

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is usually considered to be an effective tool for communication between people in the process of transferring their ideas, message and knowledge. Krishnamurty (1980) attributes that the language is a subject like other activity of human beings to various kinds of pressures depending on the demands of time and circumstances. Bhattarai (1996, p. 226) says, “English is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of world citizen.” It is also natural that cyber culture has fascinated the younger generation, therefore, the use of English has considerably gone up. Today English is not only a subject in the academic institution but also a medium of instruction, means of communication between students and teachers and the language of trainings, seminars and conferences. In this regard, Crystal (2000, p. 360) remarks, “English is used as an official or semi-official language in over 60 countries and has a prominent place in a further 20.” He further says, “it is either dominant or well established in all six continents.” Thus, to talk of English, it has been established as an ascendant language having official use in various nations of the world. Bhattarai and Gautam (2008, p. 13) write:

In Nepal, it used be exclusively as British English prescribed for EFL curricula. However, due to Nepal's exposure to the globalising world through trade, technology, media and relations, Nepal for the last decades has experienced a transition in the use of English in terms of variety.

Thus, in the olden days, English was used for an extremely specific purposes only in academic fields which evolved with the growth of European empire. Recently, in Nepal, it can be a gadget to strengthen pro-democracy (loktantra), peace, diplomacy and human rights. As the nation is undergoing an intervening stage, everything is tentative, even the English language is in stage of flux. Once more, it is found that the number of users of English has extended by leaps and bounds and many sovereign nations have incorporated English in their education system in response to the fast pace of globalization. Nowadays, it is a bone of contention among the scholars and politicians about whether English is a unifier or divider in this global era.

1.1.1 The Global Effect of English

At the outset, it may be worthwhile to have insight of the phrase “Global Effect” for our intelligibility. The word 'Global' equates with 'globalization' which is a modern term used to describe the transformations in societies that arise from dramatically promoted international and cultural exchange. In simple words, globalization indicates the absence of demarcations and barriers or homogenization between nations. So, globalization is the process by which an understanding becomes worldwide. Crystal (2000, p. 360) writes:

English is either dominant or well established in all six continents. It is the main language of books newspaper, airports air traffic control, international business, academic conference, science technology, medicine, diplomacy, sports, international competitions, pup music and advertising.

The Global English Newsletter from the English company (UK) Ltd, and the British Council's English 2000 project mention that, Global English in a socio-linguistic context refers almost literally to the use of English as a global language (retrieved April 6, 2010 from <http://www.english.ucsb.edu/facilty/>

rraley/researchglobal-english.html). This view denotes that the global effect of English has been superseded as an ascendancy in every nook and cranny of the world. Karn (2006) insists that British imperialism contributed to the spread of English in the past and Neo-colonialism of the USA underlines its spread worldwide today and this will clearly be a driving force in the determination of the future of English. Brutt-Griffler, (2002) based on Crystal, (1997) (as cited in Sharma, 2008, p.125) notes, “80% of the approximately one-and-a half of two billion English users in the world today belong to that category that use English for international communication purpose.” This note informs that the communication between nations have inevitably lent themselves to the spread of English that it has some impact on socio-political, socio-cultural and lingo-cultural contexts. No doubt that the users of English have multiplied by leaps and bounds and many nation states have been receiving education system encompassing the English language with the hasty pace of globalization.

The following figure depicts the Global Effect of English:

Figure No. 1

English Circles



[Source: Kachru's 1985 circles as cited in Harmer 2008. p.17].

In 1985 Kachru illustrated the homogenization of English in terms of foregoing three rings. He demonstrates the three rings insisting that the innermost ring

incorporates countries (Britain, the USA, Canada, New Zealand and Australia) where 320-380 million users of English employ it as primary language for education, communication and their identities; the outer ring encompasses the sovereign nations (India, Pakistan, Nigeria and Singapore) where English is being used as an official or prevalently the first language by a large population and the irreversible expanding ring represents the countries (Japan, China, Korea, and Nepal) where 100-1000 million people are learning English as a foreign language or international language.

This view of Kachru is supported by Bhattarai and Gautam (2008, p. 14) when they say:

We should also be aware of the fact that English is no longer a given or a borrowed language which is drawn from the shelves and taught in the classroom, it can even be created from our own surroundings and atmosphere which is suitable to our needs.

Thus, the English language guarantees a claim over its ownership because it belongs to everyone which should be used innovatively to fulfil our needs and keep away our problems.

Giri (2009, p.33) specifies, “languages, both dominant and non-dominant are constructed around the social life of the people of different ethnic backgrounds and they influence their choice and use of languages.” Scrutinizing the above discussion, it can be said that English has established itself as a language having hegemonic control for social mobility, linguistic superiority in employment, trade, media and diplomacy, educational and economic benefits operated in local, national and international level creating heterogeneous global English speech community with heterogeneous English.

1.1.1.1 Justifications for Becoming English Truly Global

Justifications of becoming English truly global are presented as follows:

- a) Role for Colonialism : Colonialism can be deemed to the dissemination of English in every nook and cranny of the world. Robertson and Cassidy (as Cited in Rycenga and Schwart, 1963, p. 77) say, "English came rapidly to the front as a result of the swift increase in the population of the United States and of the British Colonies". Supporting Robertson and Cassidy when Harmer (2008, p.14) notes, “the imposition of English as the one language of administration helped maintain the coloniser’s power.” The fact is that due to the historical and political influence of the UK and the USA the English language became visible with its global effects. Therefore, the role of colonialism is regarded as the justification for becoming English truly global.
- b) Economics: The term 'economics' equates with 'commerce. Robertson and Cassidy (as Cited in Rycenga and Schwart, 1963, p. 78) say, "the fact that since the close of the Second World War only Americans have been in economic power position to travel much beyond their national boarder which made English front". Furthermore, Harmer (2008, p. 14) insists “a major factor in the growth of English has been the global commerce pushed on by the dominance of the United States as a world economic power.” Anyway, economics is one of the justifications for becoming English truly global.
- c) Travel: The term 'travel' relates to transportation which comprises airlines, railroads, bus, ship lines and so on where bilingual personnel particularly having English language knowledge are required to serve foreign passengers or other ethnic groups. This also contributes for the spread of the English language.

Insisting this, Harmer (2008, p. 15) opines:

A visit to most airports around the globe will reveal signs not only in the language of that country, but also in English, just as many airline announcements are glossed in English. So far, English is also the preferred language of air traffic control in many countries and used widely in sea travel communication.

- d) Information exchange: Straightforwardly, information exchange indicates transformation of ideas, skills, and technology for closer contacts among people, within as well as between nations. Crystal (2000, p. 360) Opines:

Three quarters of the world's mail is written in English, of all the information in the world's electronic retrieval systems, 80% is stored in English. People communicate on the internet largely in English. English radio programmes are received by over 150 million in 120 countries.

Harmer (2008, p. 15) supports Crystal when he writes, “The first year of the Internet as a major channel for information exchange also was a marked predominance of English.”

Consequently, electronic communication has been a paramount source of global exposure to English because the consumption of the Internet and World Wide Web have speeded briskly with the demands of good command of English on the part of the users.

- e) Popular Culture: It is lucid that culture subsumes language. Claiming that popular culture as one of the justifiable points for becoming English truly global, Harmer (2008, p. 15) asserts, “In the western world, English is a dominated language in popular culture.”

- f) Miscellaneous: Harmer (2008, p.14) remarks, “there are a number of factors which ensured the widespread use of English.”

As a whole, the above point wise justifications can be accepted as the grounds of the global effect of English that cause it as handy language in this cosmopolitan world.

1.1.2 English as 'Unifier' or 'Divider' in Nepal

‘English as unifier or divider in Nepal’ is truly a matter of scholarly dispute amongst admirers and critics in the field of English. Even this should be a bone of contention from grass root level people to elites, from small parties to the largest parties and from the Interim Constitution of Nepal 2007 to the transitional nature of the cosmos. With the intention of verification that whether English is a 'unifier' or 'divider' in Nepal, I shall put the subsequent historical ramifications which enable to take decisive approach. It is also spacious to present hardnosed support discarding the introspections of Nepal’s linguistic landscape. Therefore, reclaiming from the Central Bureau of Statistics (CBS) report on languages (2001), the major languages of Nepal (presently spoken as mother tongue) are Nepali (48.98%), Maithili (12.40%), Bhojpuri (7.59%), Tharu (5.90%), Magar (3.39), Awadhi(2.48%), Rai (2.79%), Limbu (1.48%) and Bajjika (1.05%).

Awasthi (2003, p. 22) writes, “English entered in the Nepalese education in 1854 when the then prime minister Jung Bahadur Rana opened a high school in Kathmandu.” However, present English landscape of Nepal subsumes Hinglish (Indian variety of English) and Nenglish (Nepali variety of English).

Recently, some presentations (by V.S Rai at the 11th international conference in Nepal as cited in Karn 2006, p.75-76) and articles claim that a different variety of English is developing in Nepal. The Nepali variety of English called Nenglish is evident in terms of the use of such expressions like 'mamu' instead 'mummy' and lokatantra' instead of 'prajatantra' thinking it to be equivalent of

'democracy' in English. Obviously these are the examples of Nepalisation of English. The Indian variety of English comically known as Hinglish seems to have influenced Nepali English considerably e.g. 'guru' for driver or teacher. Thus, it will also explicitly sketch an outline of the variety of English emerging in Nepal and will guide ELT in the days ahead. Bhattarai (2006, p. 13-14) attributes:

Maoists have taken the spread of the English language as a main instrument of fostering inequality among the people and have taken it very seriously. The fact that their claim is not groundless is true. This forces us all to think about the application of English in our curriculum.

Hence, Bhattarai's attribute leads us to think that covertly English is a divider but practically it is a unifier in Nepal since it is required for both elites as well as grass root level people in employment, trade, media and educational benefits operated in local to international levels.

Giri (2009, p.39) writes:

There is no doubt that English has established itself language of power today, more importantly, it has become powerful because it has been used as a tool as well as a resource for social mobility, linguistic superiority and educational and economic benefits'.

Thus, the English language has the power of unification between elites and the common people but common people are deprived of the English language due to the communication gap between them and lack of political will of the ruling elites. And his claims also suggest that the English language is required globally but not as a unifier or divider in itself but it is determined by other factors. Nevertheless, it is unfortunate that neither the constitutions in the past nor the newly inked interim constitution make any mention of English. The

foregone comments show that the English is somehow associated with unrest and conflict in a state of flux having delay and lack of political will from the ruling elites. Today NELTA has been developed a substantial aegis that has proposed for an ELT survey to bring to the fore the present situation of ELT in Nepal. Thus, its endeavour is taken as the help of the nation to formulate scientific policies for the English language and its teaching. The role of the English language in a New Nepal cannot be exaggerated as this can stand as *an icon of unity* and national harmony since all other languages have been alleged to belong to specific communities.

Eventually, I draw the conclusion that the English language in Nepal is a great unifier as well as divider of people which is a reverse thought. It is also lucid that the matter which is divider may be unifier, the matter which is unifier may be divider. It means the role of the English language as divider or unifier is based on the users of it.

1.1.3 English for Specific Purpose

Straight forwardly, English for specific purpose is understood as English relating to a particular field more specially teaching and learning English. Crystal (2000, pp. 392-397) makes insightful learning between plain English and ESP who regards ESP as the characteristics of the English language varieties. He even claims that ESP is a necessary part of professional competence. Hence English for specific purposes (ESP) is emphasized as the area of teaching English as a foreign language. Anthony (n.d.) says that its evolution is reflected in the growing number of universities offering an MA in ESP e.g. The University of Birmingham and Action University in the UK and in the number of ESP courses offered to overseas students in English speaking countries (retrieved from <http://www.antlab.sciwaseda.ac.jp/abstract/esparticle.html>). Recently, there is a bonafide international journal decided to ESP discussion namely “English for specific purposes: An international journal” which introduces a section of the journal entitled

“Conference Reports”. Anthony (n.d.) mentions that in October this year example, a very heated debate coincided on the ESP-L e-mail discussion list about whether or not English for Academic purposes (EAP) could be considered a part of ESP in general.

Anyway, this has led to a rapid growth in English courses aimed at specific disciplines, e.g. English in teaching, science, medicine, religion, the law, the press, advertising, broadcasting, diplomacy and so on.

1.1.3.1 Definition of ESP in Terms of Hallmarks

By its name, it can be claimed that English for specific purpose (ESP) is generally grasped as the English language related to a particular field, and designed to meet particular needs. Crystal (2000, p.383) says, “professionals in several specialized fields have defended their use of technical and complex language as being the most precise means of expressing technical and complex ideas.” Furthermore, he states that this is undoubtedly true: scientists, doctors, bankers and others need their jargon, in order to communicate with each other succinctly and unambiguously. In this sense, Crystal (ibid) has taken ESP as specialized use of the English language containing technical and complex words being most precise means of expressing technical and complex ideas in order to communicate clearly which is contrary to plain English.

Sharma (2006, p. 26) says:

English is also taught for specific purposes (ESP) in the faculty of law, in the institutions of Medicine, Engineering, Agriculture, Forestry, Colleges of Banking and Financial studies. It is the medium of instruction for science subjects at all levels of college and university and most of the subjects of management, education and humanities at TU, the same is the case in Purbanchal University and Pokhara University

and most of subjects at Kathmandu University are taught in English medium. In these universities students are also taught how best to use English for academic purposes (EAP), for writing research paper, M.A. thesis and Ph.D. dissertation.

Anthony (n.d.) remarks, “On November 8th this year the ESP community came together as a whole at the first Japan conference on English for specific purposes, held on the campus of Aizu University, Fukushima prefecture”. At the Japan conference on ESP also, clear differences in how people interpreted the meaning of ESP could be seen. Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. The main theme of the above definitions is that ESP has grown to become one of the utmost crucial area of English as a foreign language but it may be designed like law, hotel management, agriculture, medicine, tourism, aviation engineering, science and so on used as jargon in order to express technical and complex ideas of academic purposes.

Dudly-Ivans (1997) set out in his one hour speech to clarify the meaning of ESP, giving an extended definition in terms of 'absolute' and variable characteristics as below (retrieved from ^_ Duddley-Evans,1997).

Absolute Characteristics

-) ESP is defined to meet specific needs of the learners.
-) ESP makes use of underlying methodology and activities of the discipline it serves.
-) ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

-) ESP may be related to or designed for specific purposes.
-) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation.
-) ESP may use, in specific teaching situations, a different methodology from that of general English.
-) ESP is generally designed for intermediate or advanced students.
-) Most ESP courses assume some basic knowledge of the language system.

Plausible introspection of ESP is that it is a most paramount arena of English language teaching and English for Academic purposes (EAP) designed for specialized disciplines comprising teaching English, scientific English, Aviation English (taught to pilots, air traffic controllers and civil aviation) tourism English (sightseers and guides), English for film (writers, performers, executives and technicians), English for the press (copywriters, proofreaders and secretarial workers) English for police officers (state police officers and state highway patrol officers), sheriffs, health professionals, librarians, service organizations, and diplomatic dealings (UN personnel like translators, editors and interpreters).

1.1.4 Diplomatic Dealings

Diplomacy, according to Random House Dictionary (as cited in Krishnamurty, 1980, p. 36) means “the conduct by government officials of negotiations and other relations; the art or science of conducting such negotiations, skill in managing negotiations handling of people so that there is little or no ill will tact.” The key point in this definition is that the subject of diplomacy is the method of international negotiation which is concerned with the foreign policy

and adroitness in personnel relations. The outset of the efficient diplomacy can be traced back to the times of the city states of ancient Greece and it may also be traced back to the Bronze age recognized as a facet of Homeric guest-friendship; diplomacy and trade have been unavoidably linked from the outset.

According to Arora (1984, pp. 94-95), “during the middle ages from the sixth century AD to late eighteenth century, diplomacy simply meant the study and the presentation of archives rather than the act of international negotiation.”

Thus diplomacy with its long archive of history from ancient times came to be inseparably mixed up with international history, law, politics and trade. Only by the seventeenth century permanent diplomatic missions were established and the diplomacy was generally accepted as a method of mutual relations.

In modern time, diplomacy has been established as a distinctive discipline on the germination of the historical ramifications.

1.1.4.1 Meaning and Definitions of Diplomacy

Diplomacy has been defined differently by different writers. The word 'diplomacy' is derived from the word 'diploma' which means folded document. Crystal (2000, p. 189) says “Diplomatics from the Greek 'diploma' (folded), is the study of legal and administrative documents of all kinds.” In this regard, diplomacy alludes to a set of rules, international practices and discourses held or executed by those officials who have the right to use the folded documents issued by the government, international organizations or agencies as an identity document in international affairs. In an informal or social sense, diplomacy is the employment of tact to gain strategic advantage or to find mutually acceptable solutions to a common challenge, one set of tool being the phrasing of statements in a non-confrontational, or polite manner.

Webster's Dictionary (as cited in Aryal et al. 2010, pp. 28-29) defines the diplomacy as:

- a. The conduct by government officials of negotiations and other relations between nations;
- b. The area or science of conducting such relations;
- c. Skill in managing negotiations, handling people etc. so that there is little or no ill will.

Apparently, the above mentioned definitions seem plausible. Nevertheless, it is decisive to clarify the above definitions on the basis of introspections. To sum up, diplomacy is the means of executing foreign policy by which policy is carried out. Foreign policy is the substance of foreign relations. Normally, diplomacy alludes international relations employed tactfully through the intercession of professional diplomats to find mutually acceptable solutions with regard to issues of peace-making, trade, war, economics, culture, environment, human rights employment and so on.

1.1.4.2 New Dimensions of Diplomacy

Diplomacy has undergone many changes in course of time. Krishnamurty (1980, p. 378) remarks, "Traditional postures of diplomacy and techniques have assumed new *dialectics* and *dimensions* in the modern times". More importantly the traditional diplomacy was replaced by a new type of diplomacy which is popularly known as new or open diplomacy." It is also believed that at the end of the nineteenth century, absolute monarchy was replaced by constitutional monarchy and democracy and the people came to acquire greater power and naturally felt concerned with the foreign policy of their countries as a result the diplomacy also ceased to be dynamic and assumed democratic character. Nicholson (as cited in Arora, 1984, p. 99) attributes the growth of democratic diplomacy to three factors in the main viz. growing sense of community of nations, an increasing appreciation of the importance of public opinion, and rapid increase in communication. From the discussion, we can conclude that firstly thinking of national rights, secondly growing importance

of public opinions rather than military activities and thirdly the development of the modern means of communication like telegraphs, telephones and internet changed the earlier or traditional diplomacy in present century. In this regard, Arora (1984, pp. 99-103) elaborates indisputably new dimensions of diplomacy having the following tips:

a. New diplomacy: New diplomacy is open, multilateral and summit diplomacy. New diplomacy is also glossy in the sense that it is open and conducted in the full view of the public. The advocates of open diplomacy argue that democratic people have the right to know about the international commitments and decisions made on their behalf by their representatives. Nicholson (in Arora, 1984, p. 105) says, "the new diplomacy aims at satisfying the immediate wishes of the people." In this way, Multilateralism is a monumental feature of new diplomacy which is also called conference diplomacy. Only after First World War it grew more popular. Normally, conference diplomacy consists of two words: conference and diplomacy. Hence, 'conference' denotes meeting among officials, members or representatives of governments of different nations or any international governmental groupings and 'diplomacy' alludes the management of international relations by negotiations or the method by which the relations are managed by the diplomatists. Aryal, Minister Counsellor, Embassy of Nepal, UK (as cited in Aryal, et al. 2010, p. 48) writes, "Conference diplomacy is a multilateral negotiation or discussion with an agreed intergovernmental mechanism in a given issue with a view to achieve common objectives which may also be regarded as plurilateral diplomacy, multilateral diplomacy, parliamentary diplomacy or summit diplomacy". Any way, new diplomacy is one of new dimensions of diplomacy which is conducted in the full view of public with the features of multilateral, plurilateral or summit diplomacy. New diplomacy is also recognized as personal or summit diplomacy generally in this type of diplomacy the head of the states tries to establish direct contact with their counterparts in other country. Admirers of summit diplomacy have lauded

this type of diplomacy by arguing that the top level men are not limited by instructions. On the other hand, the critics of summit diplomacy have argued that the real function of leaders is to formulate rather than negotiate.

b. Modern diplomacy: The origin of modern diplomacy within the international spectrum, could often be traced back to the states of Northern Italy. This was during the early renaissance with the first embassies were established in the thirteenth century. It is indeed after 1955 the cold war was between two superpowers, the USSR and the USA became cool with this new era of international relations and everyone had a choice between diplomacy or war.

Arora (1984, p.107) Writes:

The diplomacy has been losing its validity since the close of the Second World War and the reasons which account for the decline are (a) development of communication, (b) emergence of power politics, (c) diplomacy by parliamentary procedures (open diplomacy), (d) emergence of super power on the world scene (e) contemporary world politics of Nationalistic Universalism.

Diplomacy has responded to some considerable measures to the formidable challenges of the 20th century. Its scope has broadened and new diplomatic methods and techniques have extended into novel fields in the changed political arena of the world affairs. In the expanding world community, diplomatic approaches and procedures have greatly diversified, the importance of economic and scientific problems has been recognized, and the role of specialists has increased; international agencies have become new theatres for diplomatic activities; parliamentary diplomacy, and the publicity connected with it has changed many aspects of diplomacy.

According to Nicolson (as cited in Aryal et al. 2010, p. 32) “modern diplomacy reflects the broadening scope of democratic diplomacy with the following three evolutions:

- a. The 'growing sense of the community of nations',
- b. The 'increasing appreciation of the importance of public' and
- c. The 'rapid increase in communication.'

Thereby, modern diplomacy has become more complex in nature because the arena has been rapidly increasing.

In corpus, the dimensions of diplomacy discussed in the earlier parts refers to its ramifications in the post modern era for diplomacy. Communication is also considered to be an important aspect in diplomacy and diplomats have long been allowed to carry documents across boarder without being searched while radio and digital communication have become more standard for embassies; in time of hostility, they are often withdrawn for reasons of personal safety, as well as in some cases when the host country is friendly but there is a perceived threat from international dissidents. Thus, diplomacy has entered in post-modern era closely fasten to espionage or gathering of intelligence, embassies are basis for both diplomats and spies and some diplomats are essentially openly acknowledged spies like the job of military encompasses learning as much as possible about the military of the nation to which they are assigned. Eventually, diplomatic dealings is emerging into a very indispensable discipline whether formal or informal meetings, discussions, negotiations, summits, mediations or state visits among representatives of the state parties or national governments or any other officials to the international, regional or other inter-governmental organizations being the phrasing of statements in a polite manner in order to obtain strategic advantages to a formidable challenge particularly establishing feasible global peace through our interfaith in this post modern era.

1.1.4.3 No English, No Diplomacy

Indeed, the keystone of this term is the importance of the English language in diplomatic dealings. It is believed that the monopoly of Latin in diplomatic dealings continued from early periods of history till the second half of the 19th century. Supporting this, Krishnamurty (1980, p. 357) notes, “from the beginning of the 17th century, the importance of the French language gradually increased and by the 18th century it started enjoying equal status with Latin in diplomatic intercourse. The United Nations, with its headquarters in New York City, is the largest international diplomatic organization.

With the advent of the United Nations organization, the need and necessity for the use of several international languages for official purposes was greatly felt in view of the participation by a large number of nations. Crystal (2000, p. 33) writes “Languages are always in a state of flux.” Anyway the hegemonic control of the English language began in diplomatic dealings with the pace of language flux. In the United Nations Organization, French, English, Russian, Spanish, Chinese and Arabic are used as official languages with equal status among them French and English are working languages.

Hence, the term 'No English, No diplomacy' is used to allude the different concepts. First, English as a diplomatic language is employed by diplomatists in their conversation or correspondences with each other. On the admiration of this sense, Khalik (The Jankarta Post, Feb. 24, 2010) writes, "Speaking English is a basic requirement of diplomats" in the same way University of Indonesia Political Communication expert Effondi Ghazali said in Jakarta on Tuesday, "You cannot develop strategies to attract foreigners to Indonesia if you can't communicate". It is also true that all diplomatic correspondents like dummy notes, protest notes, circulator notes, first person notes, letter of condolence are found in English language. Secondly, English as diplomatic language signifies the diplomatic terminologies like 'attache', 'diplomatic bag', 'détente', 'protocol', 'dejure', 'consular district', 'buffer states', 'Change d Affairs',

'diplomatic illness', 'plenipotentiary', 'asylum', 'ultimatum' and 'zero sum' have become universally accepted meaning and sense of ordinary English vocabulary. In the third and most common sense, English is used to describe that careful understatement which enables diplomatists and ministers to say sharp things to each other without becoming provocative or impolite. In this way the English language has been established as a main stream language having the identical status of the six UN languages.

1.2 Review of the Related Literature

Hudson (1980) (as cited in Gautam, 2065, p.11) opines, “All progresses are born of inquiry. Doubt is often better than over confidence, for it leads to inquiry, and inquiry leads to invention.” Nowadays, research has made every impossible facts possible in this tentative world. Much research has been conducted on different aspects of English. Some of the studies related to this research are reviewed here.

Baral (1999) conducted a research entitled “Language used in field of Tourism.” In his study he found that maximum use of abbreviations and borrowed words. The communicative functions greeting, expressing farewell, welcoming, introducing were used frequently.

Bhatt (2008) in his M.Ed. thesis entitled “English for specific purposes: A case of waiter course” analyzed the language of waiter courses in terms of communicative functions and grammatical categories, i.e. tense and voice system. In this research, he concluded that the communicative functions like asking about problem, respecting, asking information, expressing (moral attitude, like, surprise dislike, need, excuses, farewell, hope, desire, interest and emotional attitudes) accepting, denying, offering, requesting, cautioning instructing, checking, accessing, greeting, welcoming, introducing, thanking, and booking were found in the waiter courses. He found that socializing functions were most frequently used in the waiter courses. In the case of

grammatical category, he concluded that the non-past tense was frequent than the past tense.

Lamsal (2009) in her M.Ed. thesis entitled “Language used in forestry journals”. She concluded that the language used in the texts of forestry journal have its own structure, technical vocabularies unfamiliar abbreviations and different graphics. She also concluded that most of the texts of forestry contained abstract and vague realities, symbols and maximum use of abbreviations which are very difficult and even very tough to understand for those who are not familiar with the language of this field.

Gnyawali (2010) in his M.Ed. thesis entitled “The need of English in public administration" sketches that the section officers in public administration were required to possess the prerequisite knowledge of English since they had to do diverse works like report writing, paper presentation, delivering speech, dealing with foreign affairs and so on in English. He also concluded that English competence will be favourable in each of their works and anyone without English remains as a chink in their armour.

No research has been conducted in the need of English in diplomatic dealings. Therefore, this academic work is distinctive from the other aforementioned.

1.3 Objectives of the Study

The study had the following objectives:

- a. To ascertain the need of English in diplomatic dealings.
- b. To enumerate some pedagogical implications.

1.4 Significance of the Study

The present scientific era should be diplomatic since the world has a choice between diplomacy and war but the moral revolution is also required for the establishment of peace which is prerequisite for the development of language

as well as diplomacy. In this way, war is destructive whereas peace is constructive in the sense that peace is ultimate truth which is shaped by language and diplomacy. This academic work is significant because it has shed light on what sort of difficulties the personnel may face due to the lack of the command of the English language.

As a whole, I am sure that it will be hospitable for the people working in the field of ministries of foreign affairs, embassies, high commissions, consulates, diplomatic mission, politics, English Language Teaching (ELT), national and international organizations. And it will also be important to those people who are directly or indirectly involved in teaching English as a second/foreign language particularly in the context of Nepal such as students, teachers, textbook writers, syllabus designers, methodologists, subject experts, curriculum designers, researcher and so on. Likewise, it will give incentives to the concerned individuals to conduct further research work in this area.

CHAPTER-TWO

METHODOLOGY

The following methodology was adopted in order to meet the objectives of this research.

2.1 Sources of Data

Both the primary and secondary sources of data were used for data collection.

2.1.1 Primary Sources of Data

The people working in the field of diplomatic dealings were the primary sources of data of this study.

2.1.2 Secondary Sources of Data

The secondary sources of data were different books, journals, reports, articles, encyclopaedias, dictionaries, related theses and internet which facilitate and enriched the resolution of the research. Specially, I consulted Krishnamurty (1980), Arora (1984), Crystal (2000), Kumar (2005), Harmer (2008) and Aryal et al. (2010).

2.2 Sample of the Study

The sample population was 30 personnel from six foreign embassies situated in Kathmandu valley.

2.3 Sampling Procedure

As Kumar (2003) claims that sampling is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger. Sample is the representative small

group which is selected from the bigger group to represent the whole group. Thus, sampling procedure is a process by which we select a few representative persons or things from a large group to become the basis for estimating or predicting the prevalence of an unknown piece of information situation or outcome. I selected six foreign embassies situated in Kathmandu valley and five employees from each embassy on the basis of judgmental sampling. Judgmental sampling is purposive sampling by which the researcher can decide whom to select and whom to discard as the sample of his/her study.

2.4 Tools of Data Collection

Questionnaire incorporating close-ended as well as open-ended questions was used as a research tool for data collection (See Appendix I).

2.5 Process of Data Collection

The following procedures were adopted to collect the primary data.

- a. I went to the selected area and established rapport with the concerned people.
- b. I explained personally about the purpose of the study.
- c. I sought consent from the authorized persons.
- d. I fixed the time for data collection.
- e. I distributed the questionnaires for administrative purpose.
- f. Finally, I collected the questionnaires at the time of the respondents' convenience.

2.6 Limitations of the Study

The limitations of the present study were as follows:

- a. The study was restricted to six foreign embassies of Kathmandu valley.

- b. It was confined to only 30 respondents (five from every embassy).
- c. The questionnaire was limited to the four areas (purpose based questions, agreement based questions, choice based questions and logic based questions)

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter concerns with the analysis and interpretation of the collected data from six foreign embassies in order to ascertain the need of English language in diplomatic dealings through questionnaires. The data is presented by using simple statistical tools such as percentage, tables, bar graph and pie charts accompanied by textual discussion.

3.1 Analysis of Purposive Need of the English Language

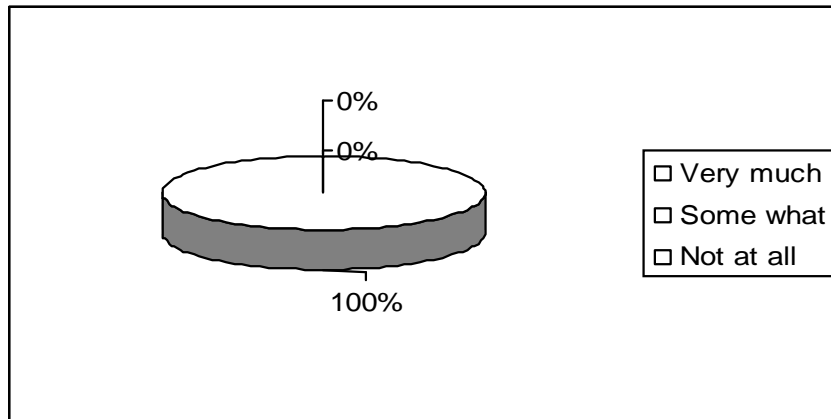
This category mainly deals with the question of how much the respondents do need the English language for the specified nine purposes: document registration, oral communication, maintaining intergovernmental relations, maintaining intragovernmental relation, administrating, translating documents, writing correspondences, official language and counselling indicated by the three noted scales (very much, some what and not at all). It also interprets that to what extent English is required to the personnel of diplomatic dealings regarding their profession. For easy analysis and interpretation, It has been presented under the following nine sub categories.

3.1.1 English for Documents Registration

This sub-category was related to the question to what extent the respondents needed English for documents registration. The figure below depicts their responses:

Figure No. 2

English for Documents Registration



The above pie chart shows that all the respondents (30 respondents) mentioned that they needed the English language very much for documents registration. This indicates that English is required very much for diplomatic documents registration.

3.1.2 English for Oral Communication

This sub category is related to the question to what extent the respondents needed the English language for their oral communication. They were asked to indicate the three-point scale (very much, some what and not at all) in order to meet the target point. The following table clarifies their responses:

Table No. 1

English for Oral Communication

Responses to what extent	Number of respondents	Percentage
Very much	22	73.33
Somewhat	8	26.67
Not at all	0	0
Total	30	100

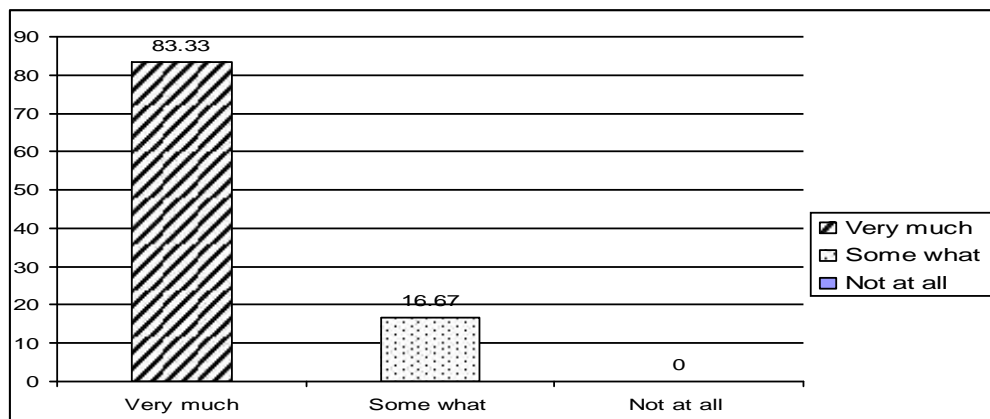
The above table displays that the great majority (i.e.22 out of 30) of respondents accepted that they needed the English language very much for oral communication, whereas only 26.67 percent (i.e. 8 out of 30) of them said that they needed it some what but nobody indicated that they did not need it.

3.1.3 English for Maintaining Intergovernmental Relations

This sub category deals with the question to what extent the respondents needed the English language for maintaining intergovernmental relations. The following diagram depicts their responses:

Figure No. 3

English for Maintaining Intergovernmental Relations



The above graph vividly displays that the great majority (i.e. 25 out of 30) of the respondents replied that they needed the English language very much for maintaining intergovernmental relations, 16.67 percent (i.e. 5 out of 30) of them gauged the need of English to somewhat and none of them gauged that they did not need the English language at all.

3.1.4 English for Maintaining Intragovernmental Relations

This sub-category deals with the question to what extent the respondents needed the English language for maintaining intragovernmental relations. The following table depicts their responses:

Table No. 2

English for Maintaining Intragovernmental Relations

Responses to what extent	Number of respondents	Percentage
Very much	28	93.33
Somewhat	2	6.67
Not at all	0	0
Total	30	100

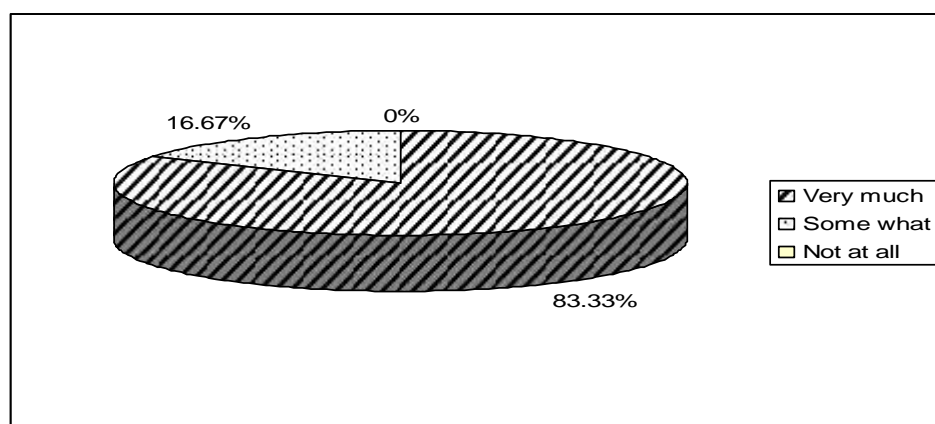
The above table vividly displays that the great majority (i.e. 28 out of 30) of the respondents replied that they needed English very much for maintaining intragovernmental relations, whereas only 6.67 percent (i.e. 2 out of 30) of them mentioned that they needed English to some extent.

3.1.5 English for Administrative Purpose

This sub-category deals with the question to what extent the respondents needed the English language for administrative purpose. The following pie chart depicts their responses:

Figure No. 4

English for Administrative Purpose



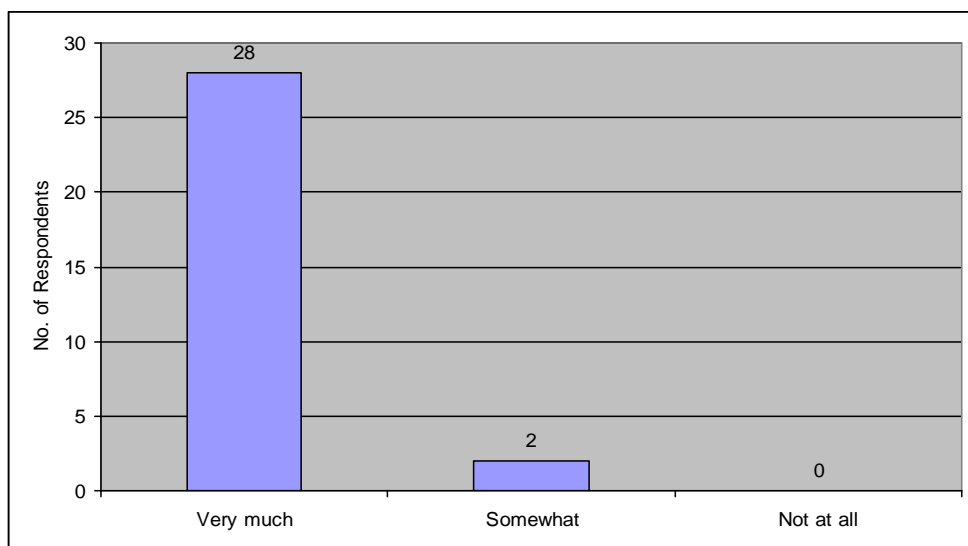
The above pie chart vividly displays that the great majority (i.e. 25 out of 30) of respondents mentioned that they needed English very much for administrative purpose.

3.1.6 English for Translating Documents

This sub-category deals with the question to what extent the respondents needed the English language for translating documents. The following bar graph depicts their responses:

Figure No. 5

English for Translating Documents



The above bar graph vividly displays that the almost all (28 out of 30) of the respondents indicated that they needed English very much for translating documents, only a few (2 out of 30) of them indicated that they needed English only to some extent.

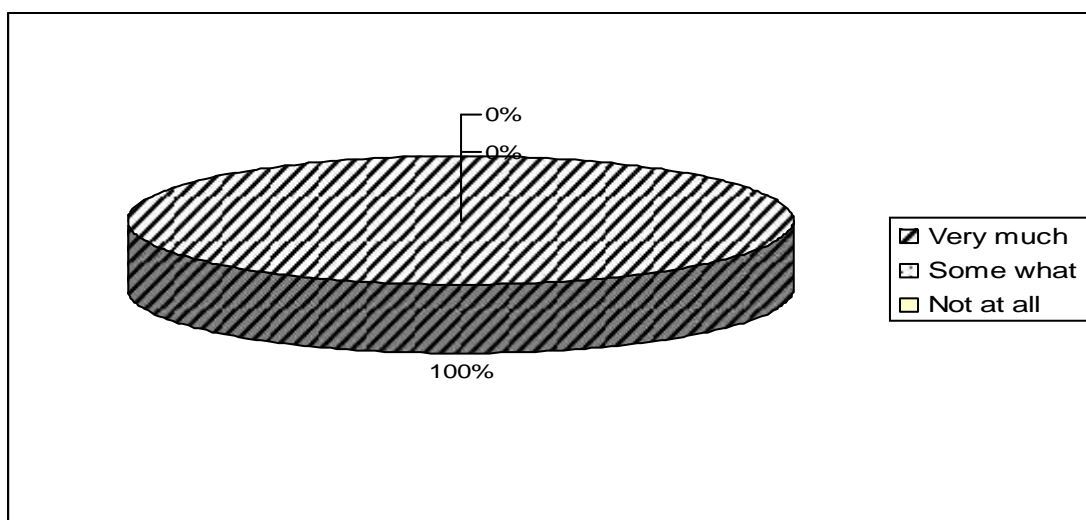
3.1.7 English for Writing Correspondences

This sub-category deals with the question to what extent the respondents needed the English language for writing correspondences like application,

diplomatic notes, appointment and registration letters. The following pie- chart depicts their responses.

Figure No. 6

English for Writing Correspondences



The above pie chart vividly displays that all the (total) respondents indicated that they needed the English language very much for writing correspondences.

3.1.8 English as Official Language

This sub-category deals with the question to what extent the respondents needed the English language for their official language. The following table depicts their responses:

Table No. 3

English as Official Language

Response in what extent	Number of Respondents	Percentage
Very much	19	63.33
Somewhat	8	26.67
Not at all	3	10
Total	30	100

The above table vividly displays that the majority (19 out of 30) of respondents indicated that they needed English very much for official language, only 26.67 percent (8 out of 30) of them indicated to somewhat

3.1.9 English for Counselling

This sub-category deals with the question to what extent the respondents needed English for counselling. The following table depicts their responses:

Table No. 4

English for Counselling

Response to what extent	Number of Respondents	Percentage
Very much	22	73.33
Somewhat	5	16.67
Not at all	3	10
Total	30	100

The above table vividly displays that the great majority of the respondents (73.33 percent) that is 22 out of 30 indicated that they needed the English language very much for counselling, 16.66 percent (i.e. 5 out of 30) of them mentioned that they needed English to some extent whereas 10 percent of them (i.e. 3 out of 30) indicated that they did not need it at all.

3.2 Analysis of Agreement Based Questions

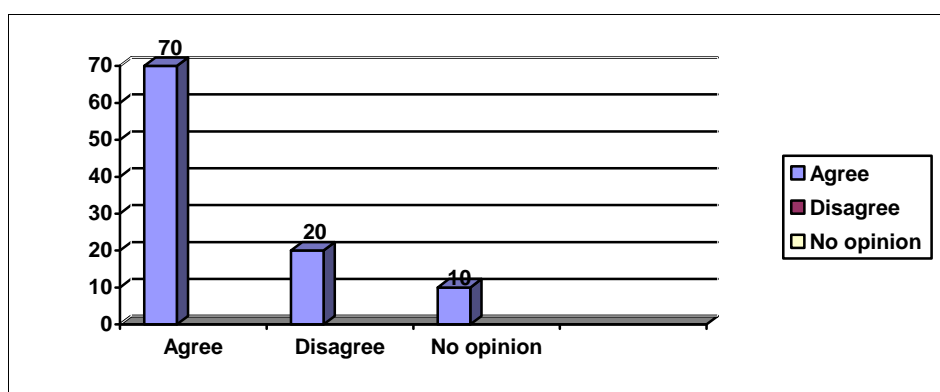
Mostly, this category deals with the question of how much the respondents agreed on three points scale (agree, no opinion and disagree) after reading the given four statements so that we can easily gauge the need of English in diplomatic dealings. It has been divided into the following four sub categories:

3.2.1 English as Pre-requisite Language to Enter the Job

This sub-category deals with whether the English language is essential to enter the job in diplomatic mission. The responses have been diagrammatically presented below:

Figure No. 7

English as Pre requisite Language to Enter the Diplomatic Job



The above bar graph vividly displays that the great majority (i.e.70 percent) of the respondents agreed that the English language is pre-requisite to enter their job, only 20 percent of them disagreed while 10 percent had no opinion.

3.2.2 English as Supporting Language to Handle the Diplomatic Job

This sub-category deals with whether the English language supported the respondents to handle the job properly in diplomatic mission. The responses have been tabulated as below:

Table No. 5

English as Supporting Language to Handle the Diplomatic Job

3 points scale	Number of Respondents	Percentage
Agree	24	80
No opinion	3	10
Disagree	3	10
Total	30	100

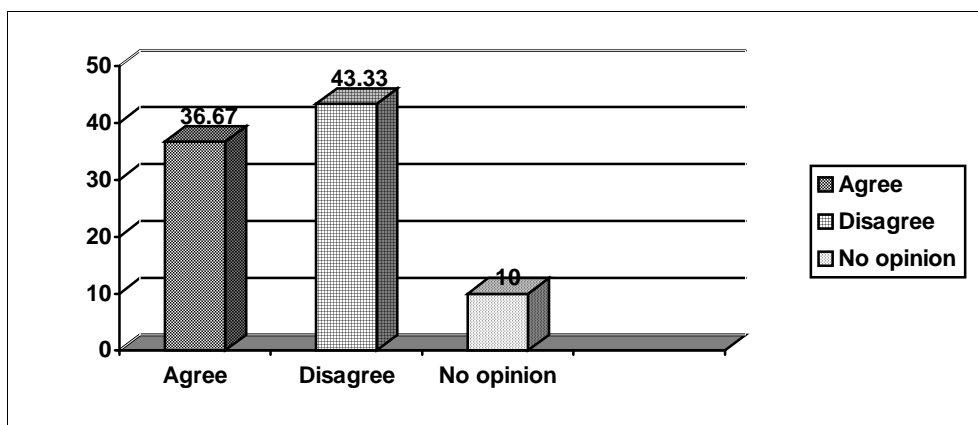
The above table vividly displays that 80 percent of the respondents (i.e. 24 out of 30) agreed that the English language supported them to handle the job properly, 10 percent (i.e. 3 out of 30) of them had no opinion while 10 percent disagreed the fact.

3.2.3 Other Languages for Diplomatic Correspondences

This sub-category deals with whether any other languages besides English are essential for diplomatic correspondences. The responses have been presented diagrammatically below:

Figure No. 8

Other Languages for Diplomatic Correspondences



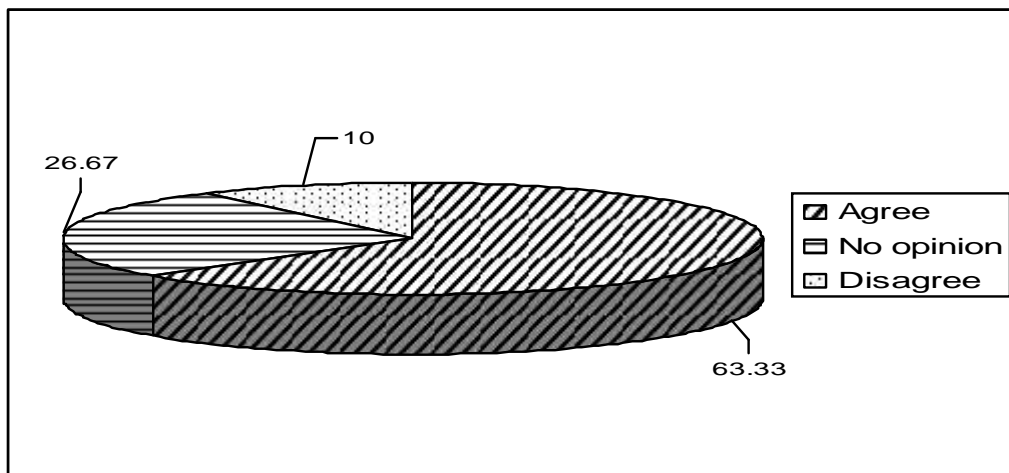
The above bar graph vividly displays that 36.67 percent of the respondents agreed that other languages besides English are required for diplomatic correspondences, that the great majority (73.34 percent) of them disagreed and only 10 percent had no opinion.

3.2.4 English for Presenting Reports

This sub-category deals with whether only English is used to present reports of meeting, seminar and conferences of diplomacy. The following pie chart presents the views of the respondents:

Figure No. 9

English for Presenting Reports



The above pie chart vividly displays that the greater number of respondents (63.33 percent) agreed that only the English language is used to present the reports of meeting, seminar and conferences of diplomacy, 26.67 percent (i.e. 8 out of 30) of them had no opinion while only 10 percent (i.e. 3 out of 30) of them disagreed the fact.

3.3 Analysis of Choice Based Questions

This category mainly deals with the four questions having multiple choices related to the multifunctional need of English in diplomacy. It has been classified into the following four sub-categories:

3.3.1 Need of English in Multi-aspects

This sub category deals with the question in which aspects the respondents needed English to handle their office work. Their responses have been tabulated as below:

Table No. 6

Need of English in Multi-aspects

Aspects	Number of Respondents	Percentage
Reporting	30	100
Oral communication	30	100
Reading	30	100

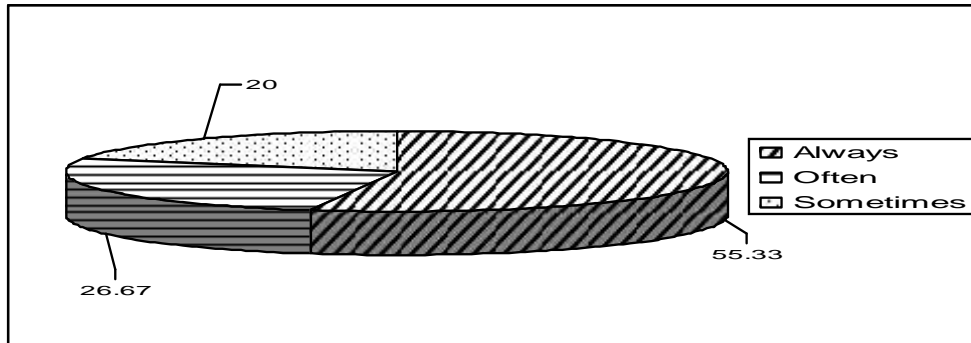
The above table vividly presents that all the respondents (i.e. 30 respondents) agreed that they needed the English language for these three aspects (reporting, oral communication and reading) to handle their office work.

3.3.2 English to Talk to English Speaking Foreigners

This sub category focuses on how often the respondents had to come across such situations in which they have to speak English to the foreigners and to what extent they needed to learn the English language to successfully deal with such situations. The following pie chart presents their responses:

Figure No. 10

English to Talk to English Speaking Foreigners



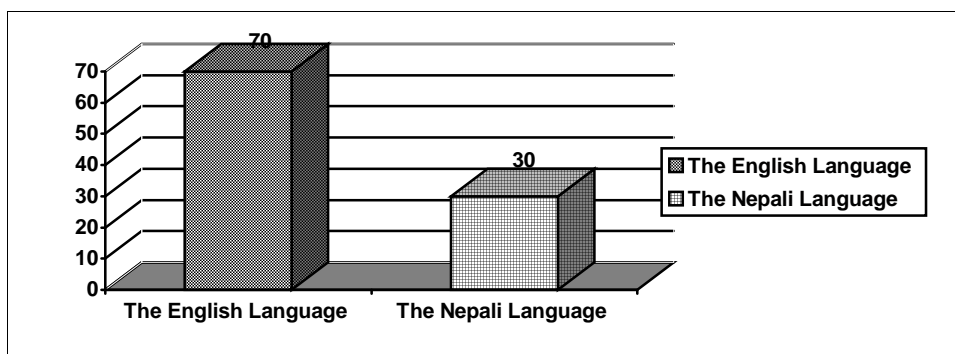
The above pie chart vividly presents that the majority of the respondents (55.33 percent) indicated that they always come across such situations in which they have to talk to the English speaking foreigners, 26.67 percent (i.e. 8 out of 30) of them said that they often come to such situation while 20 percent (i.e. 6 out of 30) of them mentioned that they sometimes come to such situations.

3.3.3 Deficiency of English as Cause of Difficulty

There is an hunch that deficiency of the knowledge of the English language causes difficulty to establish rapport in diplomatic dealings. Therefore, I raised the choice based question to find out whether it was true. The responses have been diagrammatically presented below:

Figure No. 11

Deficiency of English as Cause of Difficulty



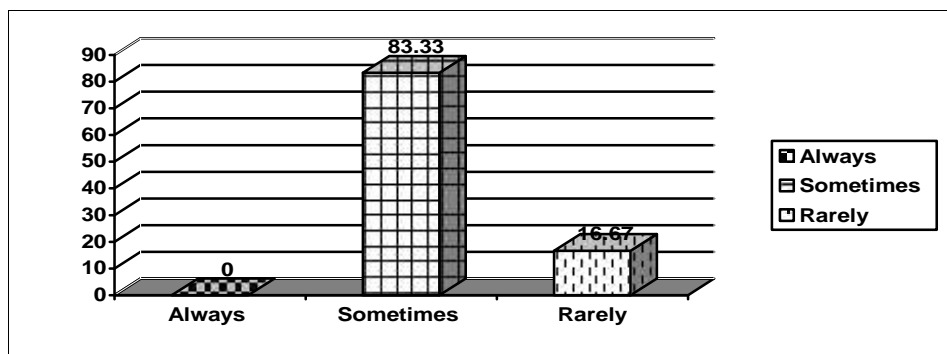
The above bar graph vividly presents that 70 percent of the respondents (i.e. 24 out of 30) replied that lack of the knowledge of the English language causes difficulty in establishing rapport in diplomatic dealings whereas 30 percent of them (i.e. 6 out of 30) claimed that lack of knowledge of the Nepali language causes difficulty in establishing rapport for diplomatic dealings.

3.3.4 English to Talk to Non-English Speaking Foreigners

This sub-category focuses on how often the respondents had to come across in such situation in which they had to talk to the non-English speaking foreigners. The responses have been diagrammatically presented as below:

Figure No. 12

English to Talk to Non English Speaking Foreigners



The above bar graph vividly displays that none of the respondents always come to the situations in which they had to talk to the non English speaking foreigners whereas 83.33 percent (i.e. 25 out of 30) sometimes come to such situation while 16.67 percent (i.e. 5 out of 30) of them said that they rarely come to such situation.

3.4 Analysis of Logic Based Questions

This category deals with the five questions related to the need of the English language in diplomatic dealings containing logical thoughts of respondents. It has been classified under the following five categories.

3.4.1 Usual Need of English in Embassy

This sub-category deals with the question whether the respondents always needed to use the English language to the individuals in embassy. This question was asked with the belief that English is an effective language in embassies i.e. the personnel can get any professional work done easily through the knowledge of English in embassies. Their responses have been presented as below:

Table No. 7

Usual Need of English in Embassy

Response	Number of Respondents	Percentage
Yes	13	43.33
No	17	57.67
Total	30	100

The above table vividly displays that 43.33 percent of the total respondents (i.e. 13 out of 30) replied that they always needed the English language to talk to the individuals in embassy because they did not have the knowledge of the Nepali language while only 57.67 percent of them (i.e. 17 out of 30) replied that they did not always need to use English to talk the individuals in embassy because they had the knowledge of other languages except English.

3.4.2 English to Establish Rapport

This sub-category deals with the question if the respondents needed the English language to establish rapport among the head and the other personnel of diplomatic mission. This question was raised to know the requirement of English in diplomacy. The views have been tabulated below:

Table No. 8

English to Establish Rapport

Response	Number of Respondents	Percentage
Yes	24	80
No	6	20
Total	30	100

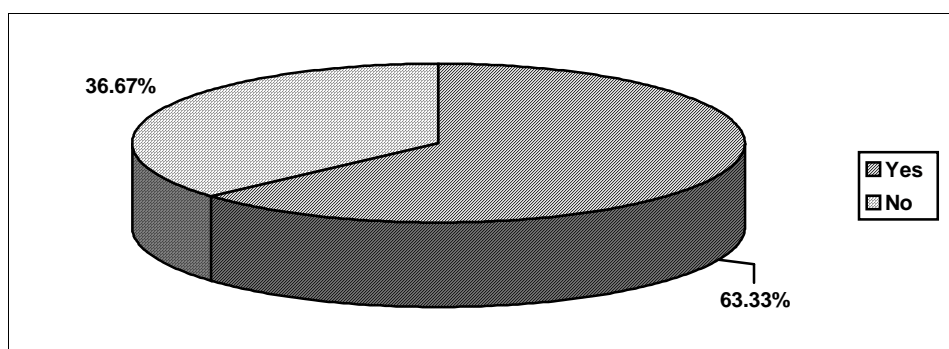
The above table vividly displays that the greater number of the respondents (i.e. 80 percent) claimed that they needed English to establish rapport among the head and other personnel in diplomatic dealing because it was required as a link language whereas the only a few of the respondents (i.e. 20 percent) claimed that they did not need English because they had the knowledge of other language for it. From this offshoot, it can be decoded that the English language is handy to establish rapport among the head and the personnel of diplomatic mission.

3.4.3 English for Employment

This sub-category associates with the question if the respondents needed the English language for their employment. The following pie chart depicts their responses:

Figure No. 13

English for Employment



The above pie chart vividly displays that the great majority (i.e. 63.33 percent) of the respondents agreed that the English language is necessary for their employment because it was regarded as a communicative language.

3.4.4 Assistance of English in Diplomatic Dealings

This sub-category deals with the question if the English language assists in diplomatic dealings. The responses have been tabulated below:

Table No. 9

Assistance of English in Diplomatic Dealings

Response	Number of Respondents	Percentage
Yes	24	80
No	6	20
Total	30	100

The above table vividly displays that 80 percent out of total respondents (i.e. 24 personnel out of 30) agreed that the English language assists in diplomatic dealings while 20 percent of them (i.e. 6 personnel out of 30) indicated that only English does not assist in diplomatic dealings. From this outcome, it can be marked that the majority of the respondents agreed the English language supports in diplomatic dealings.

3.4.5 The English Language Background of the Respondents

This sub-category deals with the question if the respondents had ever got hold of any special English course before entering their job. Their responses are tabulated as below:

Table No. 10

The English Language Background of the Respondents

Response	Number of Respondents	Percentage
Yes	8	36.67
No	22	73.33
Total	30	100

The above table vividly displays that 26.67 percent of the personnel (i.e. 8 personnel out of 30) had got special English course before entering their job whereas 73.33 of them (i.e. 22 personnel out of 30) had not got hold of any special English course before entering their job.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This chapter subsumes concisely the findings and recommendations.

4.1 Findings

After making analysis and interpretation of the data, the following major findings have been originated.

1. On subject of the need of English in diplomatic dealings, the great majority of the respondents working in six foreign embassies located in Kathmandu valley claimed that the English language is mandatory with the purpose of documents registration, oral communication, intergovernmental relations, intra governmental relations, administration, translating documents, writing correspondences, official use, and counselling.
2. The great majority of the respondents claimed that English is prerequisite and assisting language in any diplomatic profession related work like writing correspondences, reports, oral communication translating documents and employment.
3. The great majority (i.e. 55.33 percent) of the respondents come across such situations in which they always have to talk to the English speaking foreigners.
4. The great majority (i.e. 70 percent) of the respondents inferred that the lack of the English language knowledge causes difficulty to establish rapport in diplomatic dealings.
5. It was ascertained that the great majority (i.e. 73.33 percent) of the respondents had not got hold of any special English courses before

entering their job while only a few (i.e. 26.67 percent) of them had got hold of the special English courses. This indicates that the diplomatic personnel needed the English language proficiency to handle their job properly.

6. It can be deduced that personnel working in the field of diplomatic dealings have multifarious need of English language. Accordingly, English language is handy in diplomatic dealings by which each of their works remain uncomplicated in diplomacy.

4.2 Recommendations

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

1. It is substantiated that English is mandatory for the purpose of diplomatic profession related tasks, therefore, every personnel is required to expand the knowledge of the English language if he/she wants to join diplomatic service.
2. Special classes related to communication shells should be conducted so that the solicitous personnel become proficient in their oral communication.
3. The solicitous personnel should be mindful of what sort of language they should use for maintaining intergovernmental and intragovernmental relations with high level officials.
4. Diplomatic personnel should be trained in English from which they will have developed the sense of public administration, service for peace and global effect of English.
5. Diplomatic personnel should be provided with counselling in English so that they have good command of the English language.

6. Solicitous diplomatic personnel should have the knowledge of technical translation for translating documents since its specific scientific, semantic and pragmatic features represent an important national and international tool of communication.
7. The English language should be respected as usual and official need in diplomatic dealings.
8. Diplomatic personnel should develop both speaking and writing skills so that they can easily present meeting reports, seminar papers and diplomatic notes.
9. Diplomatic personnel should be appointed on the basis of the English language proficiency rather than the political prejudice.

REFERENCES

- Anthony, L. (n.d.). *English for specific purposes*. from wikipedia, the free Encyclopaedia. [http:// en.wikipedia. org/wiki/English_ for _ specific_ purposes](http://en.wikipedia.org/wiki/English_for_specific_purposes).
- Arora, P. (1984). *International politics*. New Delhi: Ring Road.
- Aryal et al. (2010). *Diplomatic dealings*. Kathmandu: Apex Educational Academy.
- Awasthi, J.R. (2003). Teacher education with special reference to English language teaching in Nepal. *Journal of NELTA*, 8, 1: 17-28.
- Baral, J.D. (1998). *Language used in the field of tourism*. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu, Nepal.
- Bhatta, M.K. (2008). *English for specific purposes: A case of waiter course*. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu, Nepal.
- Bhattarai, G.R. (1996). *Methods of teaching English: With reference to Nepal*. Kathmandu: Ratna Pustak Bhandar.
- _____ (2006). English teaching situation in Nepal: Elaboration of the theme for panel discussion in the 40th TESOL conference. *Journal of NELTA*, 11, 2:11-17.
- Bhattarai, G.R. and Gautam, G.R. (2008). More electric and interdisciplinary approach to English: Call of time. *Journal of NELTA*, 13, 1-2: 11-14.
- Brutt- Griffler, J. (2002). *World English : A Study of It's Development*. Clevedon: Multilingual Matters.

- Crystal, D. (1997). *English as a global language*. Cambridge: up retrieved April 6, 2010, from <http://www.english.ucsb.edu/faculty/rraley/research/global/English.htm>.
- _____. (2000). *The Cambridge encyclopaedia language*. Cambridge: Cambridge University Press.
- From English for Specific Purpose*. Retrieved April, 20, 2010 from ^z Dudley – evans, 1997.
- Gautam, R.B. (2065). *Research methodology in language education*. Kathmandu: Sunlight Publication.
- Giri, R.S. (2009). The politics of unplanning of languages in Nepal. *Journal of NELTA*, 14, 1-2: 32-44.
- Gnywali, B.D. (2010). *The need of English in public administration*. Unpublished M.Ed. Thesis, Tribhuvan University. Kathmandu, Nepal.
- Harmer, J (2008). *The practice of English language teaching*. London: Pearson, Longman.
- Hudson, R.A. (19980). *Sociolinguistics*. Cambridge: CUP.
- Kachru, B. (1985). *Standards, codification and socio-linguistic realism: The English Language in Outer Circle*. In Quirk, R and Widdowson, H(eds) *English in the World. Teaching and Learning the Language and Literature* Cambridge University Press in Association with the British Council.
- Karn, S.K. (2006). English: then, now and in the days ahead. *Journal of NELTA*, 11, 1-2: 73-79.

- Khalik, A. (2010, Feb. 24). *No English, no diplomacy, experts tell RI attaches*. Retrieved April 22, 2010 from www.thjakartapost.com/.../noenglish-no-diplomacy-experts-tell-ri-attaches.html.
- Krishnamurty, GVG. (1980). *Modern diplomacy: Dialectics and dimensions*. India: Sagar Publication.
- Kumar, R. (2005). *Research methodology: A step-by-step guide for beginners*. New Delhi: Dorling Kinderlex.
- Lamsal, R. (2009). *Language used in forestry journals*. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu, Nepal.
- Master, P. (eds.) (1999). English for specific purposes. *An International Journal*. Retrieved April 20, 2010, from <http://www.antlabsci.waseda.ac.jp/abstracts/esparticle.html>.
- Nicolson, H. (1954). *Evolution of diplomatic method*, New York: Macmillan.
- _____. (1963). *Diplomacy*, 3rd ed., New York: Oxford University Press.
- Pokhrel, M.P. et al. (eds). (2003). CBS Report on Language. *Journal of the Linguistic Society of Nepal*, Vol. 2: 11-19.
- Rycenga, J.A. and Schwartz, J. (1963). *Perspectives on language*. New York: The Ronald Press Company.
- Sharma, B.K. (2008). "World Englishes, English as a lingua franca, and English pedagogy." *Journal of NELTA*, 13, 1-2: 121-130.
- Webster, C.K. (1962). *The art and practice of diplomacy*, New York: Branes and Noble.