

**PRACTICES OF ENGLISH FOR SPECIFIC PURPOSES AT  
INSTITUTE OF AGRICULTURE**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Nisha Khanal**

**Faculty of Education  
Tribhuvan University  
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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 : 2068-02-01

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## **RECOMMENDATION FOR ACCEPTANCE**

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# DEDICATION

*Affectionately Dedicated*

*to*

*My Family*

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**May, 2011**

**Nisha Khanal**

## ABSTRACT

This research is a study of "**Practices of English For Specific Purposes At Institute of Agriculture**". This study aimed to find out how important the English language for the students of agriculture has and also try to find out its relevancy, advantages, and weaknesses in technical writing. 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 questionnaires. For the primary source of data the researcher selected Institute of Agriculture and Animal Science Campus of Chitwan especially post graduate students. The research selected the students from the first semester (who had just finished their first semester exam) and from the third semester, the numbers of respondents were around 35/35 from the each semester. From the study it has been found that the respondents need English in almost each of their works. Where the knowledge of English becomes a must for them is in teaching learning activities, communicating with the person of different fields, presenting/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 recommendations on the basis of findings. 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

%	Percentage
B.V.Sc & A.H	Bachelor of Veterinary Science and Animal Husbandry
EFL	English as a Foreign Language
ESP	English for Specific Purposes
etc.	Et Cetera
GRE	Graduate Record Examinations
IAAS	Institute of Agriculture and Animal Science
i.e.	That is
INGOs	International Non Governmental Organizations
I.Sc.Ag.	Intermediate of Science in Agriculture
JTA	Junior Technical Assistant
LSP	Language for Special Purposes
M.Sc.Ag.	Master of Science in Agriculture
NELTA	Nepalese English Language Teachers' Association
NGOs	Non Governmental Organizations
PCN	Project Concept Note
PG	Post Graduate
Ph.D	Doctor of Philosophy

SAARC	South Asian Association for Regional Cooperation
S.L.C.	School Leaving Certificate
SPSS	Statistical Package for Social Sciences
TESOL	Teaching English to the Speaker of Other Languages
TOEFL	Test of English as a Foreign Language
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization
USA	United States of America

# **CHAPTER ONE**

## **INTRODUCTION**

This study is about what kind of English is taught to the students of agriculture in agriculture education. This chapter consists of general background, importance of English, English Language Teaching in Nepal, English for specific purposes; a brief introduction, ESP in Nepal, brief introduction of Agriculture and Animal Science (IAAS), the English language needs of students at IAAS, introduction to the course (Technical Writing), review of related literature, objectives and significance of study.

### **1.1 General Background**

All the living animals in the earth need to have communication within their species for easy survival. Different species use different modes of communication as their ancestors. Since human beings are the most developed creature among all species, they deserve species-specific property i.e. language to communicate and express their thoughts, feelings and emotions in day to day life.

Language is defined as most powerful convenient and permanent means and form for the expression of human feelings, thoughts, ideas, emotions etc, and unique feature of mankind-the possessor of the power of articulate speech, differentiates him/her from all the other species.

According to Makey and Bokhorst-Heng (2008, p.18), “There are around 5,000-6,700 languages in the world and about half of these will become extinct in the century”. According to them, some languages which are in the tongue of minority groups are in danger of losing their existence in coming few years. Among all these languages of the world, the English language is one of the richest, most common, popular, widely accepted means of international communication and it is used in the field of science and technology, trade, commerce, international negotiations along with its basic use i.e. in the field of

education, invention, discovery and more basically as easy means of communication. The English language has wider coverage, so everyone will be able to reap huge benefits, if the English language is learnt properly. Today the English language is the most powerful means of communication for the people of all around the world.

### **1.1.1 Importance of the English Language**

Among all the languages, English is the most dominant and important language in the present day world. It is the most widely used language in the world. It has dominated all the academic spheres. Everyone seems willing to learn English because of its essence. It is also rich in its vocabulary, grammar, and literature.

Regarding the importance of English, Crystal (1990, p.130) states that over two third of the world's scientists write in English. Three quarters of the world mail is written in English. According to the survey of the UNESCO, more than sixty countries of the world use English as an official language, about one hundred and sixty million people listen to English radio programme and over sixty million children study English at the primary level. So, it is a gateway to learn history, culture, life style and current affairs of the world. The English language is inevitable in every aspects of human life, for instance, science, information technology, business, communication, literature, media, politics, and so on. Besides, English is one of the official languages of the United Nations Organization. It is widely used in other international organizations like the SAARC, OPEC. It is equally useful in governmental and non-governmental sector inside the country as well outside the country. Hence the importance of English cannot be confined within certain areas. No one can move forward with the flow of time to assimilate in the global community avoiding the English language.

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 that there has been a belief amongst some that English is the language on which the sun never sets. So that English has gained such remarkable position in the world. According to Phillipson (2000, pp. 23-24):

English is now entrenched worldwide, as a result of British colonialism, international interdependence, 'revolution' 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 British which has gravitated towards linguistic homogeneity, but the significant portion of entire world.

In the context of Nepal, many Nepalese students go abroad every year for their higher 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 etc. with the people there, English works as the lingua franca. Bhattarai (2006, p. 15) states:

English is the only language with which the educated mass, intellectual freedom fighter 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 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.

We can easily say that the importance of English for agricultural sciences (students) is unavoidable. English in agricultural sciences is very essential to develop skills for a good communication in the scientific world. In agricultural sciences the medium of instruction is English. They have to read their text books, reference books and other materials in English. If they lack English,

they became handicapped in this world, so that English is very essential for every human being.

### **1.1.2 English Language Teaching in Nepal**

Realizing the significance of the English language, it is taught and learnt as a foreign language in Nepal. Regarding the history of the English language in Nepal, it goes back to the seventeenth century when King Pratap Malla ruled over the Kathmandu valley. The inscription of Hanuman Dhoka has clearly proved that Pratap Malla had a good command over the fourteen different languages including English. The real introduction and development of the English language in Nepal is closely connected with the establishment of British rule in India and rise of the Rana rule in Nepal, in the nineteenth century. During the Rana regime in Nepal, Junga Bahadur Rana opened a school in 1910 B.S in a room of his own palace to impart the knowledge of the English language to his children and relatives after returning from England, that was the first school in the history of formal education in Nepal. The objective behind the establishment of this school was to establish amity and harmonious relationship with England and to educate the Rana children. The same school is known as Bhanu High School nowadays. English in Nepal has made the history of one and half a century now. Its importance and its use in multiple field is increasing day by day in Nepal. Highlighting this, Bhattarai (2006, p. 11) indicated that, 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.

In course of establishing schools, the Prime Minister Chandra Shamsher Rana had opened Chandra Middle School, the first English medium school outside the Kathmandu valley, at Siraha. English for higher level was introduced with the opening of the Tri-Chandra College. There was no college and university for higher education in Nepal until Tri-Chandra College was opened in 1918.

Later on, due to the political change in the country, education started to spread gradually all over the country. Vaidya et al.(2001, p. 308) indicated that the entire network of primary schools ranging no less than three hundred institutions had been spread by Dev Shamsheer throughout Nepal. In total, during 104 years of Rana regime, 321 primary schools, 200 lower secondary schools, and 11 secondary schools were established. Now-a-days, English is taught as a compulsory subject form grade one to bachelor level in Nepal. According to Pathak (1979, p.1)

English syllabus in higher education followed the pattern of Patna University (India) with a load of 300 marks accounting for 30% of the total number of marks. Educational institutions grew up rapidly after democracy was introduced by King Tribhuvan in 1951. Lack of the sufficient manpower and system of education became significant factors that affected the actual teaching learning practices. The goals of education were not clear. Students were admitted, taught the course prescribed (mainly literature based), tested and declared successful or unsuccessful. But the time and situation is totally different in present. The crave for English has grown so much that now within a span of three decades there are large number of famed publishing houses that produced materials (textbook) in English, these are mostly by native (Nepalese) writers and editors, there are different training institutions and their training centers, different teams of writers, translators, trainers, all for promoting English, all engaged in ELT enterprise.

Whereas, Bhattarai and Gautam (2005) indicated that English has underpinned many different enterprises. The government schools are now, on the demand of the parents willing to change the usual medium of Nepalese into English. This represents the desire for more English in the academic sector of Nepal. English has become a more powerful medium of communication especially to the younger generation.

We have remarkably distinct Nepalese variety of English and considerable number of publications (original authoring as well as translations and technical writings are coming up). Similarly, even the Nepalese medium educational institutions such as TU and its constituent/affiliated colleges have shown their desire to design to begin English medium wings in their existing academic programmes of the market. Even the non-technical streams like arts, commerce and education have started opting for English as a medium of instruction in higher education. Now- a-days English curriculum and text books by Nepalese authors were developed, prescribed, and revised timely as per the demand of the day. Realizing the growing attraction towards the English language, the government has also taken a decision 9 years ago to introduce English from grade one. This shows that demand of English in Nepal increase day by day. According to Bhattarai (2006, pp. 14-15), “There are about 50 regular publications including dailies, weeklies and magazines in English, more than 500 titles have appeared in English translation alone.”

In Nepal, English is also taught for specific purposes in the faculty of Law, in the institutions of Medicine, Engineering, Agriculture, Forestry, and college of Banking and Finance studies. One thing that is worth mentioning here is that the credit given to English in different campuses are not the same. But this study will be confined with agriculture science, which we will discuss later on.

In short the English language has been inevitable for academic and communicative purposes in Nepal. Thus, the rapid growth of English medium schools and their impact on our society prove that the teaching / learning of the English language have been highly emphasized in Nepal.

### **1.1.3 English for Specific Purpose (ESP)**

At first, language for special purposes (i.e. LSP) has begun to appear more and more frequently in language teaching literature. Now many scholars and its followers use the term English for specific purposes (i.e. ESP). It is thought that the former (i.e. LSP) is restricted language which, for many people, is

small part of ESP, the latter one (i.e. ESP) focuses attention on the purpose of the learner and refers to the whole range of language resources. Any foreign language learning process is directed to by the needs of learners. Learning foreign language varies from learner to learner. So, language learning meets those various needs of the people. Thus concept of need based language learning is called specific purposes. The English language learning based on the needs of learner is called English for specific purposes.

In other words, teaching and learning of English for any particular purpose i.e. relating it to a particular field is generally understood as English for specific purposes. Some example of ESP can be Business English, English for Science, English for Engineering, and English for Agriculture. ESP is concerned with practical outcomes.

Holdson (1977, p. 11) collects different articles in the book 'English for Specific Purposes' where Kerr clarifies what ESP seeks to do and the areas with which it is concerned. Mackey (cited in Robinson, 1984, p. 6) argues that "ESP is generally used to refer to the teaching/ learning of a foreign language for a clearly utilitarian purpose of which there is no doubt."

Thus, by ESP is meant the teaching of English, not as an end in itself but as an essential means to a clearly identifiable goal. The crucial word is 'Purpose' for there is always a purpose behind language teaching. If we are to teach English for a special purpose, we have to consider the way in which we hope to achieve the end. So 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.

From the early 1960s English for Specific Purposes (ESP) has grown to become one of the most prominent areas of English for Foreign Language (EFL) teaching today. The course helps the learner perform his/her job successfully and the success of ESP course is evaluated in terms of how successfully a learner can gain knowledge of English at work in order to communicate with others.

Richards et al. (1985, p. 94), pointed out that English for specific purposes means the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific need of a particular group of learners. As a separate branch of English teaching, ESP does not carry a long history. According to Evans (2001)

English for specific purpose (ESP) has for about 30 years been a separate branch of English language teaching. It has developed its own approaches, materials, methodology and is generally seen as a very active even 'feisty' movement that had considerable influences 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 student needs to do with English? What is their field? What is the skill they need to master? And how well? We should first recognize the true need of the students. If we are preparing or teaching any ESP course for the students of agriculture, 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 need analysis. This initial needs analysis provides information about the target situation, and what learner will have to do in English. The first thing in ESP is time factors where the students will normally have a pressure to achieve the required level of linguistic competence in the minimum (given) time. The students and teachers should be constantly aware of the purpose and they introduce relevant materials into the learner centered course. Attention to the needs of the learner is constantly a key element in any ESP course. The age of the ESP learners is another element in which more people agree. For most of the people's concept, the learner is an adult or near adult. Considering such facts the ESP course is designed for a reasonable number of students with identical or nearly identical needs and those needs

should be satisfied and the course is limited to or more specific according to the needs of the learners.

Thus, it can be concluded that English for specific purposes may be related to or designed for specific disciplines and seen as an approach to teaching in which all decisions as to contents and methods are based on the learner's reason for learning. Increased field of English for specific purposes also influenced the curriculum planner.

#### **1.1.4 English for Specific Purposes (ESP) in Nepal**

Recent world events have underscored the need to increase understanding and to improve communication among all citizens. To meet these communicative needs more and more individuals have highly specific academic and professional reasons for seeking to improve their language skills, especially the course falls under English for specific purposes.

In Nepal, the course English for specific purposes started in the early 1980s. The perception of characteristics of such a course is rather vague, the teacher, the actual implementators were unfamiliar with its idea and objectives.

According to Subedi (1978, p, 2), "In Nepal, the idea of ESP is very recent. The seed of ESP is presenting in every book but the need of ESP is not properly defined by the same courses and ESP is not developed properly to catch for those needs. The students of science are taught the stories from Shakespeare."

ESP is a device for teaching English use as well as usage. Teaching English use is teaching the communicative skills as directed for the specific purposes and needs of the learner. ESP programs focus on developing communicative competence in a specific field such as business, tourism, journalism, technology, etc. In Nepal, ESP is recently used in different disciplines as a course. ESP meets learner needs and helps in profession. So, it is taught as a specific course for different disciplines students such as medical practitioner, worker, waiter, agriculture sector, business sector.

### **1.1.5 A Brief Introduction of Institute of Agriculture and Animal Science (IAAS)**

The Institute of Agriculture and Animal Science (IAAS) is one among the five technical institutes under Tribhuvan University, Nepal. The mission of IAAS is to train competent manpower in agriculture and applied disciplines, and to promote research, development and technology dissemination in agriculture. The institute of Agriculture and Animal Science began as a School of Agriculture under the Ministry of Agriculture in 1957 to train Junior Technical Assistants (JTA) in agriculture. In 1968, the school was upgraded to College of Agriculture and a two year Intermediate of Agriculture Science (I.Sc.Ag.) program was started. In 1972, the college of Agriculture was given the status of the Institute of Agriculture and Animal Science under Tribhuvan University. Until that time, the Institute did not have its own buildings and facilities and was operated at Jagdamba Bhawan at Pulchok in Kathmandu. In 1974, the institute was relocated from Kathmandu to its present site at Rampur in Chitwan district where 110 hectares of land, buildings and facilities of then Panchayat Training Center were endowed to the institute. Later in 1978, 125 hectares of livestock farm under Ministry of Agriculture was handed over to IAAS for teaching. At present the institute has three campuses. Rampur Campus, which is the main Campus located at Rampur, Chitwan district and other two Campuses are Lumjung Campus, located at Sundar Bazar, Lumjung established in 1975 and Paklihawa Campus located at Bhairahawa, Rupendehi district established in 1978.

At present, the Institute offers a B.Sc. Agriculture (Bachelor of Science in Agriculture), B.V.Sc & A.H. (Bachelor of Veterinary Science and Animal Husbandry), M.Sc Agriculture, M.Sc Animal Science and Doctor of Philosophy (Ph.D) program at Rampur Campus. The other campuses also offer initial two year of B.Sc. Agriculture course. The IAAS was started with a few permanent faculty position in 1972, however, now it implements teaching, research and extension program through a core of over 150 trained and

dedicated faculty members at its campuses. There are altogether 20 departments in the central campus at IAAS, Rampur. The institute is following the semester system of its academic calendar since 2002.

### **1.1.6 English Language Needs for the Students at the Institute of Agriculture and Animal Science (IAAS)**

Learning a second language or a foreign language is highly related to students' needs. Students studying English at the Institute of Agriculture have special needs in English. This is because our national language is not rich enough to substitute equivalent technical terms. On the other hand, it is equally true that all students of different technical course do not need all the common core vocabulary to be able to communicate the affairs related to their professions. An engineer may require a lexicon that will enable him/her to talk about building construction, road construction, and so on. He/she does not probably, need names of drugs and treatment for specific diseases, but these things are essential for students of medicine.

English is one of the important means of communication for any discipline. This research is mainly related to agricultural sciences. Furthermore there is a great scope of the English language in agricultural sciences. It is important as a means of communication for agricultural researchers, graduates, post graduates, professors, development workers, and so on. English is very important for agriculturists because, they have to read their text books, reference books, and other materials in English. Professors need the English language to deliver the recent technologies to their students. In agricultural sciences, there are some specific words and jargons, which are impossible to translate in the Nepali language, so that the students have to know English. If we translate them into Nepali, the original meaning may be lost. So that agricultural researchers feel that the English language is an invaluable language to circulate their research findings to the researchers of the other country of the world.

Students of agriculture usually aim to go abroad for their further study, such as Masters and Ph. D. programmes. Before they go there, they have to tackle with the English language for basic requirement for example, TOEFL, IELTS, GRE, GMAT, SAT etc, so that they must have good command over the English language. In addition, after passing their academic years, they join their jobs in many sectors such as, Government services, NGOs, and INGOs services. During their service period, they have to communicate with their donors (especially foreigners), and the form of communication may be written or oral. At that time, they need perfect English.

According to Devokta (personal communication) students of agriculture do not use proper grammar rules, that creates many problems. Especially, problem lies in punctuation and paraphrasing. He gave one example of punctuation,

- Woman without her man is savage.
- Woman, without her, man is savage

In this example, placing punctuation in different places gives different meaning. So that intended meaning may be lost or vice versa. So that, each and every body must be careful about these things. To fulfill these issues, there is one course i.e. Technical Writing. We will discuss it in the following pages.

### **1.1.7 Introduction of the Course (Technical Writing)**

**Course title: Technical Writing**

Subject code: ENG 701

Nature of course: Theory

Credit hours: 2+0

Full marks: 50

#### **Course Description**

This course is designed to introduce postgraduate students in the sciences to the writing requirements for their study. The course deals with the various

technique of proposal writing in general and the requirements of assignments/term paper and dissertation, or thesis in particular and outlines the convention of scholarly writing. Learning to write professionally is an integral part of postgraduate program. The main goal of this course is develop the writing skill but ultimate goal is to develop all four skills of language. A detail on the course, Technical Writing is presented in Appendix 2.

## **1.2 Review of the Related Literature**

Though English for Specific Purposes course is widespread field in this modern world, only a few studies have been carried out in this area particularly in Nepal. They are related to the present study but not exactly. The researcher will carry research on English for Specific Purposes course for agricultural sciences, which is different from other research.

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

Awasthi (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 favor of continuing English as a compulsory subject in the secondary schools and up to S.L.C. and also the majority of the people don't want English to be replaced by any other UN language.

Neupane (2008) in his M.Ed thesis entitled “Language used in Journal of Agriculture” has concluded that, sentence type, tense, voice, aspect, and special vocabularies are significantly different from language other field. and it was found that most of the texts have been found to have written in the

complex sentences, the past tense, active voice and simple aspect. So while teaching special focus should be given to such aspects.

Gnyawali (2009) in his M. Ed thesis entitled “The need of English in public administration” was also reviewed. In his thesis, he concluded that English for Specific purposes (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 fulfilled to some extent.

But the present study is different from these studies mentioned above. The present study is concerned with English for specific purposes a case of agriculture sciences. This study tries to find out the relevance of the course and suggests for some remedial suggestions for better improvements and also tries to find out the advantages of the course.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- a. To assess the relevance of the ‘Technical Writing’ course to agricultural postgraduate students of IAAS.
- b. To find out the advantages of the course (Technical Writing) for the agricultural students and analyze the adequacy of the course content.
- c. To identify the major problems and technical issues in relation to the implementation of the course.
- d. To list some pedagogical implications for improving the course.

### **1.4 Significance of the Study**

In agriculture sciences (education) there is a course (technical writing) for postgraduate students aiming to fulfill the lack of the English language in their academic life. This study is important since it aims at finding out how much important English is for the students of agriculture. This study will try to find

out the advantages and relevancy of the course and also try to suggest some remedial suggestions for the betterment of the course.

This study will be useful for the people working in the field of agriculture sciences, students, teachers, textbooks writers, syllabus designer, methodologists, researchers 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**

This chapter deals with the detailed methodology of this study and also describes the appropriate tools that were used during this study.

#### **2.1 Sources of Data**

Both primary and secondary sources were used to collect the information required for this study.

##### **2.1.1 Primary Sources of Data**

The primary sources of data were the respondents, specifically, the students enrolled in different departments of IAAS for post graduate studies, the teachers, and the students who have already passed out the course.

##### **2.1.2 Secondary Sources of Data**

Holdson (1977), Awasthi (1979), Crystal (1990), Bhattarai (2006), Bhatta (2008), Harmer (2008), Journal of IAAS, Journal of NELTA, internet sites related to this study, related articles, post graduate theses related to the topic, were the main sources of secondary data in this study.

#### **2.2 Sampling Procedure and Sample Size**

There were altogether 70 students enrolled in the first semester of PG level at IAAS and about the same number of students who have completed the course and are studying in the third semester. Thus, this study selected 50 percent students of each category as the sample for this study. The size of sample was determined on the basis of simple random sampling procedure i.e. the respondents for this study were selected randomly.

### **2.3 Tools for Data Collection**

Basically, I used questionnaire as the research tool for my research. The data were collected by using semi-structured questionnaire i.e. open or close ended in nature. The questionnaire is presented in Appendix 1.

### **2.4 Process of Data Collection**

The primary data were collected by using the questionnaire. I went to the field and built rapport with the concerned people. I administered the research tools, i.e. questionnaire and explained to the respondents about the purpose of it.

The filled in questionnaires were collected from the respondents immediately or as per the respondent's convenience.

### **2.5 Limitations of the Study**

The present study was limited to the following areas.

- a. This study was limited to only the postgraduate students of IAAS (especially first semester and third semester students).
- b. This study was also limited to the time period of 3 months or 12 weeks due to the system of teaching in IAAS (i.e. the students are taught only 3 months within a semester and then they are engaged for in the preparation of their final examination).
- c. Most importantly, this study was limited to only agriculture students, that covers only one aspect of technical education in Nepal leaving aside other faculties of technical education such as Medicine, Forestry, Engineering, Ayurveda, and Science and Technology.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from primary source. The information collected during the study were analyzed and tabulated under the following different headings.

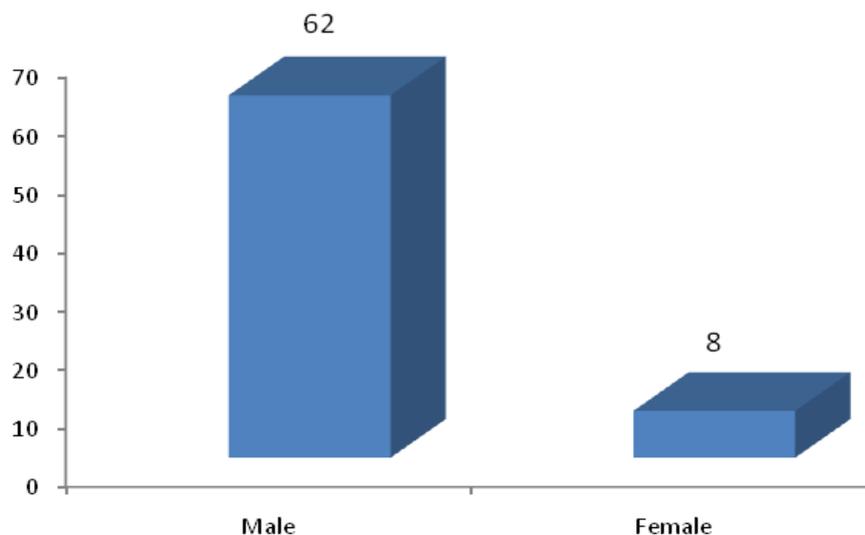
#### 3.1 Background Information on Respondents

##### 3.1.1 Gender of Respondents

Altogether 70 students from two semesters viz. first and third semester were included for this study. Comparatively, it shows that male respondents were greater than female respondents. Frequency of the gender of respondents in this study is presented in Figure No.1.

**Figure No.1**

#### Frequency of Gender of Respondents



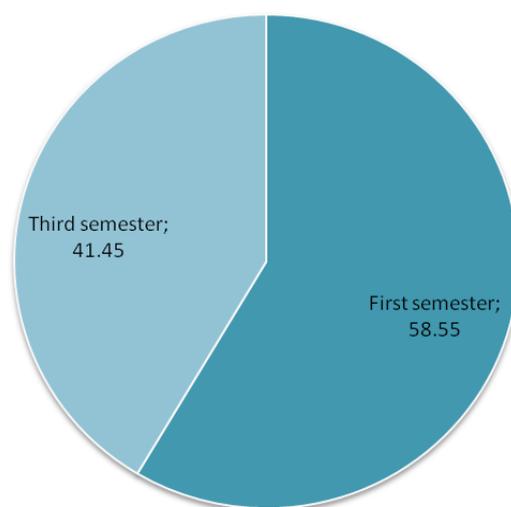
Accordingly, it is clear that more than 88 per cent respondents were male with the frequency of 62 compared to 8 females (11.4 per cent). This indicated that males are eight times greater than female in my research.

### 3.1.2 Semester of Respondents

The percentage of the level of the study of the respondents is presented in Figure No. 2. Results of this study revealed that more than 58 per cent students involved in this study were from the first semester and the rest of the students were from the third semester.

**Figure No.2**

**Percentage of the Level of Study of the Respondents**

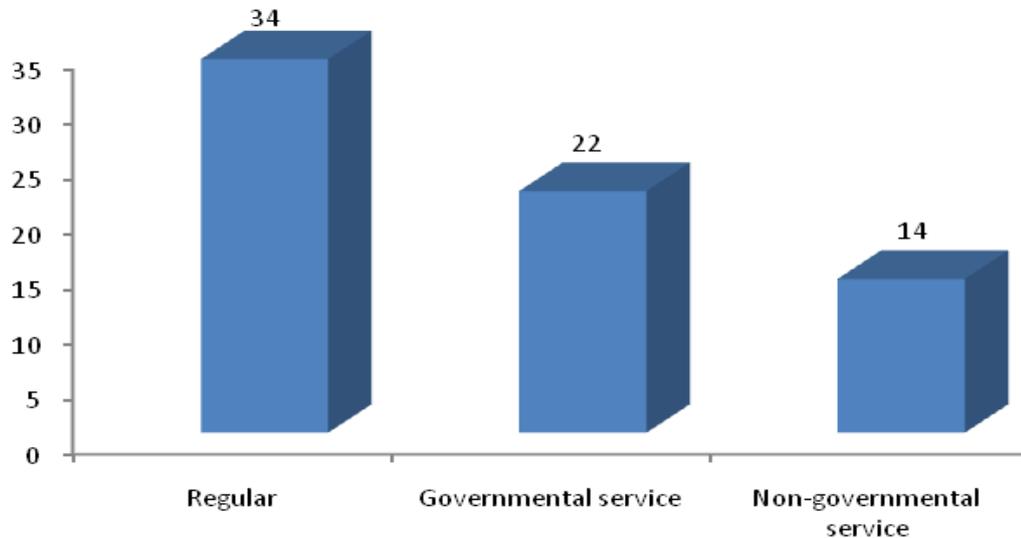


### 3.1.3 Type of Enrollment of Respondents in Post-graduate Studies

This study has tried to assess the enrollment pattern in the post graduate level at the institute of agriculture. This revealed that there were three categories of students based on the type of enrollment for the master degree in agriculture and animal science including regular students who have recently completed their bachelor degree, those who were nominated from the Government of Nepal, and those who were from non-government service. The frequency of each category of students is presented in Figure No. 3.

**Figure No. 3**

**Frequency of Different Categories of Students Enrolled in Master Degree at IAAS, 2011**



The figure indicated that most of the students (48.6%) enrolled in the post-graduate studies were regular followed by the students from government service (31.4%) and non-governmental service (20%) as well. In addition, the respondents have joined for post graduate studies after the average year of 10.23 ranging from minimum 2 to maximum 28 years of completion of their bachelor degree.

**3.1.4 Type of School of the Respondents**

The respondents were also asked about the type of school from where they graduated. There were two types of categories, one is government- aided school and another is private school. Detail information on the type of schools of respondents in the Table No.1.

**Table No .1**

**Frequency and Percentage of Type of School of the Respondents**

Type of school	Frequency	Per cent
Government aided school	54	77.1
Private school	16	22.9
Total	70	100.0

It is clear that 77.1 per cent respondents were come from government aided school(i.e. 54 out of 70) and 22.9 per cent respondents were come from private school (16 out of 70). It clearly shows that the bigger numbers of respondents were come from the government aided school and it represent that most of the Nepalese children are study in the government aided school.

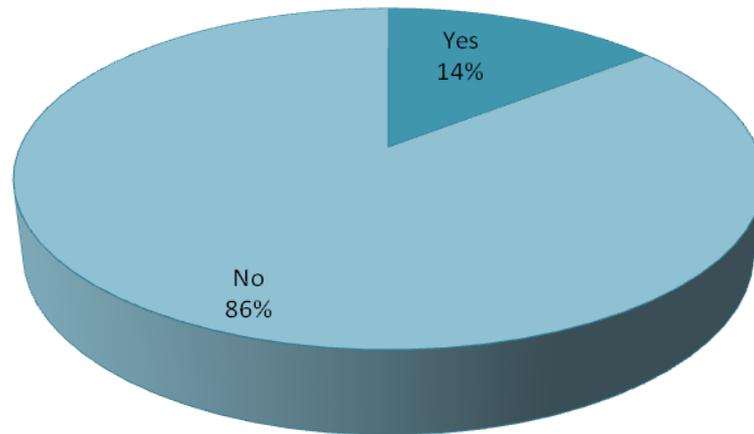
**3.2 English Language Background of the Respondents**

**3.2.1 Extra English Course During Secondary Level**

The respondents were also asked about whether they took any English course in the secondary level. The following table shows that the respondents who took a extra English in the secondary level. Percentage of the respondents with and without extra English course during secondary level is presented in Figure No. 4.

**Figure No. 4**

**Percentage of Respondents With or Without Extra English Course During Secondary Level**



From the above figure, it is clear that 14 per cent respondents took English course in the secondary level and 86 per cent respondents did not take any extra English course in the secondary level. It also shows that most of the respondents did not take any extra English in the secondary level.

**3.2.2 Participation in English Course Before Starting Master Degree**

The respondents were also asked whether they studied any English course before starting the master's degree. There were mixed responses found.

Majority of the respondents replied that they did not study (participate) English course before starting the master's degree. The following table presents their responses.

**Table No. 2**

**Frequency and Percentage of the Respondents Participation in English Course before Starting Master Degree**

Responses	Frequency	Per cent
Yes	18	25.7
No	52	74.3
Total	70	100.0

Accordingly, result of this study revealed that, 25.7 per cent respondents (i.e 18 out of 70) studied English course before starting the master's degree. Whereas, 74.3 per cent respondents (i.e. 52 out of 70) did not study English course before starting the master's degree.

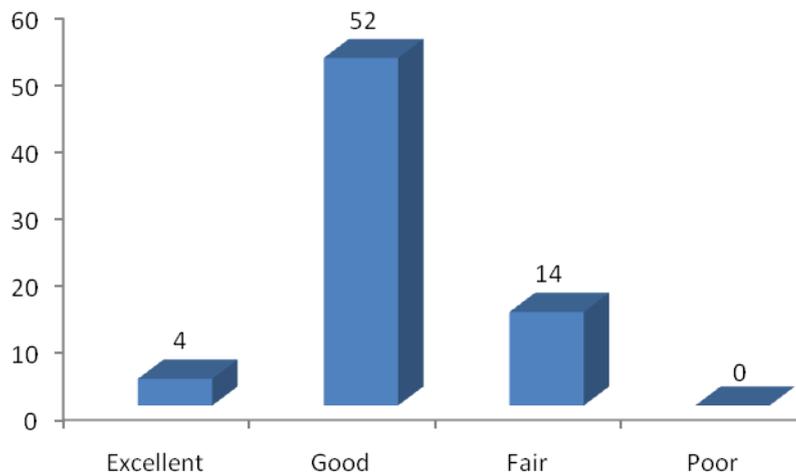
The results of this study also revealed that, the students took part in the English language course for the average duration of 6.12 months ranging from a minimum of 1 month to the maximum of 1 year before joining in the master's degree program.

**3.2.3 Respondent's Proficiency in the English Language**

The respondents were also asked to rate their proficiency of the English language to see how much proficient they think themselves. As said by them they were neither excellent nor poor in the English language i.e. mixed responses were found. The result of this study is presented in Figure No. 5.

**Figure No. 5**

**Frequency of Respondent's Proficiency in the English Language.**



Accordingly, the results of this study reflect that, 5.7 per cent respondents rated their English as excellent, 74.3 per cent rated as good and 20 per cent rated as fair level. But none of the respondents rated his/her English as poor. It shows that most of the respondents have good level of proficiency in the English language.

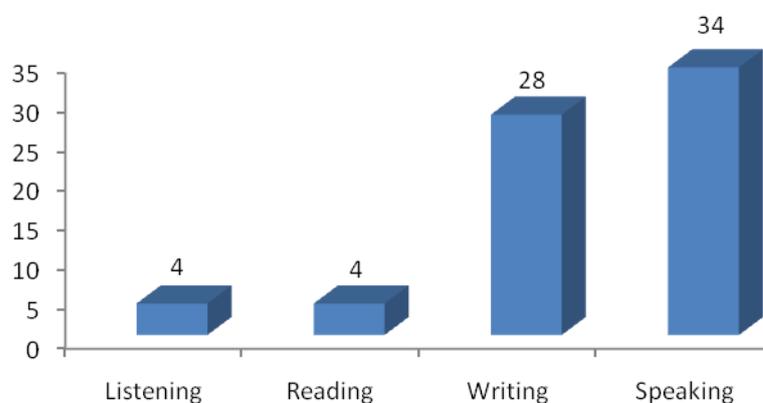
**3.3 Participants Views Towards the English Language**

**3.3.1 Most Important English Language Skill**

The respondents were asked to rate important English language skills in their opinion. There was a not uniform response from the respondents. The following table vividly presents their responses.

**Figure No. 6**

**Frequency of Respondents Towards the most Important English Language Skill**



The above table shows that 5.7 per cent of the total respondents replied that listening is the most important skill of the English language. And also 5.7 per cent of the total respondents replied that reading is the most important skill, whereas, 40 per cent replied that writing is the most important skill. At last 48.6 per cent respondents replied that speaking is the most important skill of the English language. It shows that nearly 50 per cent respondents replied that for good command in the English language speaking is the most important language skill.

**3.3.2 The Language Skill that Needs for Improvement by the Post Graduate Students**

The respondents were also queried as to which area of the language, i.e. which language skill they need improving. There was not uniform response from the respondents. Frequency and percentage of the English language skill to be improved by the respondents are presented in Table No.3.

**Table No. 3**

**The Language Skill that Needs for Improvement by the Post Graduate Students**

Language skill	Frequency	Per cent
Listening	10	14.3
Reading	0	0.0
Writing	10	14.3
Speaking	18	25.7
All of above	32	45.7
Total	70	100.0

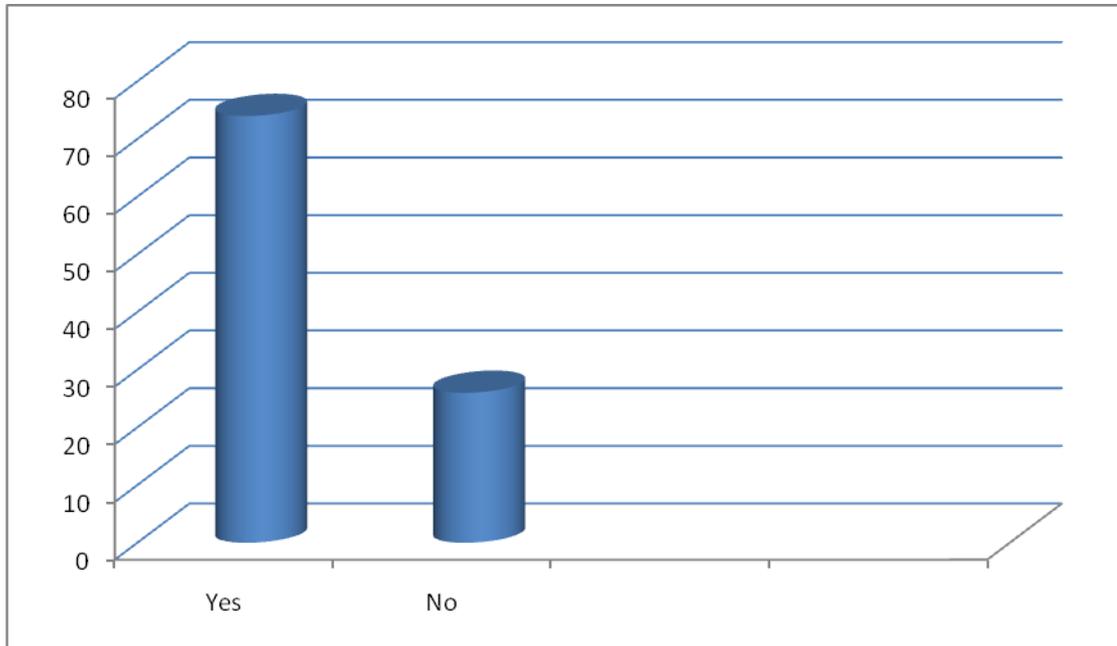
The result of this study revealed that 14.3 per cent of the total respondents replied that they want to improve listening skill and 14.3 per cent replied that they want to improve writing skill. Among the total respondent 25.7 per cent replied that they want to improve speaking skill and also no one wants to improve reading skill, whereas 45.7 per cent of the respondent want to improve all the skills, (i.e. listening, speaking, reading and writing) skills of the English language.

**3.3.3 Need of Listening English Programs Broadcasted Through Media**

The respondents were asked whether they need to listen to English programs broadcasted through the media to develop their English language skills. The people working in the field of agriculture need to deal with various affairs and the course of this they need to make effective use of language. Percentage of respondents requiring to listen to the English programs broadcasted through media is presented in Figure No. 7.

**Figure No. 7**

**Percentage of Respondents Who Need to Listen English Programs  
Broadcasted Through Media**



The above pie chart revealed that 74.3 per cent of the total respondent need to listen the English programs/presentation to develop their English language skills for their study. While only 25.7 per cent respondent replied that they did not need to listen to the English programs/presentation. From this result what can be deciphered is that listening to the English programs/presentation broadcasted through the media is of a great help for the people to develop the English language.

**3.3.4 Enhancement of the English Language Skill by Participating in the  
Workshop Delivered by a Native English Speaker**

The respondents were asked about whether the presentation delivered by a native English speaker helps to enhance their language skills. Frequency and percentage of the respondents on this matter is presented in Table No. 4.

**Table No. 4**

**Frequency and Percentage of the Respondents Enhancing Their English Language Skill Participating in the Presentation Delivered by a Native English Speaker**

Responses	Frequency	Per cent
Yes	58	82.9
No	12	17.1
Total	70	100.0

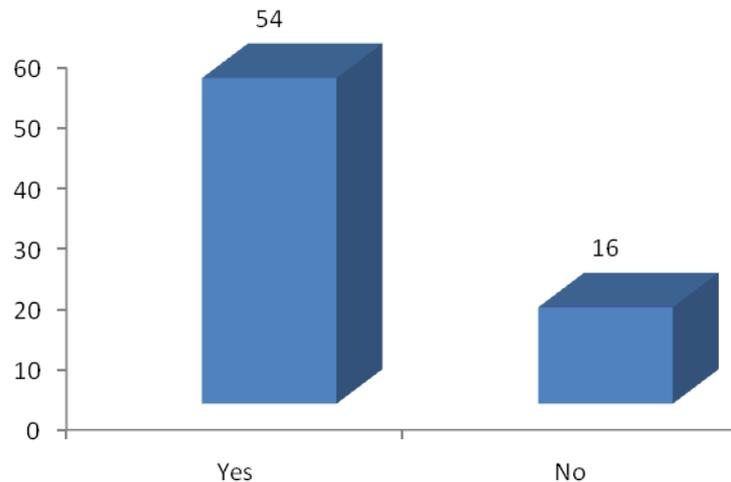
From the above table, we can interpret that 82.9 per cent respondents (i.e. 58 out of 70) replied that they enhance their English language skills from the presentation delivered by the native English speaker. Whereas, 17.1 per cent respondents (i.e. 12 out of 70) replied that they did not enhance their English language skills from the presentation delivered by native English speaker. For majority of the respondents, it is very beneficial to listen any program/presentation delivered by a native English speaker for enhancement of skills.

**3.3.5 Participation in the Workshops/Seminar**

The question tries to find out the number of respondents who have participated in the workshops/seminar. So that respondents were asked “Have you participated in the workshops where medium of instruction was the English language?” Frequency of the respondents participated in the workshop/seminar presented in the English language is presented in Figure No. 8.

**Figure No. 8**

**Participation of Respondents in the Workshops/Seminar**



Accordingly, the results of this study revealed that 77.1 per cent respondents participated in the workshops/seminar. However, 22.9 per cent respondents did not participate in the workshops/seminar. It also shows that more than 70 per cent respondents got a chance to participate in the workshops/seminar where the medium deliberation was the English language.

**3.3.6 Benefits of Participating in the Workshops/Seminar**

As the result obtained in Figure 7, 77 per cent respondents participated in the workshops/seminar. In this connection, the respondents were again asked to point out the major benefits of participating in the workshops/seminar.

Accordingly, the major benefits of participating in any seminar/presentation by a native English speaker were:

- Beneficial in enhancing all the skills of the English language.
- Improved way of presentation.
- Important for increasing vocabulary.
- Beneficial for developing the language setting.

- Helpful in developing the conversation skill.

### **3.3.7 Conversation with the Embassy People**

The respondents were asked whether they held conversation with the people of any embassy in English. Thus, frequency and percentage of the respondents who have made conversation with the embassy officials is presented in Table No. 5.

**Table No.5**

#### **Frequency and Percentage of the Respondents who had Conversation with the Embassy Officials**

Responses	Frequency	Per cent
Yes	32	45.7
No	38	54.3
Total	70	100.0

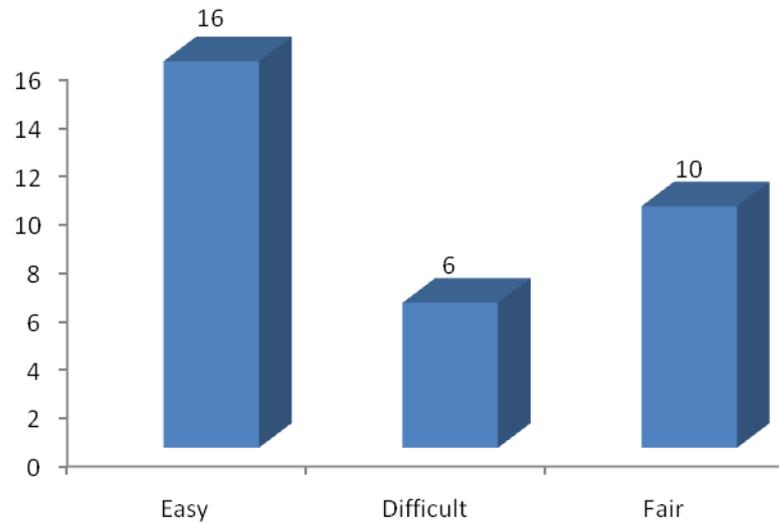
According to the table it is revealed that 45.7 per cent respondents made conversation with the people of any embassy in English, whereas, 54.3 per cent respondents did not make conversation with the people of any embassy. Less than 50 per cent respondents held conversation with the people of any embassy in the English language in course of applying for abroad.

### **3.3.8 Feeling of the Respondents Towards the Conversation with Embassy Officials**

The respondents were asked about the feeling while making conversation with embassy officials. The frequency of respondents with their feelings while making conversation with the embassy official is presented in Figure No. 9.

**Figure No.9**

**Feeling of Respondents Towards the Conversation with Embassy Officials**



From the above table it is clear that 50 per cent respondents feel easy while holding conversation with embassy officials, while 18.75 per cent respondent feels difficult and 31.25 per cent respondent feels fair.

**3.3.9 Conduction of Seminar in English Language**

The respondents were inquired whether they have organized any seminar in English language in the past. Thus, the frequency and percentage of the respondents along with their response towards the organization of seminar in the English language is presented in Table No.6.

**Table No. 6**

**Frequency and Percentage of Respondents who have Conducted Seminar  
in the English Language**

Response	Frequency	Per cent
Yes	50	71.4
No	20	28.6
Total	70	100.0

The table indicated that 71.4 per cent respondents conducted seminars in the English language while 28.6 per cent did not do so.

**3.3.10 Area of Improvement During Seminar/Presentation in the English  
Language by the Respondents**

We have already known that 71 per cent respondents conducted seminar in the English language. In this section, the respondents were asked as to what the areas of improvement are for better presentation in the next time. This question also tries to find out the problems faced by the respondents while conducting seminar. The areas of improvement have been listed below.

- Self confidence should be developed.
- Special focus should be provided for time management.
- Mass facing ability should be improved.
- Material should be prepared consciously.
- Summarization skill should be improved.
- Conversation skill should be developed.
- There is greater scope of improving the way of presentation .
- Vocabulary power should be strengthened .

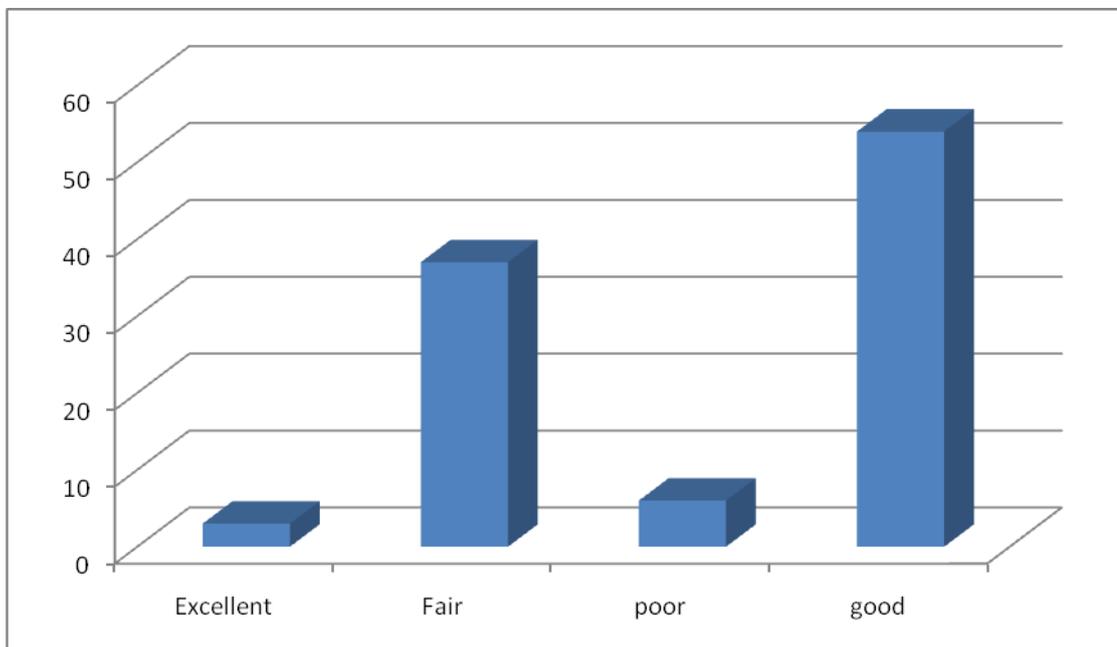
- Use of correct grammar.

### 3.3.11 Level of Confidence of the Respondents While Delivering any Presentations in the English Language

The respondents were asked about their confidence level while delivering any presentations in the English language. The respondents replied four different kinds of responses including excellent, good, fair, and poor. Accordingly, the percentage of the respondents towards their level of confidence is presented in Figure No. 10.

**Figure No. 10**

#### Confidence Level of the Respondents While Delivering any Presentations



Level of confidence of the respondents while conducting seminar is presented in figure -10. Accordingly, more than 54.3 per cent of the respondents had excellent level of confidence followed by 37.1 per cent who had fair confidence while conducting seminar in the English language. Results of this study also revealed that, only less than 3 per cent respondents had excellent confidence during presenting seminar in the English language.

### **3.3.12 Publication of Articles in the English Language**

In its looser sense, the correct association of conventional graphic symbols with sounds is writing. But writing refers to the expression of idea in a sequence according to the conventions of the language. This question mainly tried to find out the writing habit of the respondents in the English language. In this connection respondents were asked whether they had published articles in the English language. Frequency and percentage of the respondents with or without the publication of articles in the English language is presented in table below.

**Table No. 7**

#### **Frequency of Respondents who have Published Articles in English Language**

Response	Frequency	Per cent
Yes	6	8.6
No	64	91.4
Total	70	100.0

It is observed that only 8.6 per cent respondents published articles whereas 91.4 per cent respondents did not publish articles in the English language. It shows that most of the respondents were far from technical writing.

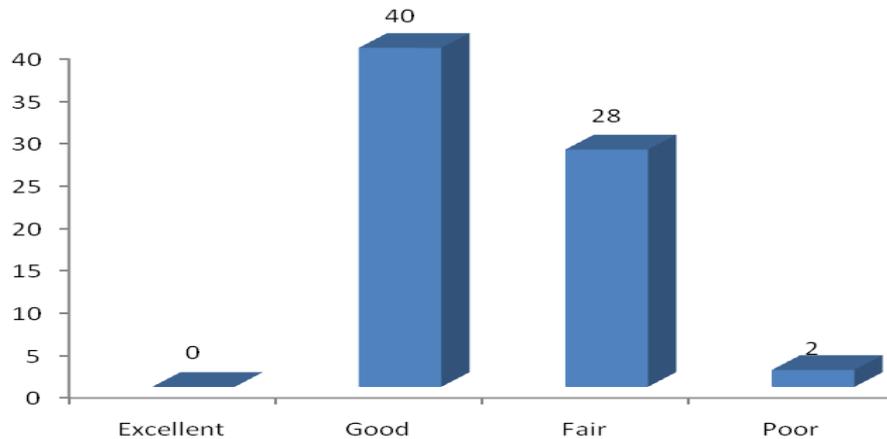
### **3.4 Respondents English Language Skills**

#### **3.4.1 Fluency of Speaking of the Respondents**

The people studying in this institute have to make speeches on various matters not only in the home country but abroad as well. So, the respondents were asked to rate their fluency of speaking in the English language. On this part the responses do not seem to be uniform. The frequency of the respondents along with their fluency of speaking English is presented in Figure No. 11.

**Figure No. 11**

**Respondents' Fluency of Speaking in the English Language**



According to the results, 57.1 per cent had good, 40 per cent fair and 2.9 per cent had a poor fluency of speaking in the English language. But no one had excellent fluency of speaking.

**3.4.2 Listening Comprehension of the Respondents**

Listening skill is the ability to identify and understand what others are saying. This involves understanding a speaker's accent, pronunciation, grammar, vocabulary and grasping. So, that the respondents were asked to rate their listening comprehension in the English language. Frequency and percentage of respondents along with their listening comprehension in English is presented in Table No.8.

**Table No. 8**

**Listening Comprehension of the Respondents**

Fluency	Frequency	Per cent
Excellent	2	2.9
Good	44	62.9
Fair	24	34.3
Poor	0	0
Total	70	100.0

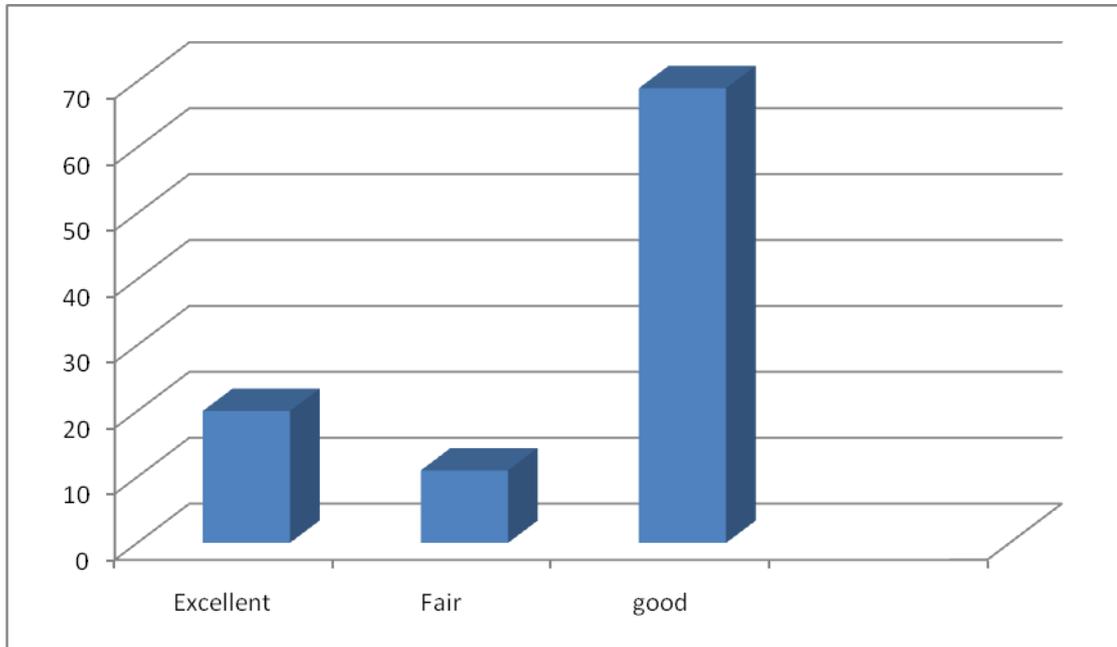
The above table present that only 2.9 per cent respondent rated their listening comprehension as excellent, 62.9 per cent as a good and 34.3 per cent rated as fair. Where none of the respondent replied their listening comprehension was poor.

**3.4.3 Reading Comprehension of the Respondents**

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. In this question the respondents were asked to rate their reading comprehension to analyze whether their ability of reading comprehension is sufficient for them or not. Percentage of respondents along with their reading comprehension in the English language is presented in Figure No. 12.

**Figure No. 12**

**Respondents' Reading Comprehension in the English Language**



The above figure showed that 20 per cent respondents had excellent reading comprehension, 11.4 per cent had fair and 68.6 had good comprehension level in reading.

**3.4.4 Problems of Reading Comprehension**

The respondents pointed out the some problems which are faced by them while reading any English materials. There are some points which create problem for the respondents to understand any English texts. The problems of the respondents lowering the reading Comprehension in the English language are listed below.

- Sufficiently unaccustomed to read the materials in English.
- Lack of sufficient vocabulary.
- Long sentences that cannot be read with comprehension.
- English, not being the first language.

- Lack of practices in all the language skills.
- Due to the age factors memory power is getting low to catch new technical words.
- Low priority given by the government aided school towards the English language.

### **3.4.5 The Respondents Who Need to Spend More Time for Improving Their English**

The respondents were asked about the need to spend more time for the overall improvement in the English language. Frequency and percentage of respondents who need extra time for improving English language is presented in Table No. 9.

**Table No. 9**

#### **The Respondents Who Need to Spend More Time for Improving Their English**

Response	Frequency	Per cent
Yes	58	82.9
No	12	17.1
Total	70	100.0

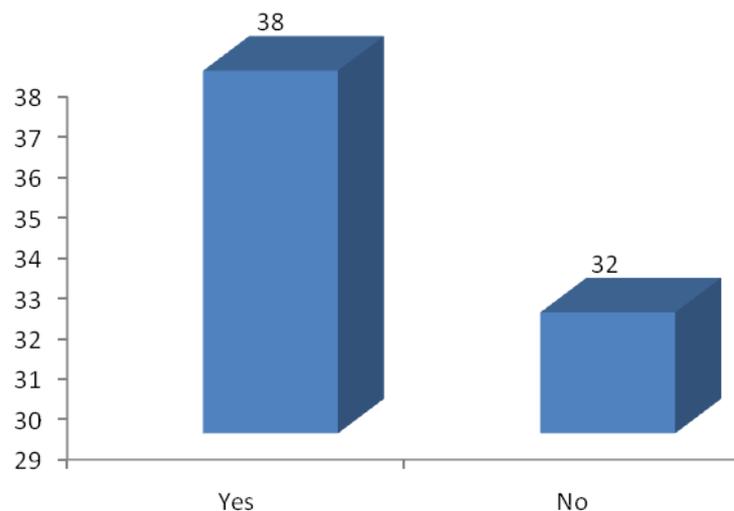
Accordingly, it is observed that 82.9 per cent respondents (i.e.58 out of 70) said that they need to spend more time for improving for overall improvement of the English language and only 17.1 per cent respondents (i.e.12 out of 70) said that they did not need to spend more time for the overall improvement in the English language.

### 3.4.6 The Respondents Who Need Teacher Extra Time to Improve Their English

Entire students were asked whether they need extra time from the teacher to improve their English language skills. Results revealed from this study are presented in figure No. 13.

**Figure No.13**

#### **Frequency of the Respondents Who Need Teachers' Extra Time to Improve Their English**



The table presented above indicated that the majority of the respondents (54.3%) needed teachers' extra time for improving their English language skill, whereas 45.7 per cent of the respondents did not require teachers' extra time for the purpose.

### 3.4.7 Grammar Rules are Very Important for the English Language

The respondents were asked whether the grammar rules are important for a good command in the English language. The views of respondents are presented in Table No.10.

**Table No. 10**

**Frequency and Percentage of Respondents Whether the Grammar Rules are Important for the English Language**

Response	Frequency	Per cent
Yes	66	94.3
No	4	5.7
Total	70	100.0

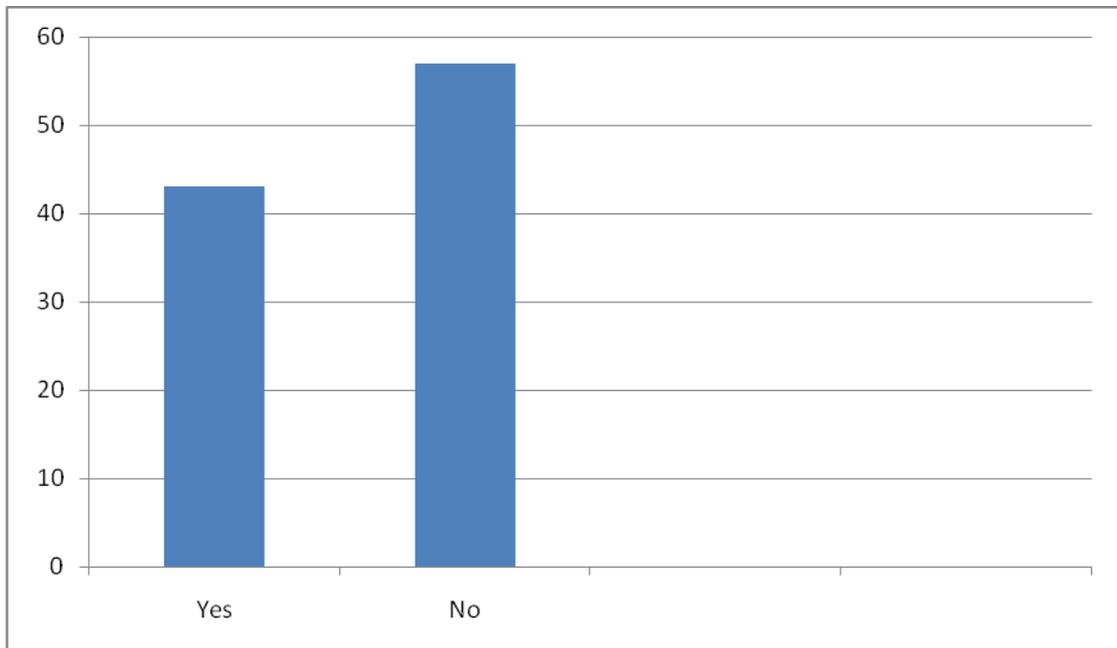
Accordingly, more than 94.3 per cent of the respondents (i.e. 66 out of 70) felt that the grammar rules are very important for every person in the English language. However, 5.7 per cent of the total respondents felt that grammar rules are not so important for a good command in the English language.

**3.4.8 Participation in any English Course Like Technical Writing Before Joining Master's Degree**

The respondents were asked whether they took a course like technical writing before joining in master's degree in agriculture and animal science. The result revealed from this study is presented in figure No.14.

**Figure No. 14**

**Percentage of the Respondents Who Took a Course Like Technical Writing in the Past**



The figure presented above indicated that more than 57 per cent of the respondents did not take any English course like technical writing in the past before joining in master degree program, whereas, 42.9 per cent respondents participated in the course before. Thus, this fact indicated that more than 50 per cent of the respondents did not have any idea about technical writing before joining post graduate studies.

### **3.5 Respondents Towards the Course Technical Writing**

#### **3.5.1 Differences Between Other English Text Book and Technical Writing Book**

The respondents were asked about the differences between the other text book and technical writing book. The differences found by respondents have been listed below.

- Aims and objectives of the course are different.
- Language body presented in Technical Writing is different from that of text books.
- Meaning of the sentence is clear in the technical writing but vague words and redundancies in the other text books.
- Technical writing covers narrow area but other text books cover broad areas.
- Technical writing book is very helpful for thesis writing whereas other books are not helpful.

### **3.5.2 Relevancy of the Course for Post- graduate Students**

The researcher was interested to explore the relevancy of the course like technical writing in post graduate level. The results of this study revealed that almost all respondents (100%) focused that technical writing course was more relevant for the post graduate students. Thus, there was no doubt about the relevancy of the course among the respondents.

### **3.5.3 Reasons of the Course for Being Relevant for Post- graduate Students**

The respondents were asked why this course was relevant for them. The answers of the respondents have been listed below.

- Helpful for thesis writing.
- Make it easy to write articles for the journal.
- To know the language of scientist or to know the technical words.
- To promote the correct scientific writing skill.
- Helps to develop presenting skill.
- Very helpful for proposal writing.
- It gives idea about how to draw table, footnotes, and endnotes.

- Promotes research oriented program.

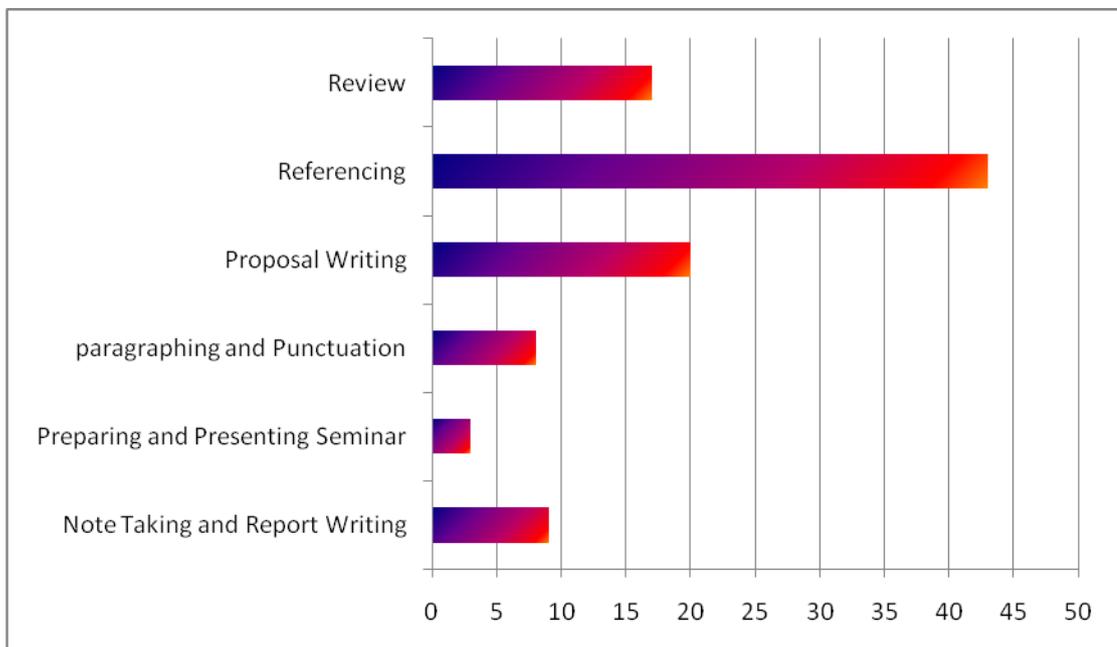
### 3.5.4 Most Applicable Chapter of Technical Writing Course

According to the course catalogue of the post-graduate program at the Institute of Agriculture and Animal Science (IAAS), there are altogether 7 chapters in the course ‘Technical Writing’. In this connection, the respondents of this study were asked to rate the most important and applicable chapter of this course.

The results obtained in this study are presented in Figure No. 15.

**Figure No. 15**

**Percentage of Respondents Focusing to the Applicable Chapter of Technical Writing Course**



The above pie-chart clearly indicates that about 43 per cent of the respondents rated ‘Referencing’ as the most applicable chapter in technical writing followed by paragraphing and punctuation (20%), the review (17%) respectively. Accordingly, note taking and report writing (9%), paragraphing and punctuation (8%), preparing and presenting seminar (3%) were the less applicable chapters for the students.

### **3.5.5 Sufficiency of the Course for Improving the English Language Skills**

The respondents were asked about whether the course is sufficient for improving all the skills of the English language. There were mixed responses found. Majority of the respondents replied that the course was not sufficient for improving all the skills of the English language. The frequency and percentage of the respondents towards the sufficiency of the course is presented in Table No.11.

**Table No. 11**

**Frequency and Per cent of the Respondents Whether the Course is Sufficient Improving all the English Language Skills**

Response	Frequency	Per cent
Yes	12	17.1
No	58	82.9
Total	70	100.0

Accordingly, the results of this study revealed that 82.9 per cent respondents replied that the course was not sufficient for improving all the skills of the English language. However 17.1 per cent respondents replied that this course was sufficient for improving all the skills of the English language.

### **3.5.6 Skills Which is Focused by this Course**

The respondents were also asked about which skill is much more focused by this course. The frequency and percentage of the respondents indicating the course focus is presented in Table No. 12.

**Table No. 12**

**Frequency and Percentage of the Respondents Towards the Skill Focused  
by the Course**

Response	Frequency	Per cent
Writing	44	62.9
All skills	26	37.1
Total	70	100.0

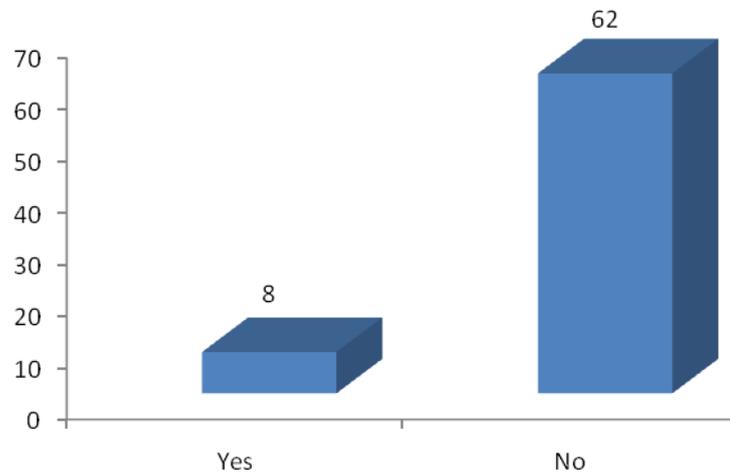
It is observed that 62.9 per cent respondents (i.e. 44 out of 70) replied that only writing skill is focused by this course, whereas 37.1 per cent respondents (i.e. 26 out of 70) replied that this course is sufficient to focus all the skills of the English language. Majority of the respondents felt that this course only focused the writing skill.

**3.5.7 Sufficiency of Writing Skill is for Good Command in the English  
Language**

The respondents were asked whether writing skill is only sufficient for the good command in the English language. Accordingly, the frequency of the respondents along with their response towards sufficiency of writing skill for good command in the English language is presented in Figure No. 16.

**Figure No. 16**

**Sufficiency of Writing Skill is for Good Command in the English Language**



The above table revealed that 11.4 per cent respondents thought that only writing skill was sufficient for good command in the English language. But 88.6 per cent respondents thought that only writing skill was not sufficient for good command in the English language. It also shows that most of the respondents thought that there should be all the skills of the English language for good command in it. It is universally proved that for good command in any language there should be all the skills of any language.

**3.5.8 Usefulness of the Course for Overall Improvement of the Writing Skill**

This question tries to find out the usefulness of the course by asking the question to the respondents as to how much the course is useful to develop the writing skill. Frequency and percentage of the respondents towards the usefulness of the course for improving writing skill is presented in Table No. 13.

**Table No.13**

**Frequency and Percentage of the Respondents Towards the Usefulness of the Course for Improving Writing Skill**

Response	Frequency	Per cent
Yes	52	74.3
No	18	25.7
Total	70	100.0

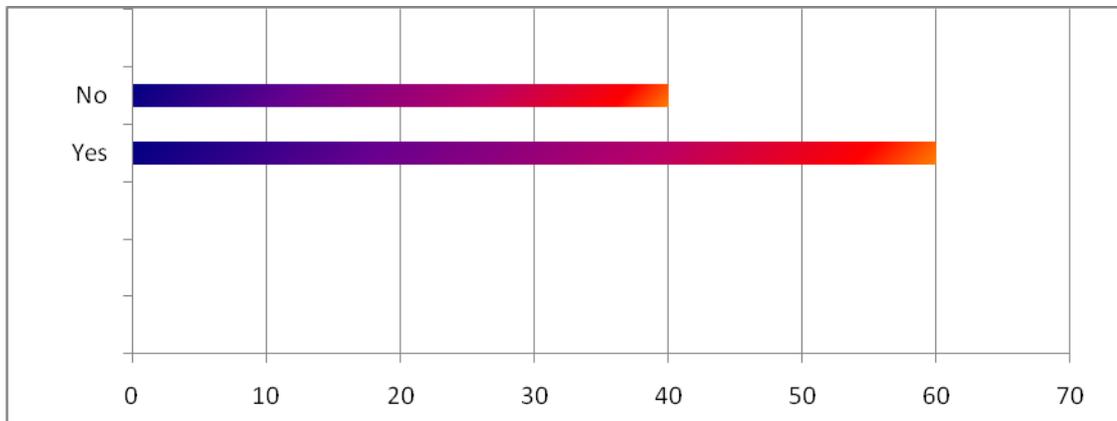
It is observed that 74.3 per cent respondents (i.e. 52 out of 70) replied that this course is very useful for the overall improvement of the writing skill or thesis writing. While 25.7 per cent respondents (i.e. 18 out of 70) replied that this course was not sufficient for overall improvement of the course. It means this course failed to address all the area of the writing skill.

**3.5.9 Referencing Idea before Joining the Master's Degree**

The respondents were asked about whether they had referencing idea before joining the master degree which is very important for thesis writing. Percentage of the respondents with the idea of referencing before joining master degree is presented in Figure No. 17.

**Figure No. 17**

**Percentage of Respondents Having Referencing Idea Before Enrolling in Master's Degree**



In the response to the question, whether they had referencing idea before joining the master degree, 60 per cent respondents replied that they already had referencing idea before joining the master's degree. While 40 per cent respondents replied that they did not have referencing idea before joining the master degree program.

**3.5.10 Important Things to be Considered While Referencing**

The students were inquired to provide some of the important things to be considered while referencing. Most important things to be considered while referencing pointed out by the respondents were:

- Name of the author(s).
- Title of the article/journal/book.
- Year of publication.
- Page number of the reference text.
- Colon, semi-colon and punctuation.
- Name of publisher (s).

- Text referencing and end referencing should match.
- Arrangement of all items in alphabetical/chronological order.
- Referencing should be followed in proper style.

### **3.5.11 Strengths/Positive Aspects of the Course**

About 70 post graduate students enrolled in post graduate level at the Institute of Agriculture and Animal Science (IAAS) were asked to point out the major strengths or positive aspects of the course Technical Writing. In this regard, the respondents listed out some of the important strengths of this course are presented below.

- This course has special focus on technical writing such as proposal writing and report writing.
- This course is not only helpful for completing the masters' thesis, but also very beneficial while working in any projects after completing the degree.
- The course is equally helpful in assignment and term paper writing which is the major requirement in post graduate studies at IAAS.
- The course also gives proper idea of paragraphing, punctuation, unity, and coherence.
- It gives an idea of using tables and figures.
- The course teaches everyone to minimize jargons and redundancies.
- The course is helpful to develop good writing skill.
- It is equally helpful in preparing and presenting seminar/workshops.

### **3.5.12 Weaknesses of the Course**

The respondents were asked about whether there was any weakness lie in this course. The respondents' views about this question are not same but there were

mixed views. Frequency and percentage of the respondents indicating the weakness of the course is presented in Table No. 14.

**Table No. 14**

**Frequency and Percentage of the Respondents Indicating the Weakness of the Course**

Response	Frequency	Per cent
Yes	50	71.4
No	20	28.6
Total	70	100.0

It is observed that 71.4 per cent respondents replied that there were some weaknesses in this course but 28.6 per cent respondents replied that there were not any weaknesses lie in the course.

**3.5.13 Weaknesses of the Course Technical Writing**

As in general, the students were again requested to list out some of the important weaknesses of the course. Accordingly, major weaknesses of this course that were listed by the respondents are presented as follows:

- There are no any practical classes for presenting seminar, review, writing skill and note taking within the course.
- Lack of intensive coaching.
- Limited time of the professors for teaching the course.
- Low command in other aspects of the English language except writing.
- Lack of grammatical portion.
- Lack of materials or book regarding the technical writing in the market.

- There is lack of exercise part for the students in the course.
- The course is less practical and more theoretical.
- Chapters included in the course are not in sequential/systematic order.
- Lack of technical vocabulary section according to the departments.

#### **3.5.14 Major Problems and Technical Issues Associated with the Implementation of the Course**

Moreover, the respondents were requested to list out some of the major problems of this course. The major problems and technical issues associated with the implementation of the course indicated by the respondents during this study were as follows:

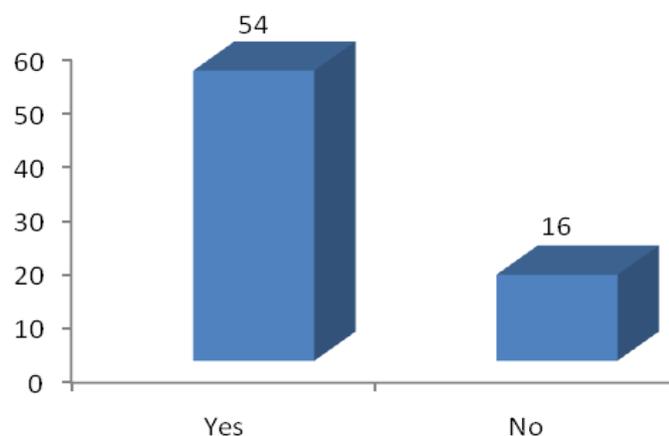
- Lack of physical resources like textbooks in the library.
- Regular and intermittent load shedding, that creates problem in audio-visual teaching.
- Lack of enough time per lecture.
- Lack of enough technical help for project work and PCN writing.
- Less speaking and conversation practices within the class.
- Poor infrastructure and lack of internet facilities.

#### **3.5.15 Practicability of the Course**

The respondents were asked whether the course is practical to follow all the rules and regulation prescribe by this course. The responses of the students towards this query are presented in Figure No. 18.

**Figure No.18**

**Frequency of the Respondents Showing Practicability of the Course**



This figure vividly shows that it was practical to follow all the rules and regulations suggested by the course for more than 77 per cent respondents whereas about 23 per cent respondents did not feel that the course is practical enough for that.

**3.5.16 Suggestions for Improvement to Enhance the Practical Application of Technical Writing**

Furthermore, the students were thus requested to suggest any ideas for the improvement of this course for addressing all the skills of the English language proficiency and also to enhance the practical application of the course.

Accordingly, the students suggested some of the important things for enhancing the practical application of the course that are presented as follows:

- Practical classes should be included by increasing the credit hours of the course.
- Equal emphasis should be given to all the English language skills.
- Traditional method of teaching should be changed.

- The course should be redesigned including some more applicable chapters in the course.
- Exercise part should be included in the course.
- Advanced English grammar should be included in the course.
- There should be an opportunity for each students to prepare an article and publish it within the academic program.
- Regular assessment of the students should be done through the assignments and presentations.
- Technical vocabulary should be added in the course for the students of each department.
- There should be technical help for project work and project concept note (PCN) writing.
- Students should be provided with an opportunity of participating in national and international level workshops and seminars.
- Listening/audio practice should be included in the course.
- A text book of ‘Technical Writing’ should be published and updated regularly.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter deals with the major findings of the study after the analysis and interpretation of the collected data. Accordingly, the findings of this study are described as follows.

#### **4.1 Findings**

##### **4.1.1. Relevancy of the teaching Technical Writing in post-graduate level**

- a. More than 88 per cent respondents were male with the frequency of 62 compared to 8 females (11.4 per cent) in this study. This indicated that there were about 8 times more male students compared to females. But this does not indicate the total number of the female enrollment in the post-graduate level.
- b. Results of this study revealed that more than 58 per cent students involved for this study were from the first semester and rest of them were from the third semester.
- c. Most of the students (48.6%) enrolled in the post graduate studies were fresh followed by the students from government service (31.4%) and non-governmental service (20%) as well. Moreover, they have enrolled in master degree after the average year of 10.23 (ranging from minimum 2 to maximum 28 years) of service in governmental and or non-governmental jobs.
- d. More than 75 per cent respondents came from government-aided schools and around 25 per cent respondents were from private school. This indicated that majority of the students studying in IAAS came from government-aided schools i.e. agriculture is the major choice of the middle class families in Nepal.
- e. The results revealed that, more than 89 per cent respondents have not taken extra English course in the secondary level and around 15 per cent

- of them have taken extra English course in that level. This may be due to the reason of most of the students being from government-aided schools.
- f. From this study, it was found that 25.7 per cent students (i.e. 18 out of 70) have studied English course before starting master degree whereas, majority of them (74.3 per cent) did not study the course before. Accordingly, they have participated in the English course for the average duration of around half year.
  - g. Interestingly, only 5.7 per cent students rated their English as excellent whereas, majority of them (74.3 per cent) rated it as good and 20 per cent as fair level.
  - h. The results reflected that speaking was the most important English language skill for more than 48 per cent students followed by writing for 40 per cent respondents.
  - i. It was found that, more than 45 per cent students require for improving their almost all language skills including reading, writing, speaking and listening.
  - j. One of the results in this study revealed that majority of the students studying in master's degree in agriculture at IAAS felt that they need to listen to English programs broadcast through electronic media for improving their English language skill and rest of them indicated that it is not necessary to do so.
  - k. Moreover, around 83 per cent of the respondents believed that they could enhance their English language skill by participating in the presentations delivered by any native English speaker.
  - l. Accordingly, the results revealed that 77.1 per cent respondents participated in the workshops/seminar whereas rest of them did not. Besides, 77 per cent of the respondents who have participated in the workshop/seminar felt that the participation in such workshops is beneficial for enhancing their skills of English language, improving the

way of presentation, increasing vocabulary, developing language setting and conversation skill.

- m. Likewise, more than 54 per cent students involved in this study did not make conversation with the officials of any embassy. About half of the respondents who had made conversations with the embassy officials felt that it was easy to hold discussions with them and it was difficult and fair for about 18.75 and 31.25 per cent of the respondents respectively.
- n. The results in this study indicated that 71.4 per cent respondents conducted seminars in the English language. This may be because it was their necessity for the partial fulfillment of term paper, assignments, and internal assessments. Accordingly, the students felt that the major area of improvement while conducting seminar/presentation themselves were self-confidence, time management, mass facing ability, material preparation, summarization skill, conversation skill, way of presentation, vocabulary power, use of correct grammar and so on.
- o. In addition, more than 54.3 per cent of the respondents had excellent level of confidence followed by 37.1 per cent respondents who had fair confidence while conducting seminar in English language. This may be due to the poor base of English language as most of the respondents were from government aided schools.
- p. It is also observed that only 8.6 per cent respondents published articles in journal whereas 91.4 per cent respondents did not publish articles in the English language yet.
- q. Interestingly, no one of the respondents had excellent spoken fluency in the English language. According to the results of this study, about 57.1 per cent students had good followed by 40 per cent fair and 2.9 per cent poor fluency of speaking in the English language.

- r. Similarly, only 2.9 per cent respondents rated their listening comprehension as excellent whereas, 62.9 per cent as a good, 34.3 per cent as fair, and none of them had poor listening fluency.
- s. It shows that majority of the students (68.8%) enrolled in master's degree at IAAS had good level of the English language reading comprehension followed by 20 per cent excellent and 11.4 per cent fair as well. Accordingly, most of the students pointed out the problems of poor reading comprehension such as sufficiently unfamiliar to the reading materials in English, long sentences, English not being the first language, lack of practices in all the language skills, due to the older age and lesser memory power, low priority given by the government-aided school towards the English language
- t. Likewise, most of the students (82.9 %) realized that they need to spend more time for the overall improvement of the English language whereas, in another case, about 54.3 per cent respondents demanded teachers' extra time for the purpose.
- u. Additionally, near about 95 per cent of the respondents argued that the grammar rules are very important for every person in the English language whereas rest of them did not.
- v. Results from this study indicated that near about 60 per cent of the respondents did not have any idea about technical writing before joining post graduate studies. Thus, the course was absolutely new for them.

#### **4.1.2 Advantages and weaknesses of the course**

- a. Furthermore and interestingly, almost all respondents (100%) focused that technical writing course was more relevant for the post graduate students mainly because of its usefulness in writing thesis, understanding language or the technical words, promoting the correct scientific writing skill, developing presenting skill, writing proposal, promote research oriented program.

- b. Majority of the respondents (43%) focused on ‘referencing’ as a most applicable chapter in technical writing followed by paragraphing and punctuation (20%), the review (17%) respectively.
- c. About 82.9 per cent students claimed that the course was not sufficient for improving all the skills of the English language. Only rest of them felt that it is sufficient for that purpose. Majority of the respondents felt that this course only focused on the writing skill. Accordingly, 88.6 per cent respondents thought that only writing skill was not sufficient for good command in the English language.
- d. It was found that about 74.3 per cent students highlighted on the usefulness of the course for the overall improvement of the writing skill or thesis writing.
- e. Results of this study revealed that 60 per cent respondents already have the idea of referencing before joining the master’s degree and rest of them did not.
- f. The major positive aspects of this course found during this study were that it focuses on technical writing such as proposal writing, report writing, and thesis writing; it is helpful in preparing and presenting seminar/workshops; and it gives proper idea of paragraphing, punctuation, unity, and coherence and so on.

#### **4.1.3 Problems and technical issued related to the implementation**

- a. In addition, about 71.4 per cent students indicated some of the major weaknesses that were lying in this course such as lack of practical classes for presenting seminar, review, writing skill and note taking, lack of intensive coaching, low command in other aspects of the English language except writing and so on.
- b. The study also found some of the key problems that were associated with the implementation of the course such as lack of physical resources like textbooks in the library, lack of properly functioning multimedia projector, regular and intermittent load shedding, that

created problem in audio-visual teaching, lack of speaking and conversation practices within the class, and poor infrastructure and lack of internet facilities.

- c. More than 77 per cent respondents claimed that it was practical to follow all the rules and regulations suggested by the course whereas 23 per cent of them did not feel so.

Most of the students enrolled in master's degree in agriculture and animal science in IAAS suggested to include practical classes by increasing the credit hours, provide equal emphasis to all the English language skills, change the traditional method of teaching, redesign the course including some more applicable chapters, include the exercises, include advanced English grammar, provide an opportunity to publish articles within the academic period, include listening/audio practice in the course, provide opportunity to the students for participating in national and international level workshops and seminars and last but not the least publish text book of 'Technical Writing' and update it regularly.

#### **4.2 Recommendations**

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

1. Most of the students (86%) seemed that they did not take any English course in the secondary level that may be the reason they became not perfect in the English language. We all know that English is a lingua franca for the people of the world. It is the duty of the teacher encourages everyone to take part in any English program for easy survival in the globalized world.
2. The results of this study revealed that most of the students (45.7%) want to improve all the skills of the English language. Most of them faced problem in listening followed by other skills of the English language. So,

this course should give equal emphasis to all the skills of the English language for good command over the English language.

3. We already know that, there are so many benefits of participating in the workshop/seminar given by a native English speaker. So that the institute should provide equal chance to all the students to participate in workshops/seminar for improving their English language.
4. The course needs to be reorganized and revised by increasing credit hours and incorporating the practical classes for the effectiveness of the course.
5. The institute should provide an equal opportunity to all the students for publishing articles in journals because publishing articles in national or international journals will be very beneficial for them, such as abroad study, joining PhD program, upgrading (promotion).
6. The students themselves should be careful towards the English language. If they spend more time for improving their English, definitely they will improve it.
7. There should be practical classes for presenting seminar, review, writing skill and note taking.
8. There should be intensive coaching from experienced teacher.
9. There should be sufficient physical resources like text book in the library, multimedia projector, and generator and internet facilities.
10. Traditional teaching method should be changed in course of time demand.
11. Listening/audio practice should be provided improving their listening proficiency.
12. Advanced English grammar should be included in the course book.

13. The institute should publish textbooks of technical writing and update it regularly.

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## Appendix I

### Questionnaire used for this study

Dear Sir/Madam,

As a part of my study, I am conducting a survey research entitled  
**‘PRACTICES OF ENGLISH FOR SPECIFIC PUROSES: AT  
INSTITUTE OF AGRICULTURE’** in partial fulfillment for the Masters’  
Degree in English Education under the guidance of Professor Jai Raj Awasthi,  
Ph. D., Department of English Education, TU. I would be grateful to you if you  
could kindly fill in the following questionnaire. I would like to assure you that  
your identity will be kept highly confidential and your responses will be used  
for academic purposes only.

.....

Nisha Khanal

M.Ed. English (Thesis Year)

University Campus, TU, Kirtipur.

.....

.....

Date.....

Name of Respondent: .....

Gender: M..... F.....

Department.....

Semester.....

Type of enrollment: Regular ..... Governmental-  
service.....

Non-Governmental service..... Year of  
service.....

1. From which type of school, you have completed your secondary education?
  - i) Government aided school
  - ii) Private school
2. Had you studied extra English as a major subject in secondary level?
  - i) Yes
  - ii) No
3. Have you taken any course in English before you started Masters' Degree?
  - i) Yes
  - ii) No
4. If yes, how long was the duration? Please mention.  
..... Months
5. How do you rate your current English language skill?
  - i) Excellent
  - ii) Good
  - iii) Fair
  - iv) Poor
6. In your opinion, which skill of English language is more important?
  - i) Listening
  - ii) Reading
  - iii) Writing
  - iv) Speaking
7. In which area of English language skill do you need for improvement?
  - i) Listening
  - ii) Reading
  - iii) Writing
  - iv) Speaking
  - v) All of above
8. Do you need to listen to any English programs/presentations to develop your English language skill for your study?
  - i) Yes
  - ii) No
9. Does the presentations delivered by a native English speaker help you to enhance your language skill?
  - i) Yes
  - ii) No
10. Have you ever participated in any seminars/presentations by native English speaker?
  - i) Yes
  - ii) No

11. If yes, in which area, it is helpful to improve your English language skill?

Please mention.

- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_

12. Have you ever made conversations with the people of any embassy in English?

- i) Yes
- ii) No

13. If yes, how did you feel about your English proficiency of speaking?

- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_

14. Have you ever conducted any seminar/presentation in English?

- i) Yes
- ii) No

15. If yes, what are the areas of improvement? Please mention.

- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_

16. In your opinion, what level of confidence do you have while delivering any presentations in English language?

- i) Excellent
- ii) Good
- iii) Fair
- iv) Poor

17. Have you published any articles in English in any national journals?

- i) Yes
- ii) No

18. If yes, what were the major concerns of the editors/reviewers to accept your article for publication in that journal?

- i) Referencing
- ii) \_\_\_\_\_
- iii) Results interpretation and discussion

- ii) Language, syntax, paragraphing
- iv) Literature review
- v) All of above
- vi) Others (if

any).....

19. Do you feel that your speaking English is fluent and accurate?

- i) Excellent
- ii) Good
- iii) Fair
- iv) Poor

20. Is your level of listening comprehension sufficient to understand English programs broadcasted through radio and television?

- i) Excellent
- ii) Good
- iii) Fair
- iv) Poor

21. What is your level of fluency in reading comprehension to understand the text books and reference materials written in English language?

- i) Excellent
- ii) Good
- iii) Fair
- iv) Poor

22. If not good, what creates problems for you to understand? Please state.

.....  
 .....  
 .....

23. Do you expect that you will need to spend more time for improving your English language skill?

- i) Yes
- ii) No

24. Do you expect that your teachers would give you extra time for preparing assessments/assignments and examinations because, English is not your first language?

- i) Yes
- ii) No

25. Do you think that the grammar rules and good written expressions are important for the technical writing?

- i) Yes
- ii) No

26. Have you studied any English course such as Technical Writing in the past.

- i) Yes            ii) No

27. If yes, what are the differences of English text and course pattern in text books and contents of Technical writing?

- i)
- ii)
- iii)
- iv)

28. Is the course (Technical Writing eg: ENG 701) relevant for the post-graduate students?

- i) Yes            ii) No

29. Please write your reasons for the answer of 27.

- i)
- ii)
- iii)
- iv)

30. Which one is the most applicable chapter of this course, in your opinion?

.....  
 .....

31. Can you prioritize the following chapters of the course (Technical Writing) based on their importance for improving your write up?

<b>Chapters</b>	<b>Priority (1, 2,.... 7)</b>	<b>Your remarks</b>
The function of style		

The review		
Paragraphing and punctuation		
Presenting data		
Referencing		
Preparing and presenting seminars		
Note taking/Assignment writing		

32. Is the course sufficient for improving your all English language skills?

- i) Yes          ii) No

33. In your opinion, which type of skill has given more focus by this course?

- i) Listening          ii) Reading          iii) Writing  
iv) Speaking          v) All of above

34. Only the writing skill is sufficient for good command in English?

- i) Yes          ii) No

35. Do you feel that this course is useful for quality thesis writing and making overall improvement of your writing skills?

- i) Yes          ii) No

36. Have you any idea about referencing before joining this course?

- i) Yes          ii) No

37. What is the most important things while referencing? Please mention.

- i)  
ii)  
iii)  
iv)

38. In your opinion, what are the strengths/positive aspects of this course?

Please mention.

i)

ii)

iii)

iv)

39. Do you think, are there any weaknesses of this course?

i) Yes          ii) No

40. If yes, please point out some important weaknesses?

i)

ii)

iii)

iv)

41. What may be the things to be improved in this course for addressing all the skills of English language proficiency?

i)

ii)

iii)

iv)

42. Do you feel, it is practical to follow and use all the rules and regulations/practices guided by this course in building your English writing skill?

i) Yes          ii) No

43. If no, what are the major problems and technical issues associated with the implementation of this course?

- i)
- ii)
- iii)
- iv)

44. Finally, other points you want to add to enhance practical application of technical writing course?

- i)
- ii)
- iii)
- iv)

**Thank you for your invaluable time and cooperation.**

### **Appendix III**

**The outline of the course, Technical Writing that is taught to the agricultural post-graduate students at IAAS, Rampur, Chitwan.**

Tribhuvan University  
Institute of Agriculture and Animal Science (IAAS)  
Rampur, Chitwan

Course Title:	Technical Writing	Full Marks:	50
Course Code:	ENG 701	Nature of Course:	
	Theory		
Credit Hours:	2+0		

#### **Course Description**

This course is designed to introduce postgraduate students in the sciences to the writing requirements for postgraduate study. The course deals with the various technique of proposal writing in general and the requirements of assignments/term paper and dissertation, or thesis in particular and outlines the convention of scholarly writing. Learning to write professionally is an integral part of postgraduate program. The main goal of this course is develop the writing skill but ultimate goal is to develop all four skills of language.

#### **Objectives of the course:**

Clear communication is the prime objective of the scientific writing. The course aims at developing and improving the general proficiency and technical skills to write a technical paper, thesis or dissertation. It imparts the knowledge of the techniques of preparing a research proposal. This course is intended to develop different kind of writing skills needed for effective communication in

matter of academic interest by providing them with adequate practice: (i) the way the piece of writing is constructed, (ii) the basic organization of thesis report, or scientific paper, and (iii) the editorial requirement of scientific publications.

**Course content:**

<b>Units</b>	<b>Course content</b>	<b>Hours</b>
1	Introduction: the function of style	1
2	The review	2
3	English and science	2
4	Paragraphing and punctuation	3
5	Note taking	2
6	Writing with a word processing program	2
7	Writing assignments	3
8	Writing a research proposal	3
9	Writing a dissertation or thesis	3
10	Writing a scientific paper	3
11	Presenting data	2
12	Referencing	2
13	Preparing and presenting a seminar	2
	<b>Total</b>	<b>30</b>