.~~

~~4.13. It was found that the section officers wanted to possess reading comprehension ability to understand and comment on English materials, read international newspapers, magazines and journals, comprehend English reports and documents, improve grammar and other aspects of language and so on.~~

~~5.14. It was found that majority of the section officers, i.e. 86.67 per cent need to write application letters in English but only 46.67 per cent need to write minutes in English.~~

~~6.15. It was found that the section officers also need to know formal language structures which are generally used in formal documents like applications, bid invitations, reports and papers. Knowledge of formal language structures assists them in preparing better documents to be sent to foreign agencies.~~

~~7. The section officers also need to deliver speeches in English on various topics on different occasions. Among the total section officers,~~

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~~73.33 per cent said that they also come across some situations in which they have to deliver speeches in English.~~

~~8.—Majority of the section officers, i.e. 80 per cent want to improve their ability of writing skill. They are not quite satisfied with the writing ability they have presently possessed. Only a small minority were found to possess adequate writing ability and there are various purposes behind longing for it like developing professionalism, preparing reports related to research, monitoring and evaluating writing proposals to donor agencies, participating in abroad meetings, preparing country profiles, making accounting and auditing reports, preparing school curriculum and so on.~~

~~—It was found that majority of the section officers do not pay much attention to the grammatical correctness of the English language they use. According to 50 per cent section officers, minor mistakes do not matter while speaking, 30 per cent were found to be in the favour of complete correctness of the language and 20 per cent do not pay attention to grammar as they say if meaning is understood, grammar does not matter.~~

~~It was found that the section officers need to make translation of different documents from Nepali to English. Among all 53.33 per cent agreed with this fact.~~

~~A vast majority of the section officers were found to read various books, newspapers, articles, journals in English for their effective and brilliant performance in their professional fields. And similarly most of them were found to comprehend such materials in English.~~

~~The section officers need improvements in different language skills. As found from the research, 26.67 per cent need improvements in listening, 13.33 per~~

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~~cent in speaking, 6.67 per cent in reading, 13.33 per cent in writing, 10 per cent in listening and speaking and 30 per cent in all language skills.~~

~~It was found that 56.67 per cent section officers hold the ability to comprehend various broadcast programmes in English.~~

~~9.16. The section officers need to listen to the speeches delivered by foreign bureaucrats in English, i. e. it helps them enhance their knowledge about public administration. Only a small minority do not need to listen to such speeches.~~

~~10. A vast majority of section officers, i.e. 86.67 per cent need to operate computers in their offices and 73.08 per cent section officers seem to possess necessary English language ability to operate computer, i.e. the English language does not create problems for them.~~

~~11. Most of the section officers, i.e. 63.33 per cent were found not studied English as the major subject while only 36.67 per cent studied it as the major subject. And only a small minority, i.e. 30 per cent section officers took other extra courses and trainings in English of various durations.~~

~~On the basis of above listed findings, we can argue that the section officers need to possess the adequate knowledge of English since they have to do various works like report writing, paper presentation, delivering speech, dealing with foreign affairs and so on in English. It seemed that if they have good command of English, it will be facilitative in each of their works. In today's globalized time, if anyone lacks English, it remains as a chink in their armour.~~

~~4.2 Recommendations~~

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

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1. Since every non native speaker of English firstly faces problems in listening to native speakers and comprehending what has been said, the bureaucrats should also be made to practice the listening skill of language.
2. The concerned authorities should pay attention towards making the bureaucrats proficient in spoken English. They should be taught what sort of language they should use, the techniques to start continue and terminate conversation with high level officials.
3. Very effective classes of grammar lessons should be conducted because it immensely matters in writing formal documents and while communicating with the bureaucrats of other countries at formal and high level.
4. The bureaucrats should be taught or trained to deliver speech in English since they can meet such situation in which they have to make at least very minor speech in English. They should be taught how to address the guests and audiences, how to raise issues, techniques for making illustrations and clarification on the main content, way to conclude their speech and so on. They should be made not only the good readers of English but efficient speakers of it as well.
5. The bureaucrats should be given various training to ease them to write different documents in English. Such documents may include reports, proposals, seminar papers and so on.
6. An English for Specific Purpose (ESP) course should be designed and taught to the people entering into bureaucracy in the form of training of some months or it should be included as an optional course in university curriculum and those who opt for their career in public administration may study it so that the professional demands of English will be fulfilled to some extent.

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7. In English course, which is compulsory for every students, there should be abundant lessons to make students practice and familiar with words and structures that are mostly used in official documents. It is because, many students like us, even after completing their mater's degree with English major, do not know how to write the materials/ documents like applications, minutes in English.

~~Not only the bureaucrats but other students of English also should be taught or trained to deliver speech in English since any student can met such situation in which he or she has to make at least very minor speech in English. They should be taught how to address the guests and audiences, how to raise issues , techniques for making illustrations and classification on the main content, way to conclude their speech and so on. Every student should be made not only the good reader of English but an efficient speaker of it.~~

~~Since every non native speaker of English firstly facer problems in listening to native speakers and comprehending what has been said, the bureaucrats should also be made to practice the listening skill of language.~~

8. The students who are studying English as their major subject to should be taught compulsory subject also in English compulsorily so that their knowledge of the English language related to other fields also increases. It may enhance their level of language regarding various terminologies and structures needed in the field of bureaucracy as well.

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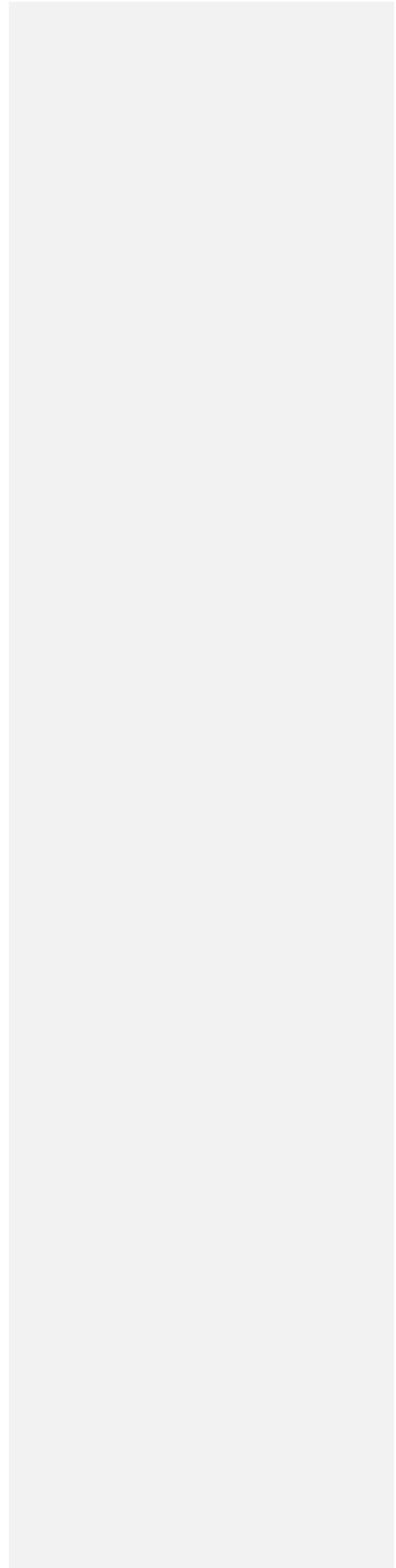
~~Very effective classes of grammar lessons should be conducted because it immensely matters in writing formal documents and while communicating with the bureaucrats of other countries at formal and high level.~~

~~The bureaucrats should be given various training to ease them to write different documents in English., Such documents may include reports, proposals, seminar papers and so on.~~

~~8. The concerned authorities should pay attention towards making the bureaucrats proficient in spoken English., They should be taught what sort of language they should use, the techniques to start continue and terminate conversation with high level officials.~~

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