

# **CHAPTER ONE**

## **INTRODUCTION**

This thesis is a study of "The Need of English for Home makers". This study aimed to find out how much important the possession of English for a homemaker in Nepal is.

This study was carried out using primary and secondary sources of data. The primary data were collected through questionnaire. For the primary sources of data , the researcher selected 40 homemakers who could read and write English from the selected area of Kirtipur the sample was selected purposively.

### **1.1 Background of the Study**

English is widely accepted as the most dominant language of the world. Most reference books give a figure of 3000 to 600 languages spoken in the world today but estimates have varied from 3000 to 1000 Crystal (1990) and Pahuja (1995 p. 15) state if we look at the media we find that over 50 per cent of the world's newspaper and scientific and technical periodical and more than 60 per cent of world's radio stations use English as language of communication. Undoubtedly, it is a passport to travel the whole world.

The gravity of the English language is more powerful. It has significant influence in education system of each country. A large number of books, newspapers, magazines are found in English. The English language has developed a wide range for handling the different kinds and levels of needs which identify the social (role) and structure of a community. These needs reflect setting, social status, subject matter, etc.

In formal linguistic contexts in which people attract each other through their forceful or ingenious use of language, can be found in all parts of the world and in

all kinds of social setting. In every conversation there are numerous occasions where people have right to speak, first, avoid interruption and have the last word. The subject matter ranges from subtle forms of intellectual sarcasm and humor to the crudest process or relatives. At one level, attacks may be subtle and indirect involving allusion and figurative speech, at another may be name calling and jokes at the other expense. This is due to language.

### **1.1.1 Role of English in our Society and Its Need for Homemaker**

The role of English in our society has got much importance. English may be a foreign language, but it is international in its significance. It is taken as a Lingua Franca, the common language, for all parts of the world today. The need of the English language for us, firstly; it is spoken, read or understood in most parts of the world. Due to this language, we can belong to whole world as well as to our own country.

Secondly, the role of English in our society is that it is truly the language of science and technology. No other language offers such a wide scope for scientific studies and research. Without mastery of English, we could not have easily used atomic energy for power generation, in engineering projects, medical treatment etc. Thirdly, the major role of English is that it offers us treasures of knowledge in all social sciences like history, political science, economics, anthropology, sociology, philosophy and psychology.

The English language plays its role in modern medicine and surgery, developed from world wide studies and researches in different countries and language, now it has a tremendous store house of medical knowledge in English. Nowadays, religious and spiritual writing and translations in English are in plenty. All the Holy books including the Holy Quran and Bible with diverse translation find their pride of place in the section of religious books in any good library or book gallery.

Nepal is an active member of international organizations like UNO and SAARC. It has established relations with more than 100 countries of the globe. In all its dealings with other nations English is needed as it is an international language. Moreover, Nepal hosts a number of tourists every year as it attracts people from all over the world. Again, we need English to communicate with these tourists/visitors.

Another factor for the need of English education is that many of the advanced countries have been helping Nepal in its development process by providing with financial assistance and technicians. We need to deal with such technicians through English. Likewise, the recruitment of Nepalese young man in the British Army boosted the importance, need and value of English Education.

With the changing times, expectations of the society also changed. A very perceptible change came with the advent of industrialization and society is in need of trained meritorious personnel who can effectively contribute to the productivity and manufacture of a variety of goods as well as run the administration. We need 'trained persons' with desired capabilities and skills to fulfill diverse tasks. Hence there is a tremendous pressure on us that is, we should acquire requisite qualification or degrees that lead to the best kind of employment. This cannot be attained if we do not adopt our self to the exposure of the emerging era of knowledge. We need to have a channel of communicating with other cultures and professions. For which the knowledge of English plays an important role.

The English language also plays a significant role for enlightenment and empowerment, we can taste the sweetness of the literary work through which one can get a chance to enter a different world of relaxation. This helps cross cultural communication, that brings confidence to handle complex concept with ease and encourages to learning.

To survive in modern society English language learning is as important as water to us. It is very important to sustainable development in the context of Nepal.

The need of English for home-makers is must now days: Home-makers have to deal with and talk to various people and affairs. They should gather knowledge of various things and many sources of knowledge.

Operating gazettes, various articles, newspaper, magazines in English which are related to the homemakers enhances their ability to perform their activities successfully.

Homemakers have to operate cooking manuals, appliances, recipe ingredient, which are in English. Most of the home-makers have to guide or help their children in their study at home for which English is needed.

English is must for home-makers, using modern technological instruments like micro-oven, computer, mobile set etc. To utilize the leisure time home-makers can use the world literature for pleasure as well it is means to understand the whole world.

For all these reasons, the knowledge of English has become a 'must' in Nepal, for the home-maker and also to those who work in tourism, foreign affairs and international trade and more.

### **1.1.2 Status of Homemaker**

Status is the position that a person holds in the social structure of a community. Such as a housewife, a husband or an officials.

The relationship between language and gender has attracted considerable attention in recent years, largely as a consequence of public concern over male and female equality.

In one computer analysis of child school books, male pronouns were four times as common as female pronouns. Sexual stereotyping has been especially noted in traditional children's reading books. There were always more male characters than female and they take part in a greater variety of roles and activities. In early reading books, it was always, the boys who were daring, the girls who were caring. Picture in science would show experiments being conducted by boys, which girls looked on (Crystal, D. 1990).

During the average lifetime, a homemaker needs to learn many linguistic behaviors. More usually a homemaker needs varieties of language (form, function, structure, register) when taking up family or social role.

One of the functions of language is to enable an individual to identify with a society or to separate themselves from it.

In the world, homemakers are major founders of the society yet they have not achieved equality with man.

Homemaker, no matter how talented they are they rarely get a chance to develop. They are treated as subordinate and seem as second class citizen though the equal right is presented in the constitution. This is due to patriarchal mindset. Homemakers are socially, economically, culturally and politically dominated and they are excluded from the opportunities, they face violence too ([www.ekantpur.com](http://www.ekantpur.com)).

Traditional ethical code of the society expects homemaker to remain restricted within four walls of home, which is common occurrence. From the battle field to the bedroom, homemakers are at risk from violence in all areas of life for example, wrong tradition, culture malpractices, sex selective abortion, wife battering, child marriage, polygamy, rape, sexual violence, trafficking of women and forced prostitution, sexual harassment, dowry, tilak system, suicide, killings, conflict and domestic violence still prevailed.

Homemakers are in critical situation due to the value of patriarchal society. Especially, homemakers are lacking in policy, empowerment and access on each and every step. If we compare homemakers with career men as well women, we can see the various position and status in demographic, economical, social, political and cultural situations (Acharya, 2068, p. 336).

So far I talked about the challenges for homemaker but there are some good things too. Homemakers are economically strong as well as energetic nowadays. The working style of homemaker is different nowadays. They are conscious about educating child, paying bills, booking the tickets, plan for preparing foods, buying the share, manage the time and theme for a party, presenting a good menu for hostel etc. More, homemakers are active members of several co-operative and banks. Thus homemaker does several creative works for self and others out of their own busy life.

- a. Demographic status: Total population of Nepal is 2,66,20,809. Out of total population 2,36,93,378 (51.44 percent) are women. Here, our government do not have disaggregated data of homemaker. What is the actual number of home makers should be clear (Primary Report Census, 2011).
- b. Economic status: Though homemaker works for 11 to 16 hours, they are low paid. They have visible work and invisible workload. Labour force

participation rate is 63.3 per cent of female. Ratio of estimated female to male earned income is 0.16 percent. Female participation in public administration is 14.20. This shows lower status of homemaker in society.

- c. Social status: Female legislature, senior officials and managers is 14 per cent female professional and technical workers is 20 per cent women in ministerial position 20 per cent (GEM, Nepal 2009). Proportional representation should be employed.
- d. Political status: Women get right to vote and stand for election in 1951. Seats in parliament hold by women is 33.2 per cent (GEM, 2009).
- e. Educational status: Population with at least 17.9 per cent adult literacy rate, 15 and above female is 45.6 per cent (GII, 2010). Primary 50 per cent lower secondary 49 per cent secondary 48 per cent participation shows low status of homemaker.

### **1.1.3 Conceptual Development of Homemaker**

Home makers are those women who works at home, takes care of family, children and other. They spend their life time for managing the house, instead they are not paid or do not earn money. Home makers are the managers of a family.

Truly, homemakers are smart women who are conscious about their rights at the same time they perform their duty taking full responsibility.

Even if the population ratio of homemaker is nearly half in our country, they have lower status in society due to the fact that homemakers have low literacy rate and get less opportunity to go to school and for job oriented training, when they are young.

Access to education is one of the crucial steps that can reduce poverty and empower homemaker. They do not have good support, help for making their

career. Only a few gets chance. Most of them have to spend time for bearing and caring for others.

We can see the general conceptual framework of homemaker through the viewpoint of women as a whole (Women Development Program Annual Progress Report, 2066/067, p. 2).

- a. Pre-homemaker in Development: This is related with welfare based approach to homemaker. It was practiced during 1960s. During this period, homemaker did not have right to participate in developmental work. The investment upon women is considered to be nonsense. It was said that they should be given indirect benefits only, were counted as passive consumer. At this time, they were seen as mother and housewife.
- b. Homemaker in development: Homemaker has to be included in each and every developmental process. This concept came during 1970s. Right based approach in homemaker development was practiced. The concept accepts that homemakers have to be active in economical work to fulfill the self and other behavioral needs.
- c. Homemaker and development: It was thought that condition and position should be improved. Involving homemaker in development, status and position can be achieved. During 1980s, it was practised. Homemaker should be treated equally in all developmental programs.
- d. Gender and Development: Period during 1990s and afterwards. Homemaker empowerment has been established as human right. Along with this, their participation in economical, political and professional spheres as a means of their empowerment has been cited in Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW). Equity through proportional participation, ownership and control over productive resource, equity based equality is also practised.



To empower homemaker through greater self reliance and detractation, their subordination has been seen not only as a problem of men but also a problem for development.

#### **1.1.4 Role of Homemaker in our Society**

Roles are conventional modes of behavior that society expects a person to adopt while holding a particular status. They exercise several roles, they have a particular status in family, (head of family, caretakers) and another in their place of work (worker, supervisor). They may have a third in their own position, a fourth in local sports center and so on. Each position carries certain feature or role within it. Homemaker has to play multidimensional roles. Role differs culturally and nationally. Aryal (2008) views the following roles of home makers:

- a. Reproductive role: Bearing and caring is the main role of homemaker. They play active role in reproduction, sanitation and health care of her own as well as other members of family.
- b. Productive role: Active participation in productive work represents productive role which helps in earning money. They work 11 to 16 hours a day, but the proportion of their labor in income is not counted.
- c. Social role: Homemakers are involved in several social works and developmental programmes as well as in smooth social relation. Mother group, cooperative, saving group show active social role of homemaker.
- d. Representative role: Nowadays, homemakers participate actively or they have leading role in some institutions, media and in parliament too.

#### **1.1.5 Homemaker Developmental Policies and Programmes in Nepal**

The department of women Development (DWD) under the ministry of women, children, and social walfare is implementing its programmes all over the country.

The Department of women and children (DWC) is entrusted with the task of gender mainstreaming and empowerment of homemaker under the ministry of women, children and social welfare of government of Nepal (Women Development Programmes Annual Progress Report, 2066/067).

DWD has the mandate to improve the quality of low income and disadvantaged homemaker, raise their socio-economic status and bring progress in gender equality towards the poverty reduction of the nation. It is implementing the homemaker development programme with right-based and integrated approaches.

National women commission is conducting various preservative programmes for women. Positive discriminating programme to avoid all kinds of social and gender related violence is conducting. This is one further step of homemakers development.

United Nations Fund for Population Activity (UNFPA) is one of the major DWD developing partners is providing continuous support for strengthening all the programmes.

Homemaker developing programmes are organizing homemaker into groups, providing leadership creating local institutions and establishing linkages with local service delivery agencies. So, the programme has been very effective in empowering homemaker through organizational intervention.

Many NGOs and INGOs are performing some actions in favour of homemakers nowadays like empowerment, health, education, social welfare etc.

Homemakers are key factors in the developmental process and in eliminating social, cultural, political, educational, economic discrimination against homemaker which is a perquisite step in poverty eradication or empowerment of women.

Homemakers are those women who are creator of family structure, creative self and care of other, so they must take a leading role because their empowerment is in their own hand. They have to get easy access in education to develop their self then only they can contribute to the development of their country.

Likewise, if men of our society do not understand the importance of empowering women, then we may have a backward slide in the development of nation.

### **1.1.6 Need Analysis**

Need analysis includes all the activities used to collect information about the students' learning need, wants, wishes and desires.

Richards and Plat (1992, as cited in Kandil) state that "Need analysis is the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities."

Subjective and objective information about the learner is gathered by the needs analysts in order to know the objectives for which the language is needed, the situation in which the language is needed will be used, with whom the language will be used and the level of proficiency required. Defining needs analysis, Nunan (1991, p. 13) focuses more on the information gathering process, he states that techniques and procedures for collecting information to be used in syllabus design are referred to as needs analysis.

Experts say that in needs analysis we try to find the gap between what is needed by someone and what competence they currently have.

Need is the necessity, lacks and wants includes participants, setting, purpose domain, setting, interaction, instrumentality, dialect, level communicative event are keys of speaking Munby (1986). Need analysis can be conducted on the following framework;

- a. Language in use: By choosing situation that would be meaningful and motivating, educationists hope that learner's would explore the nature of their experience when using or responding to language and thus at a fresh understanding of its meaning for them.

In this way, it was felt that they would develop their awareness of what language is and how it is used and by degree extended their own competence in handling it. They have to introduce functional notions such as asking questions, giving instruction, providing explanations, greeting, narrating etc.

- b. Linguistic skill: To facilitate the understanding of any writing or spoken text needs target linguistic skill as well. Literacy has long been considered the main evidence of educational progress. For some more learning, they need target language to read. It is the skill of decoding written symbols. Further more, it is psycholinguistic guessing game so learner needs this skill for what a word might be.

Language as a means of understanding ourselves and our society and of resolving some of the problems, tensions that arise from human interentercation.

Thus, homemaker needs to know the target language to overcome from language related problems.

- c. As an instrument of thought: Language is a tool or dress of thought with which we can create our feeling. We dream through language. That means we people use to think in target language, even we are working in our own.
- d. To express identity: Our use of language can tell our listener or reader a great deal about our work, occupation, education, social background, age, sex, personality, who we are and where and what we belong.

- e. Emotional expression (to express): A means off getting rid of our nervous energy, when we are understress, motive or expressive function of language is expressed as ow, wow, ouch, sorry etc.
- f. For social interaction: Maintain a comfortable relation between people as bless you, good morning, please to meet you, etc. We need the support of language, that we use. It's the way through we can exchange culture. This kind of sentences are usually automatically produced.
- g. Educational purpose: Motivate children to read by providing materials and activities that are interesting. In particular several recent studies have indicated that regular parental reading aloud to children accompanied by informal discussion of what is being needed may be the single most important factor in promoting reading ability to children. It facilitates child cognitive skills that children need in order to read efficiently.
- h. For communication: Communicative function of language, which arises out of the basis human need to signal friend and more.
- i. To use power of sound: There are many situations where only apparent reason for a use of language is the effect that sounds have on the users or listeners. For example, voices of individuals singing in the kitchen or bath, political speechmaking, games played by person (adult or children).
- j. To control the reality: Control matter or the reality which is supposed to be represented as 'God promise' with child.

We need target language to express feeling, tell stories, report events, complete forms, keep records, writing for self as in daries notes, address an unknown audience for public occasion or to write an application.

There is no theoretical limitation to the number of special purposes to which language can be put or used but varied on purpose, setting and may more.

## 1.2 Review of Related Literature

Many research works have been carried out on attitudes towards English in the Department of English Education. These research works have addressed the existing situation, have focused on the attitudes towards the English language of different people and students (learner). Some research works which address on need analysis in home and aboard are reviewed below:

Pathak (1979) conducted a research on "An Investigation into the English for Specific Purpose Course for the Students of Medicine at Certificate Level'. The objective of the study was to find the needs of English for medical students and analysis the course. He used non-random sampling for the research. He found that the course contents were relevant, some of them were difficult. He says that it could better if more relevant and the level of difficulty could be introduced.

Karki (1989) carried out a research on "Attitudes of Campus Level Students Towards the English Language'. The objective was to find out attitudes of English language. He used purposive non-random sampling for the research. He found that students had positive attitudes towards English and they did not feel that English is unnecessarily imposed on them. However, they were not satisfied with the curriculum, textbooks, methods of teaching and evaluation techniques.

Gnyawale (2010) wrote M.Ed. thesis entitled "The Need of English in Public Administration". The objectives of the study was find out the need of English in public administration. Purposive sampling was used as research procedure. The study was confined with 30 officials. He found that good knowledge of English enhanced their (public administrators) level of language regarding various terminologies and structures needed in their field.

Karki (2010), has conducted a research on "Strategies and Achievement of Adult Women Students of Grade Nine on Reading Comprehension". The objective of the

study was to find out achievement on reading comprehension of adult women students. He used purposive non-random sampling. He concluded that the achievement of reading comprehension of adult women students has been found in average.

Lamichhane (2010), has carried out a research on "Gender Variation on Language Learning Strategies". The objective of the study was to discover the gender differences in use of language learning strategies. Non-random sampling was used as research procedure. The main finding was there remains strategy variation in choice and uses between male and female.

Similarly, Kumar (2011) carried out research on "Female Participation in ELT Classroom". The objective of the study was to find out the hindrance faced by female in attaining education in the ELT class. He used purposive non-random sampling as research procedure. He found that girls' knowledge level is similar to boys' in English language.

These aforementioned works show the need and attitudes towards English is different in people or field but none of them have tried to raise the issue of the need of English for homemaker. In this way, my research work was different from that of other mentioned above.

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

The objectives of this study were as follows:

- i. To find out the need of English for homemaker.
- ii. To list some pedagogical implications.

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

This study aims to analyze the need of English language for homemaker. It will be useful for all the people who are interested in English. Particularly, this research

will be significant and helpful for homemaker (women, men) policymaker, curriculum designer, textbook writer and other who want to do further study in this field in the future.

### **1.5 Definitions of the Specific Term**

Homemaker : Homemakers means a women who manages a home and often raises children instead of earning money for job.



## **CHAPTER TWO**

### **METHODOLOGY**

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

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

Both primary and secondary sources of data were used to meet the objectives of the study.

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

The primary source of this study were 40 homemakers of Kirtipur.

##### **2.1.2 Secondary Source of Data**

The secondary data for this study were collected from related books, magazines, thesis and journals. They include Holden (1977), UNO (1987), Munby (1986), Crystal (1990), Nunan (1991), Wardhaugh (2008), CSD (2009), Harmer (2011) etc.

#### **2.2 Sampling Procedures**

Forty homemakers of Kirtipur in Kathmandu District were purposively selected for the study.

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

The main tool for data collection was questionnaire which had both open ended and closed type questions. The questionnaire was divided into various topics. The first topic included the questions related to educational needs. The other questions were about language skill, conversational and economic need for English for home-maker.

## **2.4 Process of Data Collection**

In order to collect data for the research study, I visited the women's cooperative at Kirtipur. I build rapport with the authority and women who were there. I selected 40 homemakers from two groups. I gave information about the questionnaire and distributed them. Then, I collected it within two week of the distribution and also at the time of the respondents convenience. After collecting the data, I have analyzed and interpreted.

## **2.5 Limitations of the Study**

- i. The number of sample were 40 homemakers.
- ii. The participants were from Kirtipur.
- iii. The area of the study was limited to the certain area.

## **CHAPTER-THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with analysis and interpretation of collected data from primary sources.

The objective of this study was to find out the need of English language for homemaker. To meet the objective I formulated close and open ended types of questions.

I tabulated the information and analyzed the data under the following four headings to meet the objectives.

- a. Educational need
- b. Skill of English needed for Different Activities
- c. Conversational need
- d. Economic need.
- e. Analysis of open ended questions

The obtained information has been tabulated analyzed and interpreted by using simple statistical tools such as: Percentage, tables and bar diagrams in the following sections.

#### **3.1 Holistic Analysis**

This topic is analyses of whole, what the respondent replied on each of the questions. I have tried to tabulate all the responses in the following table.

**Table No. 1**  
**Holistic Analysis**

Q.N.	Response		Percentage	
	Yes	No	Yes	No
1.	12	28	30	70
2.	12	28	30	70
3.	36	4	90	10
4.	34	6	85	15
5	22	18	55	45
6	30	10	75	25
7	30	10	75	25
8	36	4	90	10
9	18	22	45	55
10	10	30	25	75
11	34	6	85	15
12	30	10	75	25
13	22	18	55	45
14	6	34	15	85
15	24	16	60	40
16	32	8	80	20
17	34	6	85	15
18	14	26	35	65
19	24	16	60	40
20	32	8	80	20
21	36	4	90	10
22	28	12	70	30
23	26	14	65	35
24	28	12	70	30
25	28	12	70	30
26	32	8	80	20
27	26	14	65	35
28	10	30	25	75
29	30	10	75	25

Discussing upon the above table it was found that most of the homemakers agreed for the need of English. As they said they were interested to learn English more which facilitates their work such as shopping, helping the children, operating cooking manuals and modern technological instructs. The respondents were asked whether Nepalese home-makers have access to English. Out of total respondents 30 percent replied yes and 70 percent replied 'no'. From this, we infer that most of Nepalese home-makers do not have good access over English language. But majority of the respondents were interested to learn English more.

In response to using the language accurately, only 10 percent out of 40 home-makers said they can use the language accurately and 18 percent can use situationally. Most of the home-makers i.e. 85 percent agreed that they need English for using modern electronic instruments.

It was found that 34 out of 40 home-makers mix English term while speaking. And 90 percent of them felt necessary to know English for shopping, 70 percent thinks knowing English is knowing the world. Out of total respondent 32 home-makers felt proud of using English. From the above we can see the English language has got much importance for home-makers. Only a few number of homemakers have command over it.

The more analysis and interpretation is done on the other headings.

### **3.2 Itemwise Analysis**

Here I have tried to analyze all the responses under the main four headings. These subheading provides need analysis of English for homemakers.

#### **3.2.1 Educational Need**

The topic deals with the back ground information of the respondents on target language. Questions were asked about their linguistic background and how much facilitative it has become for homemaker.

I asked 8 closed ended questions for this heading. These questions were:

1. Do Nepalese homemakers have access to English language ?
2. Did you study English as major subject ?
3. Are you interested to learn more English than your have now ?
4. Do you think it is compulsory to learn English language for homemaker ?
5. Can you read and comprehend newspaper articles in English which are available at your home ?
6. Do you force to read or listen English text or program to your child ?
7. Do you need to teach English to your child ?
8. Do you agree with the statement that good command over English language facilitates for further study ?

Mixed responses were found. The table below presents their responses.

**Table No. 2**  
**Educational Needs**

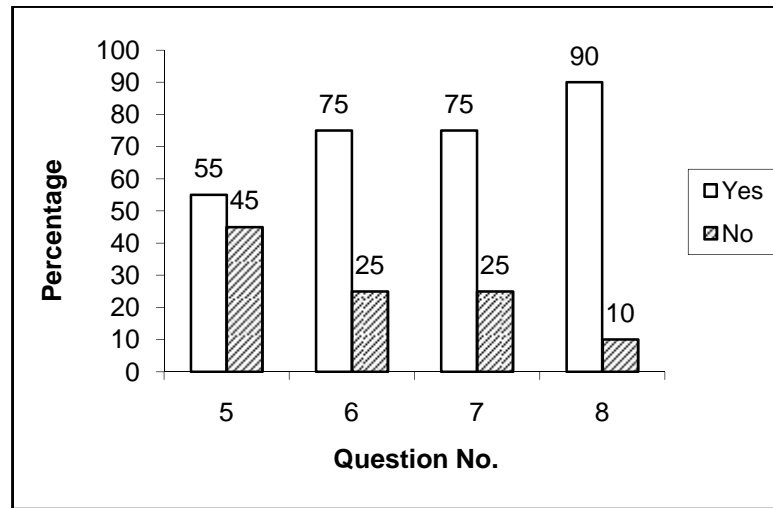
Q.N.	Response		Percentage	
	Yes	No	Yes	No
1.	12	28	30	70
2.	12	28	30	70
3.	36	4	90	10
4.	34	6	85	15

From the above table, it is clear that 30 per cent (i.e. 12 out of 40) homemakers have access to English, while 70 per cent (i.e. 28 out of 40) do not have access to it.

Out of 40 homemakers 36 were interested to learn English more than they have and also 85 per cent think it is compulsory to learn English for homemaker.

The other data can be presented in the following bar diagram.

**Figure No. 1**  
**Educational Needs**



The above figure shows, 55 percent, homemaker can read and comprehend the newspaper articles in English available at home while 45 per cent can not do so.

Out of 40 homemakers, 75 per cent said they force their children to read or listen English text and need English to teach the child whereas 25 per cent did not need to teach their child. Also 90 per cent homemakers agreed on good command over English language facilitates for further study.

### **3.2.2 Skill of English Needed for Different Activities**

In this topic I had asked language related questions. What they can do and how much the target language skill they had. To obtain data 7 questions were asked.

Those questions were :

1. Do you think you can use the English language situationally ?
2. Do you think you can use English accurately ?
3. Does the English language help for using modern electronic instrument ?
4. Do you use mobile set ?
5. So you need to operate computer at home ?
6. Do you use micro oven ?
7. Do you need English to operate cooking manuals ?

They performed mixed responses which can be shown on the following table.

**Table No. 3**

**Skill of English Needed for Different Activities**

Q.N.	Response		Percentage	
	Yes	No	Yes	No
1.	18	22	45	55
2.	10	30	25	75
3.	34	6	85	15

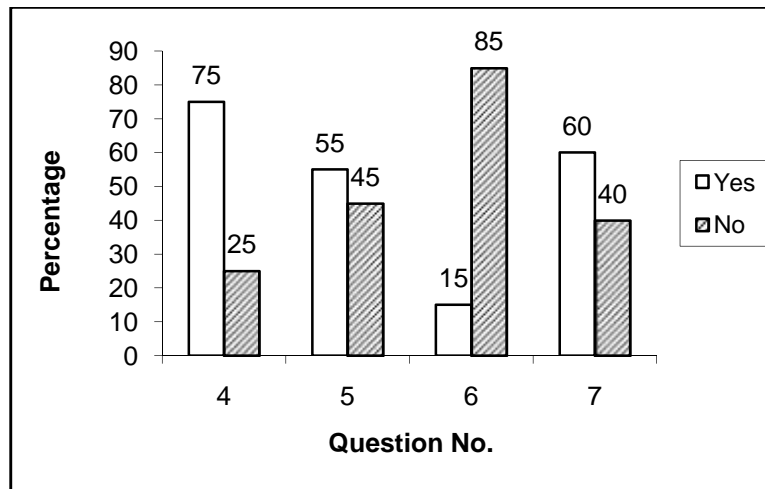
The 40 homemakers were asked if they could handle the target language situationally. Out of total 45 per cent homemakers could use situationally, 55 per cent could not while only 25 per cent homemakers said that they could speak target language accurately. But 75 per cent respondent said that they could not speak the language accurately.

This table clarifies that 85 per cent (i.e. out of 40) homemaker agrees on the need of target language which facilitates using electronic instrument.

The more data can be presented in the following bar diagram.

**Figure No. 2**

**Skill of English Needed for Different Activities**





Above figure makes clear that 75 per cent home makers need English to use mobile set, they also send and read English message. Out of 40 home maker 55 per cent use computer or need English to operate computer at home, only 15 per cent use micro oven, 60 per cent homemaker need English to operate cooking manuals.

### 3.2.3 Conversational Need

In this topic, I asked questions relating if English is their conversational need. The questions were:

1. Do you ever need to talk to the people using the English language ?
2. Do you mix English term in speaking ?
3. Do you speak with your child in English ?
4. Do you learn English from your child ?
5. Do you wish saying expression 'Good morning' ?
6. Have you ever felt it is necessary to know English while you are in shopping ?
7. Do you think, knowing English is knowing the world ?

Their responses on it are shown on the table below Altogether seven closed type question were asked.

**Table No. 4**  
**Conversational Needs**

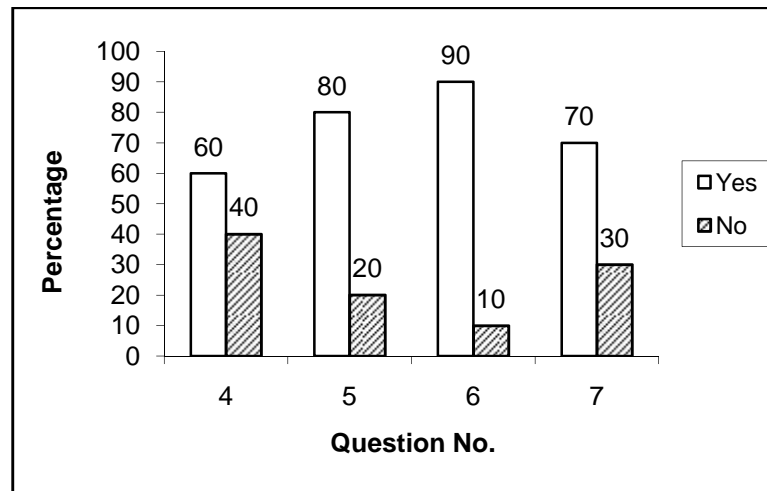
Q.N.	Response		Percentage	
	Yes	No	Yes	No
1.	32	8	80	20
2.	34	6	85	15
3.	14	26	35	65

The above table makes clear about the need of English language in conversation. Here, 32 homemaker, (out of 40) need to talk to the people using English. Out of 40 homemakers 34 homemaker mix English term in speaking while only 14 (out of 40) speaks English with their child in English.

The other responses can be shown on the following bar diagram.

**Figure No. 3**

**Conversational Needs**



The above figure clarifies, 60 per cent homemakers learn English from their child too.

Out of 40 homemakers 80 per cent make use of speaking. Ninety per cent homemaker replied that they need English where they are in shopping, and 70 per cent homemakers thinks, knowing English is knowing the world.

**3.2.4 Economic Need**

This topic deals with if English is economic language and why it is so. Some open ended and 7 closed type questions were asked to obtain the information for this topic. These questions were:

1. Do you need English to fulfill your needs ?
2. Does the English facilitate your daily work ?

3. Does the English language change your thinking ?
4. Do you feel proud of using English ?
5. Do you need to write some notes in English as homemaker ?
6. Can the English brings change in your working style ?
7. Can English make your daily work easy ?

Mixed response were found:

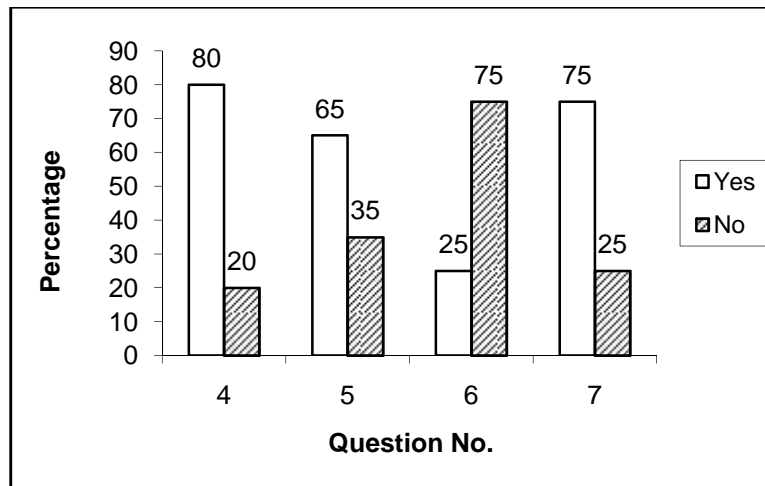
**Table No. 5**  
**Economic Needs**

Q.N.	Response		Percentage	
	Yes	No	Yes	No
1.	26	14	65	35
2.	28	12	70	30
3.	28	12	70	30

Out of 40, 65 per cent homemakers said that they need English to fulfill their needs. And 70 per cent were agreed on facilitation of English in daily work, also they said English can change thinking.

Further, responses have been presented in the following bar diagram:

**Figure No. 4**  
**Economic Needs**



From the above figure, 80 per cent homemakers feel proud of using English while 65 per cent need English to write some notes in English as homemaker.

Out of 40, 25 per cent said that English language brought change in their working style whereas 75 per cent said English language made their work easier.

### **3.3 Analysis of Open ended Question**

I had asked some open ended questions to obtain more information. Those questions were somehow related with closed ended questions too.

In response to the importance of English language, most informants have similar responses, the responses were:

- English as being an international language, it has the greatest value.
- As a dominant language we get bread and butter through English.
- We get opportunities in jobs with it.
- Greater number of speakers in the world.
- It is used as a link language too.

The next question was about the need of English. In response, informants responded as:

- to understand the English user
- to know the global societies
- to make acquainted with home products accessible to western countries.
- dealing with foreigners.
- to operate cooking manuals, using cooking appliances, know the recipe ingredient.
- to read English literature
- communicate other than that of home country.
- guide the children in their study.
- read/send English SMS or mails.

- operate modern technology.

The other question was about problem faced by the respondent in English they gave the following problems on it are:

- fluency in speaking
- choosing the words in appropriate situation.
- exact translation doesn't work from L<sub>1</sub> to L<sub>2</sub>
- understanding or encoding
- using tense according to the situation.
- using prepositional phrases, phrasal verbs, compounded words etc.
- committing gap fillers while communicating
- using chunks, jargons and colloquial terms.
- lack of adequate knowledge of grammar and structures in writing.

In response to the other question about, providing opportunities for homemaker they performed following response

- basic English education for uneducated homemaker
- skill based training of English for homemaker, (day to day communicative chunks, words, dialogues, etc. included)

The last question was related to the aim after learning English better and the homemakers performed the following responses.

- to solve daily problems faced as a homemaker
- to guide children
- to use English situationally and appropriately
- to guide tourist
- to obtain foreign degree.
- to seek better opportunities.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

My study focused on identifying the need of English language for homemaker.

In order to meet the objectives, I employed open ended and closed type of questions.

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

1. Most of Nepalese homemakers i.e. 70 per cent replied that home-makers do not have access to English while 30 per cent said they had access to English as they studied it as compulsory subject.
2. Majority of the homemakers i.e. 90 per cent were found highly interested to learn more English than they have now, 85 per cent think it is compulsory to learn English for homemakers.
3. It was found that 55 per cent homemakers can read and comprehend newspapers, articles in English available at home. As guardian 75 per cent homemaker insist their child to read/listen English text.
4. It was found that 75 per cent homemakers need to teach English to their child. And 90 per cent agreed with good command over English facilities for further study.
5. Relating to English language skill 45 per cent replied they can use it situationally while only 25 per cent can use accurately.
6. Most of the homemakers i.e. 85 per cent agreed that English helps for using electronic instruments. And 75 per cent homemakers use mobile sets they send and read English message, mails, 55 per cent use computer, 60 per cent cooking manuals and 15 per cent micro oven. For all these activities they need English.

7. Talking about conversational need 80 per cent homemakers need to talk with other people using English. While speaking 85 per cent homemakers mix the English term. Out of 40, 35 per cent speak English with their child, 60 per cent learn English from their child.
8. In day to day communication 80 per cent homemakers make use of phatic commune expressions. Here 90 per cent replied that they need English while they are in shopping. And 70 per cent thinks knowing English is knowing the world.
9. It was found that 65 per cent homemakers need English to fulfill need. For 70 per cent they said English facilitates daily work and same per cent thinks English can change their thinking.
10. As homemakers 65 per cent need to write some notes, 25 per cent said English brings change in working style, 80 per cent feel proud of using it and 75 per cent said English makes, their daily work easier.
11. Further more, they replied that they need English to deal with foreigners, to know world societies, culture, to be acquainted with goods and service available at home as well as to seek job and so on.

#### **4.2 Recommendations**

On the basis of the above findings the following recommendations have been made:

1. Since most home-makers do not have access to English education formal/informal programs should be conducted or basic English education for uneducated should be given.
2. Majority of homemakers were interested to learn better English, so short term tuition and awareness raising class, skill oriented programmes should be planned for local mother group/women cooperatives.
3. Some English facilitating programs for homemakers are needed time and again either in national or in village sector too.

4. Functional use of language for home-maker helps to fulfill their need.
5. Selected vocabs, dialogues, frequently used words/expressions should be included while designing materials for homemakers.
6. Regularly use of compound words, prepositional verbs, phrase, effective use of tense have to be included in such programs or courses.
7. Media can play the best facilitative role for home-maker, policy should be made and refreshed in favour of home makers development.
8. If possible, formal course should be planned in English for homemakers.
9. Further research work regarding this topic should be conducted or has to be reinforced.



## Reference

- Acharya, B. (2068), *Gender and feminist studies*. Kathmandu: National Book Center.
- Aryal, V. (2068). *Gender and feminist studies*. Kathmandu: Gyancunja Publication.
- Cobert, G. (1991). *Gender*. New York: CUP.
- Central Statistical Development (2001). *Primary report of population census 2011*. Kathmandu.
- Central Statistical Department (2009). *Some statistical facts on Nepalese women*. Kathmandu.
- Crystal, D. (1990). *The English language*. London: Harmonds Worth.
- Douglas, D. (2000). *Assessing language for specific purposes*. London.
- Gass, M. S. & Selinker, S. (2008). *Second language acquisition*. London: Routledge Taylor and Francis Group.
- Gnyawale, B. (2010). *The need of English in public administration*. An unpublished M.Ed. thesis, T.U., Kathmandu.
- Harmer, J. (2007). *The practice of English language teaching*. Edinburg; Pearson Limited, Longman.
- Holden, S. (1977). *English for specific purpose*. Modern English Publishers.
- Hutchinson, T. & Waters, A. (1992). *English for specific purpose, a learning centered approach*. New York: CUP.

- Karki, B. (2010). *Strategies and achievement of adult women students of grade nine on reading comprehension*. An unpublished M.Ed. Thesis, T.U., Kathmndu.
- Kumar, H. (2011). *Female participation in ELT classroom*. An unpublished M.Ed. Thesis, T.U., Kathmndu.
- Lamichhane, D. (2010). *Gender variation on language learning strategies*. An unpublished M.Ed. Thesis, T.U., Kathmndu.
- Macking, R. (1963). *Adult learners*. Oxford : OUP.
- Ministry of Women, Children and Social Welfare (2003/2004). *Gender and reproductive health initiatives*. Pulchok.
- Ministry of Women, Children and Social Welfare. (2009/2010). *Annual progress report*. Lalitpur.
- Munby, J. (1986). *Communicative syllabus design*. UK: CUP.
- Nicholls, S. et al. (1991). *Current issues in teaching English as second language to Adults*. Maidment.
- Nunan, D. (1991). *Syllabus design*. China: OUP.
- Pahuja, S. (1995). *Theory and principles of Education*. Anmol Publications Pvt. Ltd. India.
- Richterich, R. et al. (1980). *Identifying the needs of adults learning a foreign language*. London: Prentice Hall.
- U.N.O. (1987). *Women's in formation network for Asia and the pacific WINAP*. Asia.
- Wardhaugh, R. (2008). *An introduction to sociolinguistics*. Backwell publishing: Oxford.
- <http://www.homemakerindia.com>.
- <http://www.ekantipur.com>