

**ACCURACY OF LANGUAGE: SPOKEN ENGLISH OF
TOURIST GUIDES**

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

**Submitted by
Rishma Chaudhary**

**Faculty of Education
Tribhuvan University
Saptagandaki Multiple Campus
Bhartapur, Chitwan, Nepal**

2015

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2015 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: 1 Dec, 2015

Rishma Chaudhary

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Rishma Chaudhary** has prepared the thesis entitled **Accuracy of Language: Spoken English of Tourist Guides** under my guidance and supervision.

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DEDICATION

Dedicated

to

My Late Father Mr. Manbodh Mahato

and

My Mothers Late Jeni Mahato and Ganga Mahato

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2 Dec, 2015

Rishma Chaudhary

ABSTRACT

This thesis entitled **Accuracy of Language: Spoken English of Tourist Guides** is an attempt to find out accuracy and appropriacy in English spoken by tourist guides working in Sauraha in terms of sentence pattern, language functions and vocabularies. To achieve the objective, the researcher visited the different places of Sauraha. She recorded eight briefings and five conversations between tourists and the guide. She selected guides by using purposive sampling method on the basis of her convenience. The omission of auxiliaries has been found to be most frequent while absence of nouns and possessives has been found least frequent in the sentence patterns of tourist guide. Similarly, a few Nepali words were used instead of its English equivalents.

The study is divided into five different chapters. The first chapter deals with the background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study and operational definition of the specific terms. Similarly, the second chapter comprises the review of the theoretical literature, review of the empirical literature, Implication of the review of the study and conceptual framework. The third chapter consist of methods and procedure of the study, research design, study population and Sampling procedure, Field of study, tools for data collection, procedure of data collection, procedure for data analysis and interpretation. The fourth chapter consist of analysis and interpretation of data, analysis of sentence pattern, interpersonal communication, analysis of language functions and summary of findings. The final chapter consists of conclusion and recommendation.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgement</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
CHAPTER ONE : INTRODUCTION	
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Delimitations of the Study	4
1.7 Operational Definitions of the Specific Terms	5
CHAPTER TWO : REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	
2.1. Review of Theoretical Literature	6
2.1.1 Language Learning and Communication	6
2.1.2 Use of English in the Core and Periphery	7
2.1.3 Standard English Language	10
2.1.4 The English Language in Nepal	11
2.1.5 Importance of Spoken Skill for Tourist Guides	12
2.1.6 Concept of Tourism and Tourist Guide	12

2.1.7	Contexts and Spoken English Language among Tourist Guides of Sauraha	14
2.1.8	Spoken English among Tourist Guide and Communication	15
2.1.9	Speaking Skill	16
2.2	Review of the Empirical Literatures	17
2.3	Implication of the Review for the Study	20
2.4	Conceptual Framework	20
CHAPTER THREE : METHODS AND PROCEDURE OF THE STUDY		
3.1	Study Desig	22
3.2	Study Population and Sampling Procedure	22
3.3	Field of Study	22
3.4	Tools for Data Collection	23
3.5	Procedure of Data Collection	23
3.6	Procedure for Data Analysis and Interpretation	23
CHAPTER FOUR : ANALYSIS AND INTERPRETATION		
4.1	Analysis of Sentence Pattern : Accuracy	24
4.1.1	Omission of Auxiliary	25
4.1.2	Omission (Wrong Use) of Preposition	26
4.1.3	Omission of Verb	27
4.1.4	Omission of Determiner	28
4.1.5	Omission of Co/ Sub-ordinator	29
4.1.6	Omission of Noun	29
4.1.7	Agreement Error	30
4.1.8	Use of Inappropriate/Wrong Vocabulary	31
4.1.9	Repetition of Same Word Twice	32
4.1.10	Gerund / Infinitive Error	32
4.2	Interpersonal Communication	33
4.2.1	Complete Interpersonal Communication	33

4.2.2 Partial Interpersonal Communication	34
4.3 Analysis of Language Functions	35
4.4 Summary of Findings	39

CHAPTER FIVE : CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion	41
5.2 Recommendations	41
5.2.1 Recommendation for the Policy Level	42
5.2.2 Recommendation for the Practice Level	42
5.2.3 Recommendation for the Further Research	43

References

Appendix

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Language is the most widely used means of communication which is common to all and is only limited to human beings. It is the unique gift that helps to share ideas, feelings, thoughts, desires, emotions, and experiences and so on. Sapir (1921) defines language as “A purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols” (p. 3). Various scholars have defined language differently but none of the definitions is complete in itself. No language is superior or inferior in terms of its communicative purposes but the dominance of it may vary according to its coverage. But it is fact that there are many languages which are not developed like others. However, different definitions given by different scholars share some common characteristics of Language. Lyons (1992) opines, “It is the possession of language which most clearly distinguishes man from other animals” (p. 2). Language, at its most specific level, refers to the concrete act of speaking, writing, singing in a given situation (Crystal, 2003, p. 255).

Language is a set of structurally related elements for the encoding and decoding of the message. It is also a voluntary vocal system of human communication. There are many languages spoken in the world. Among them, English is the most prestigious and important language. It is not only one of the six languages spoken in the UNO but also the international language.

Communication is a mutual understanding between the two or more people through language, signs and symbols. Usually, human beings use language as a chief means of communication. And effectiveness of communication depends upon the correctness of language that is words, sentence structure, and grammar. The more the forms of language are correct the more the communication is effective. In the Nepalese contexts, English language is spoken usually as a medium of instruction in most of the privately owned and run boarding schools and most often is used as a medium of

communication in the tourist sector as an international language. Most of the time Nepali tourism sectors do not employ expert English speakers for the means of communication for instance for the tour guide, nature guide, waiters and housekeeping. They are fair in English with less correctness. This also applies to the tourist guides working in Sauraha who are assigned to take tourists for nature safari either in the park, community forest or buffer zone forests of Chitwan District.

1.2 Statement of the Problem

The primary problem of people living in periphery and speaking periphery English language is, they are not comfortable in English like a native speakers. Therefore they often speak non-standard and informal English. This cause a significant blockage between the communicators with two different language background either it would be English native speakers and people using periphery English or both using periphery English whose mother tongue is not the same and use English as a contact language.

This happens among the tourist guides who are the key informants about the tourism particularly about the jungle safari, canoeing and other nature related tourism. But there are significant gap of communication between the tourist and tourist guides. First this occurs because of the different weave lengths between the guide and the tourist. That is the education gap between the tourist guide and tourist. Usually, in Sauraha, most of the tourists are from the developed countries and are well educated but the situation of tourist guide is almost reverse. They are less educated and are not adequate with the information that they need to pass.

This has caused a significant blockage of communication between the tourists and tourist guides in Sauraha Chitwan. On the other hand the use of non-standard English because of the lack of knowledge and training related to the spoken English and its future impacts. The concerned stakeholders are quite reluctant on doing the good training for the tourist guides who are the back bone for the tourism sectors of Nepal.

There are many researches done on the subject of spoken English among the teachers and students, waiters, city guides and its pattern but there are yet no research done on

the spoken English and its standardization. And how standard language matters in conveying and communication between the first party and second party or others. The main rationale behind purposing the study is to uncover the facts of spoken English among tourist guides of Sauraha and how their use of non-standard English hampered the communication between the guides and tourists.

Many tourist guides – nature guide, tour guide, city guide etc only focus on the language but they never focus and assess the effectiveness of their communication. Tourist industry receives varies of tourists native English speaker and non-native English speaker and their competence and fluency varies accordingly. Sometimes, focusing only on the formality of the language does not mean that the communication is being conveyed and passed effectively. Therefore, the standardization of English is necessary for effective communication.

Studying standardized and non-standardized English among the tourist guides uncover the significant impact of the language communications. In the sociolinguistic overview, it is very crucial to know the main differences between the English among the periphery and core that whose first language is other than English and whose first language is English.

1.3 Objectives of the Study

The overall objective of the research is to analyze the blockage of communication by using a non-standard English language among the tourist guides working in Sauraha. Following are the specific objectives of the research:

1. To find out accuracy and appropriacy of English spoken by the tourist guides working in Sauraha in terms of sentence pattern,
2. To suggest some pedagogical implications

1.4 Research Questions

Following are the research questions:

1. What are the problems of spoken English among the tourist guides of Sauraha Chitwan in terms of grammatical correctness?
2. Is there any communication blockage that result from their imperfection in functional appropriacy?

1.5 Significance of the Study

The research aims to study the spoken English of periphery particularly among the tourist guides of Sauraha Chitwan. The study has analyzed the spoken English among the tourist guides. The main aim of the study is to study the communication blockage made by using an informal and non-standard English language between the tourist guides and tourists. Therefore, the study might be helpful make a standard policy and design trainings for the tourist guides that will significantly improves the spoken English among the tourist guide that would ultimately enable to promote tourism in Nepal.

1.6 Delimitations of the Study

This study focused on language correctness and communication. It was delimited only spoken English among the tourist guides of Sauraha, Chitwan. Thus the study had be following limitations.

- The study was limited to Sauraha of Chitwan district .
- The study was limited to thirteen conversations of the tourist guides of Sauraha.
- The study was limited to the spoken English its blockage and the effectiveness of communication.
- It does not deal with the blockage being made other than using periphery, non-standard English language.

- This study is also limited to detail linguistic and communicative analysis carried out only in relation to Nepali English speakers.

1.7 Operational Definitions of the Specific Terms

Communication: Communication is the purposeful activity of information exchange between two or more participants in order to convey or receive the intended meanings through a shared system of signs and semiotic rules. The basic steps of communication are the forming of communicative intent, message composition, message encoding, and transmission of signal reception of signal, message decoding and finally interpretation of message by the recipient.

Tourism: It is travel for recreation, leisure, religious, family or business purposes, usually for a limited duration. Tourism is commonly associated with international travel, but may also refer to travel to another place within the same country.

The World Tourism Organization defines tourists as people "traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes"(P. 10).

Guides: A tour guide (U.S.) or a tourist guide (European) provides assistance, information and cultural, historical and contemporary heritage interpretation to people on organized tours and individual clients at educational establishments, religious and historical sites, museums, and at venues of other significant interest.

CHAPTER –TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1. Review of Theoretical Literature

Literature review generally refers to the revisions and acknowledgements of the previous scholarly works done by different scholars, researchers and writers. The reviews not only shape the mindset of the researchers for the research but also helps outline and make road map for their research. It also provides theoretical lens to look at the data and analysis.

2.1.1 Language Learning and Communication

Language is a means of communication. Thus, the function of language is to communicate. Language is used in a community for various communicative needs. It is through the magic of language humans are able to establish relationship with people from various backgrounds and in different circumstances.

Learning may be defined as a change in performance that occurs under the conditions of practice. Learning of any skill depends upon the practice. Practice can be defined as the rehearsal of certain behaviors with the objective of consolidating learning and improving performance. Skill means the ability to do something well. According to Ur (2005, p.20), the process of learning a skill by means of a course of instruction has been defined as a three stage process; verbalization, automatization and autonomy.

Practice is the activity through which language skill and knowledge are consolidated and thoroughly mastered. As it is gradually the most important of all the stages of learning; hence, the most important classroom activity of the teacher is to initiate and manage activities that provide students with opportunities for effective practice (Ur, 2005, p.20).

The learning of language has been a problem for non-native learners. The process is a type of learning that involves the establishment of a set of habits that are both neural and muscular, and that must be well learned so that they function automatically. Thus, language learning is a highly complicated activity. It has psychological, interpersonal and cultural aspects that are indispensable to its acquisition and use. Language learning does not concern problem solving, but the formation of performance of habits. It is a fact that those who already possess a mother tongue apply a very different set of physiological and mental capacities to learn a second language.

2.1.2 Use of English in the Core and Periphery

The world is divided into two parts in terms of use of English. One is core and the other is periphery. Core countries are the group of countries where dominant group of people acquire English as a mother tongue and the first language. Moreover, the English is an official language and contact language between and among the communities. The UK, USA, Australia, New Zealand, Ireland and some parts of Canada are the core countries in terms of use (written, spoken, reading, listening, communication and day to day use) of English language. People who are living in the core countries and acquire English as a first language are called native English speaker and are very fluent and comfortable in English.

In the core countries, since English is an exclusive language, people are monolingual. They rarely speak other language other than English. Many scholars argue that this monolingualism has been discouraged to foster multi-culturalism. In the mid-1980s many core countries particularly the UK tried to foster multiculturalism by promoting many different language speaking communities with different religions. But the 9/11 incident in the US caused many core English countries to curtail their multicultural programs. Philipson states that:

The term core English speaking countries covers the UK, USA, Canada, Australia, and New Zealand. All are the countries in which the dominant groups are naïve speakers of English. The countries are often thought of as exclusively

English-speaking countries. Thus the pattern in core English –speaking countries. Thus, the pattern in core English-speaking countries has been one of increasing monolingualism (Philipson, 2007,p.17).

Among the core counties, the UK is known as the father of core countries in terms of the originality, accuracy and standardized form of English language (Sharma, 2011). Other countries like Australia, New Zealand are the English emigrant countries where the dominant majority of the people speaking English as the first language. On the other hand there are very less number of people living as a native whose language is other than English for instance in New Zealand, the population of Maori people is recorded as 15 percent in the Census 2009. Similarly, Australian aboriginals are reported from 5 to 7 percent in Australia. However, there contact language and medium of instruction is English.

At the same time there are huge mass of people around the world whose language is other than English but often use English as a medium of communication are called periphery. Counties other than above mentioned English countries are called periphery. English in the periphery countries is not acquired by the speakers as a first language (mother tongue) but learnt in the course of contact, communication, imposition and as an impact of globalization. Now in the most of the cases in the developing world, English has been a chief medium of instruction and hence has been a second language. Moreover, in many multiethnic countries like Nigeria – where there are more than two hundred languages are being spoken and therefore English has been a contact language.

The main charm of the English language has been diffused as an international language and hence has been a means of communication between the international communities. English in the periphery however is not a official and first language but English language is used in the public places for the information along with the first national language. For instance, in the most of the Indian and Nepalese cities, in the public places we can see English has been used to provide information to the people.

It has been a chief language for the international affair and trade. Therefore, it has been a language of global lingua franca and as international language worldwide.

English in the peripheral countries are classified into two parts – first, the countries which require English as international language and second countries on which English is imposed during the colonial time (Phillipson, 2007). During the colony, colonizers not only colonized their economy, administration but also colonized the education system and culture. And the severe impacts are seen in the culture particularly in the education system and the medium of instruction. In the British colonies (now commonwealth countries) initially colonizer colonized the economy and later administration. Britishers later realized that they must colonize their culture via education and then only their colony would be successful. And hence they managed it and became successful.

But now there has been a huge issue of standardization and communication of the English language in the periphery countries like Nepal. Non-standard form of English has less effectiveness of communication. The non-standard forms include the words, phrase, grammar, sentence, syntax and pronunciation. The English speakers in the periphery countries are not fluent, they often use wrong syntax, and mispronunciation. This cause significant blockage in the communication and hence the second party does not understand what the first party intends to communicate.

2.1.3 Standard English Language

Standard language opposite to vernacular language is defined as a language that is codified enough with literature, dictionary, grammar books, and other formal source of lexicons. This is also known as a prestigious high class language that is used for different formal procedure such as trade, education, and print media. It comprises established regular system. It is both descriptive and prescriptive. Holmes (2008) argues that “standard varieties are codified varieties. Codification is usually achieved thorough grammars and dictionaries which record, and sometimes prescribe the standard forms of the language” (p. 77). In this way, standard language is a language that is used in the print media and has written form.

Holmes further states that the development of Standard English involves three essential criteria which characterize a language as the standard one. First, it has been influential and prestigious variety in the communities. Second, it has been codified and established (regularized) and finally it serves hyper functions as in a court, administration, literature and so forth. Similarly, Standard English as “the variety of English which is usually used in print, and taught in schools and instructions” (Cited in Trudgill, 1995, p. 35).

Kachru (1985) categorized the world English into three layers of the circle, in which the varieties acquired and used as the mother tongue in the countries like the USA, Canada, etc are labeled as inner circle varieties, the nativized varieties used as the second language in the countries like India, Malaysia etc. have been labeled as outer circle and where English is learnt as a foreign language is known as expending circle such as Nepal, China, Russia etc.

Spoken English varies accordingly with respect to the core and periphery. In Kachru’s term core, outer and expending circle. In the Nepalese case it falls under the expending circle despite the English has been a mandatory subject from the primary level of instruction in the school level. Therefore, the English used in Nepal has yet to receive that standardized form and flow of communication. And in the case of nature guide it remained no exception.

Sharma (2011) summarizes the features of standard language as follows:

1. It is used for a wide range of functions for day to day communication, for business, education and politics and for H functions.
2. It is used in news media and literature, in national and international level talks, transactions related to politics trades etc.
3. It is codified, its rules and norms are described as well as prescribed in the grammar book, dictionaries, literature, and writings.
4. It is used for education and information.
5. Most importantly, it is taught to non-native speakers when they learn it as a foreign language.

6. It is prestigious, influential and stabilized language.

2.1.4 The English Language in Nepal

English has been a fact for any person to become successful in local, national and international communication (Harding 2008). As the world is getting more and more complex day by day, because of the invention of science and technology, the scope of English is getting larger and larger. Therefore, English has been an international language of communication in the world. Thus, we are in such a stage that we must know English if we want to know the world.

The history of the English language in Nepal dates back to Pratap Malla who was a Malla King of Kathmandu valley and also a great scholar (Whelpton, 2005). He was excellent on speaking 15 foreign languages and English was one of them. During the Rana regime, we can find JangaBahadurRana, who established a school in 1854 in a room of his own palace to share the knowledge of the English language. The school was limited for the Rana family which was the first school in the history of formal education of Nepal. Most of the people in the world use spoken form of English rather than written form. But in our context, people use English based on the situations and demands. The way of speaking English is different in different places like school, campus, tourist hubs and so on. A large number of foreigners or tourists come to visit Sauraha to know about the local culture, tradition, geographical status, etc. This is the opportunity through which we can also exchange and get them know our culture, tradition and identity worldwide.

2.1.5 Importance of Spoken Skill for Tourist Guides

So far spoken English is concerned; it is the primary manifestation of written English. Most of the people of the world use spoken form of English rather than written form. The major objective of the most of the language program is to prepare the learners for meaningful interaction, making them able to use and understand natural speech form.

English is an international language. So, it is used to communicate between different language speakers. Tourist guide is only the person whose duty is to speak with

foreigners and guide them. At that time, he/ she must use English to communicate with foreigner. However, no special attention has been paid on this field. So, this research attempts to find out the features of spoken English and its various aspects of this field. The language used in this field may differ from the other fields in terms of vocabulary, language functions and sentence patterns. Therefore, the researcher attempted to find out the different features, like: pronunciation and spelling, vocabulary, grammar and communicative functions.

2.1.6 Concept of Tourism and Tourist Guide

The word 'tourism' is derived from the French word 'tourism' which means to travel and travel related job. The word 'tour' means journey from place to place. Tourism has been defined in different ways by various writers and related organizations but there is no universally accepted definition of tourism.

Nepal is known as important tourist destination in the world tourism map with its vast potentials of natural attraction, socio- cultural values and archeological heritages. Nepal is land of Mount Everest, cultural diversity and the birth place of Lord Buddha. Therefore, it is referred to as 'Shangri-la'. Tourism industry has been playing significant role in the country's economy. Realizing the importance of tourism, Nepal has taken important initiatives to develop tourism by creating necessary institutions and providing priority in the plan and politics. Tourism being a high publicity product and highly competitive industry should be marked properly.

Acharya (2008, p.11) says, "Tourism is phenomena arising from the travel and temporary stay of strangers – does not imply the establishment of a permanent residence and is not a remunerated activity". In the same way, The World Trade Organization (WTO) (1996, p. 24) defines, tourist as:

Any person who travels to a country other than that in which he/ she / his/ her/ has usual residence, but outside his/ her usual environment, for a period of at least one night but more than one year whose main purpose of visit is other

than the exercise of any activity remunerated from within the country visited.

This term includes people travelling for: leisure, recreation and holidays, visiting friends and relatives, business and profession, health treatments, religious pilgrimages and other purposes.

2.1.7 Contexts and Spoken English Language among Tourist Guides of Sauraha

Contexts include social setting, culture, education and language. These components matter in conservation and spoken English. Sauraha is popularly known as a main entrance of the Chitwan National Park and it receives some hundreds of thousands of tourists (including foreign and domestic). It was a part of Bachhauli Village Development Committee but now has been a part of Ratnanagar Municipality in Chitwan districts. According to the census 2011 the total population of Bachhauli VDC is 1050 with Tharus in a dominant minority (48%) (CBS, 2011). There are almost 50% of the tourist guides with Tharu ethnic background. They all attended school up to 10th grade and some of them are intermediate and bachelor's degree but some of them are not literate but fluent in spoken English.

Tharu and other Janajati (Magar, Gurung, Lama, Tamang, Kumal, Bote etc.) speak their respective mother tongues other than Nepali in their family and communities. That is Tharu tourist guides speak Tharu language in their family and the community. For them Nepali is the second language and English is the third language. At the same time tourist guides whose first language is Nepali and Nepali as the second language matters in spoken language. In this way, tourist guides who speak English as a second language and third language matters in spoken English language.

Education is also one of the function that determines the proficiency in spoken English among the tourist guides. For instance, level of education and types of school (English medium versus Nepali medium) the attended. This is common trend, no matter whether it is Tourist guide or anyone else. The tourist guides who attended no

school but are fluent in speaking English are less likely to update their knowledge and use less variety of words and information to communicate with the tourists. Similarly, there are less communication blockage with the rise of education level among the tourist guides. Likewise, tourist guides with high education profile are more comfortable in reading, writing and listening than those with low education profile.

2.1.8 Spoken English among Tourist guides and Communication

Since the time tourism started in Sauraha, English has been a principal means of communication between the tourists and the tourist guides. Such communications most often takes place in the informal environment and hence using informal English. However, yet, nobody has researched how effective was/is and will be the use of informal and unstandardized language to provide the information to the tourists. But there are some factors which are notable and are detriments to level of spoken English among the tourist guides of Sauraha – 1) Selection process of the tourist guides; 2) Orientation and Training of the tourist guides; 3) Follow up and upgrading trainings; 4) Incentives to the guides and 5) Relationship between the owner, guide and park.

The selection process of the tourist guide by the concerned authority (Buffer Zone User Committee, Hotel Associations, Bird Education Society, Nepal Natural Resource Trust, and the Park) matters in the spoken English of the guides. For instance, selection process is the first step to filter the potential tourist guides. Similarly, their trainings and orientation about the tourist guide their responsibilities, their skills and inputs for the deliverance of information matters the communication between the guide and the tourists. Moreover, the incentives of the guide also the main factor for determining the professionalism of the guide.

Since the spoken English takes place in an informal environment, both the guide and the tourists stay in informal settings such as lunch, dinner, inside the park, jungle walking, bird watching etc. In this setting informal settings guide use informal English but it does not necessarily mean informal setting requires unstandardised English. unstandardised English comprises the use of uncodified English which are used worldwide. But one should remember that the huge portion of the tourists are non-

English speaking countries such as Spain, France, Denmark, China, Vietnam, Japan, Korea, the Netherlands and so on. In these contact again the use of unstandardised English matters in communication.

2.1.9 Speaking Skill

Speaking is crucial part of second language teaching and learning. The major objectives of most of the language programs are to prepare the learner for meaningful interaction, making them able to use and understand natural speech forms. Genuine interactional speech differs from classroom discourse in many ways. There are some characteristics of successful speaking ability which are listed below:

- Learner's talk
- Participation is even
- Motivation is high
- Language is of an acceptable level

Language is learnt for interaction because the teaching of speaking deserves considerable attention. Speaking is a productive skill like writing and a very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking (Khaniya, 2005,p. 15). Speaking takes place in a situation where the speaker is under pressure to produce his utterances without having much time to organize what and how they want to say. Oral interaction is very complex that even a professor of English who can speak on an academic topic for hours to an audience (monologue) may have difficulty in coping with the situation where he has to get things done orally interacting with English speaking people (ibid). Speaking is based on successful interaction. This process involves both production and comprehension.

Whenever we talk about the speaking skill, it is better to talk about the components of it. There are mainly three components of speaking skill. They are: linguistic, communicative and social components. Linguistic component includes sounds, stress and intonation etc. Communicative component refers to how to communicate or

convey message by using language whereas social component is to serve the function of maintaining social relationship.

2.2 Review of the Empirical Literature

The world English is used to describe the range of different regional varieties of English that have developed worldwide distinctively in terms of phonological, lexical, grammatical and other features. Many multilingual countries in the world English has served as a valuable means of wider communication and it has expanded with its broader range of functions such as in trade politics, offices, tourism, literature.

The world English are the regional dialects of English. The regional varieties are used with distinctive linguistic features that are influenced by the local regional languages and vernaculars. This is to say, the pronunciation, words, discourse patterns and influenced by the native languages. Therefore, English used in Malaysia, India, Hong Kong, and other parts are influenced by the native English language.

Similarly, language standardization among tour guides in Agra has similar results. Toff (2003) studied the use of standard English language among the tour guides in Agra (Taj Mahal). The study was carried out from 2001 to 2002. He found very significant differences between the tour guides coming from different places and their education background. The higher the education levels the higher the correctness of the language and use of standard English language. For instance he very cautiously analyzed the tour guides coming from south and tour guide coming from the north of India has very different spoken English with varieties of standardity.

Similarly, Sook (2003) carried out a research to identify the types and the ways of speaking assessment used in Korean EFL classroom. The result of the study was that several types of non-authentic speaking tasks are used by the Korean teachers and the practical constraints due to large classes, excessive work in addition to classroom teaching, lack of training in conducting speaking assessments, lack of effective and efficient instruments and difficulty in eliciting students' responses.

The use of standardized English language for the speaking purpose among the city guides in Rajasthan in India was studied by the English language instructor, Hussni (2009). He studied the flow of spoken English and the possible and recurrent flaws among the city guides working in Jaipur. He did several participant observation and interviews with the city guides who visit Jantar Mantar (the Astrological Center). He found many information flow gap and blockage because of the accent that is Rajesthani and Indian accent with Indian pronunciation. There are many information gap it is not because the guides were incapable because of the pronunciation and accent that prevented the communication.

The study of spoken English is a broad area to carry out researches. For the purpose of this study, many books, theses of previous researchers on related area, articles and journals were consulted. The previous research studies conducted by researchers were as follows:

Baral (1999) carried out a research on "Language Used in the Field of Tourism" in terms of vocabulary items, sentence patterns and some language functions related with ESP used only in training classes. His main objective was to identify the special vocabulary used in the field of tourism without taking primary or natural data spoken at tourist spots. His main objective was to find out the type of English spoken in Kathmandu valley. But he has not shown the impact to the educational institutions and has not analyzed the effectiveness in serving different interpersonal comprehensions in relation to the tourists and other aspects.

The research aims to take the first hand data by recording briefings, conversations of tourist guides in Sauraha, Chitwan. The researcher has tried showing the types of spoken English and their effectiveness in serving different interpersonal comprehensions, grammatical correctness, vocabulary of all the Nepalese and foreign personalities at the time of research in Sauraha to whom the researcher meets.

The analysis spoken English in tourist spots among city and tour guides is common among the graduate and post graduate students in Nepal. Shrestha, (2010) has conducted research for his Master's degree Tribhuvan University, Central

Department of English. He conducted his research among the city guides of Pokhara to analyze the spoken English. The title of the research was "Spoken English at Tourist Spots of Pokhara Valley". This study aimed to find out the features of English spoken at tourist spots of Pokhara valley. This study aimed to find out the English language of Nepali speakers in terms of sentence pattern, language functions and vocabularies. To achieve the objectives, the researcher himself visited the different places of Pokhara valley. He recorded twenty-five speech events from the spots. The omission of auxiliaries has been found most frequent while omission of nouns and possessives has been found least frequent. Similarly, a few Nepali words were used instead of its English equivalents.

Similarly, KC (2011) in her study to analyze " Sentence structure and its meaning among the tourists in Bhaktapur Palace square used by the Nepalese guides". She did her study for her Master's Degree (M.Ed) in Kathmandu University. She discovered that, however the structures of the English spoken by Nepalese guides contain several mistakes but the meanings are often clear. This is because they used live examples, and gestures.

Kuddat (2013) conducted a very rigorous study to analyze "Pronunciation among the Chinese tour guides in Tibet". The research was for his doctoral degree research in the school of education, University of Oslo. The research was milestone that discovered that the tone of the Chinese guides are more influenced by British English than the American one. The research very much dealt with the power relation between the states. Power relation matters in the influences of the assimilation.

Many researches showed that the language fluency, coherence, language structure, and tone often matters for the communication between the sender and receiver (Pathak, 2005; Sharma, 2012). But the relationship between the education level of tourist guides and fluency, coherence, structure and correctness of language are often positively related. Unfortunately, in the tourism sector, there are hardly very few people involved who have studied travel and tourism, English language and other related subjects particularly in the Nepalese tourism.

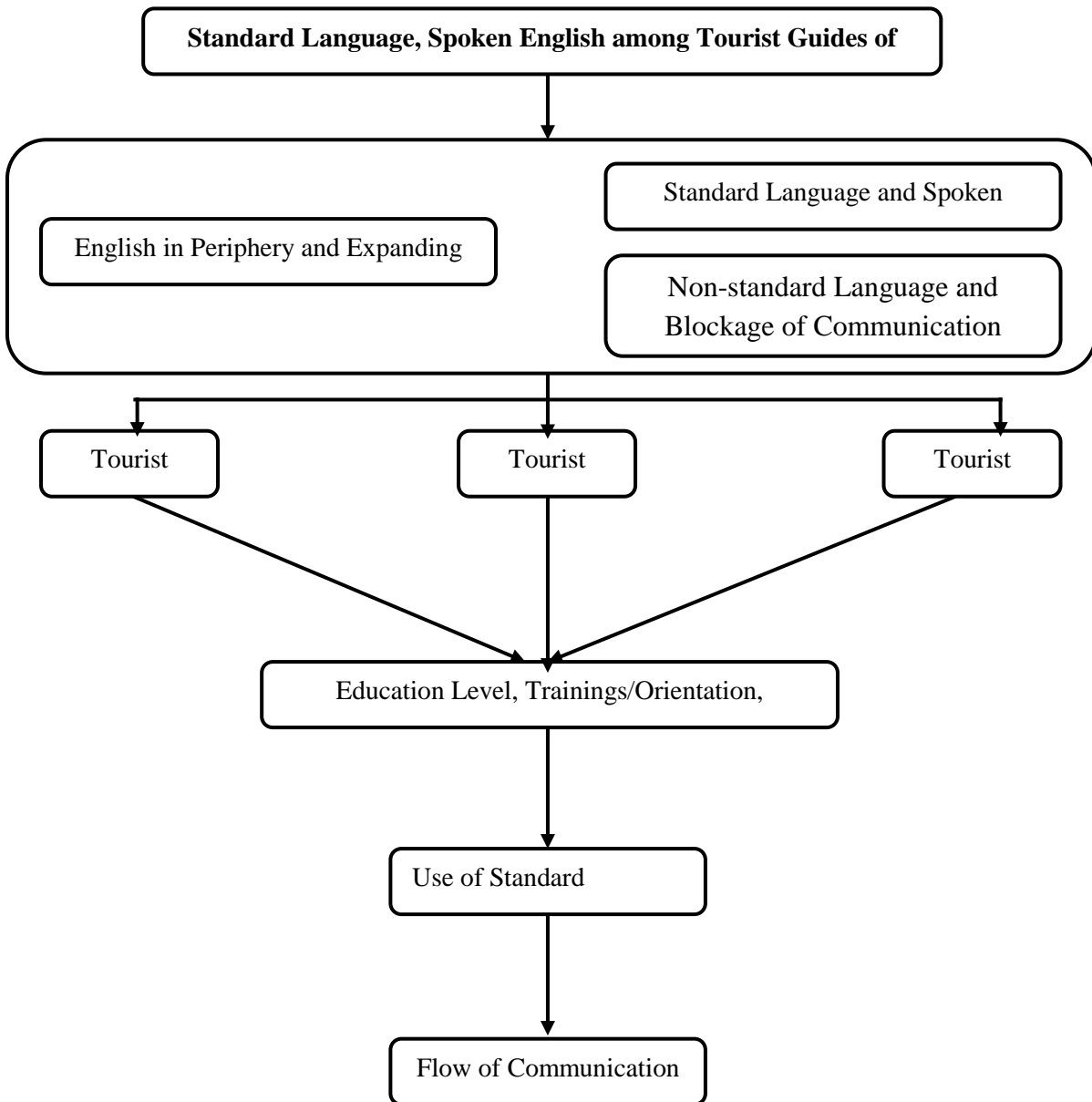
2.3 Implication of the Review for the Study

The reviews of the literature – theoretical, empirical and dissertation reviews provides researchers to some distinct guidelines to proceed the research. This gave me a clear framework of research design and theories to focus on however the research is clearly sets the different point of departure and have analyzed clearly a new, innovative and creative theme and tires to address the dominant problems among tourism sector in Nepal. The research attempted to analyze the spoken English gap among the tourist (nature) guides in Sauraha, Chitwan. The research has used the standardization of English language and the effectiveness of communication between the tourist guides and tourists. The reviews of literature related to this topic helped me to analyze the case of tourist guides communication skills and its potential blockage in speaking skills.

2.4 Conceptual Framework

The entire concept and theories are summarizes and presented in the conceptual framework. This framework, helps readers to establish a theory with a case. The most important part of the conceptual framework is that it helps researcher to make a clear concept for the study and research design. This study is based on the Language standardization framework and the cases are analyzed accordingly.

Conceptual Framework



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

This chapter of methodology briefly describes the methods adopted to carry out this study in which the main objectives were to find out the language spoken in tourist spots of Sauraha in terms of sentence patterns, language functions and vocabularies.

3.1 Research Design

This research is based on the qualitative analysis of the briefings of tourist guides in Sauraha Chitwan. The entire data of the research is qualitative in nature because all the data are briefings and have come from the non-participant observations. Therefore, the research has qualitative and descriptive research design.

3.2 Study Population and Sampling Procedure

For the research the researcher has used the purposive method of sampling. I purposively selected the tourist guides. The entire number of tourist guides working in Sauraha is my sample size and I have selected 13 tourist guides. Moreover, I purposively selected the tourist guides by using purposive sampling methods on the basis of my convenience. In order to make composition of interviewee inclusive and valid I have tried to consider the ethnicity, age, and gender of the tourist guides.

3.3 Field of Study

For the study field, I have selected Sauraha since Sauraha is one of the major tourist hubs in Nepal. The small tourist area formerly a part of Bachhauli Village Development Committee (VDC) now a part of Ratnanagar Municipality receives tens of thousands of tourists from different parts of the world. The rationale behind the selection of the site is – first it is a tourist area of Chitwan and second, I live quite close to Sauraha.

3.4. Tools and Techniques of Data Collection

Since the research design is qualitative in nature, I have used qualitative tools and techniques to collect the data of this research. For the collection of the data in the field I have used observation method. The observation method however is very popular in anthropology but I have used this not so much rigorous like an anthropological study or an ethnographic one. In order to record the data I have used voice recorder to record the briefings given by guides.

3.5 Procedure of Data Collection

For the research, all the tourist guides were selected purposively . All the guides were first of all contacted for the recording their speech/briefings and conversation with their consent. Then the recordings were done. The length of the recording was around 20 to 40 minutes. For the observation the researcher visited the jungle walk and village walk trip. While collecting primary data, note have been taken and all the notes then accommodated into a thesis. On the other hand for the collection of secondary data, the researcher has visited different libraries, review books, journals and self different web pages. After the revision of the secondary texts, all the information and gist that are useful the research has then recorded into an electronic form in the computer.

3.6 Procedure for Data Analysis and Interpretation

All the observations and recording have been recorded and later transcribed. All the transcription have been coded and recoded for the further analysis. While coding researcher have followed the main framework; that is the spoken English, standardized form of English, communication skills and communication blockage and hence the function of the language.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION

In this chapter the collected data have been coded, analyzed, interpreted and presented descriptively as well as analytically using appropriate statistical tools. In this research, 12 different communicative events have been selected and analyzed.

The spoken language of nature has been analyzed from different perspectives. They are sentence pattern, language functions and vocabularies. The detail analysis is done in the sub- headings below:

4.1 Analysis of Sentence Pattern: Accuracy

The recorded briefings were analyzed on the basis of sentence patterns such as grammatical accuracy.

The grammatical accuracy found in English spoken at tourist spots by Nepali speakers are analyzed under the following headings:

Omission of auxiliary	Omission of determiner
Omission of verb	Omission of co/ subordinator
Omission of noun	Permutation
Omission of possessive	Agreement error
Wrong use of tense and number	Use of inappropriate vocabulary item
Prepositional error	Repetition of the word.
Wrong use of items	Error
Infinitive/ Gerund	

These are the grammatical errors spoken at tourist spots of Sauraha among the tourist guides and tourist. All the recording have been transcribed and coded accordingly and framed in certain ways and interpreted to show the language correctness/incorrectness and effectiveness of the communication among the tourist guides and tourists

4.1.1 Omission of Auxiliary

The omission of auxiliary verb is common among the tourist guides of Sauraha. The primary reasons behind the mistake is the educational background and sufficient English speaking training. The omission of auxiliary verb often creates the blockage of communication. But it does not necessarily mean that it creates the communication between the tourists and guides. The following example of speech events shows the omission of auxiliaries. The omission of auxiliary verbs are given in a parenthesis.

Case No. 1: Hello everyone Namaste and good morning this (is) Hem I like to welcome you to the place of called Twenty Thousands lake. Which is wild land and marked as a Ramar site 13th august 2003. Here we have major vegetation is called saal forest the tree (is) called sujiyarubustine Latin it is very strong wood and it (is) very easy able to make furniture , towers, bridges and temple as well.

Omission of auxiliary verbs is common among the tourist guides working in Sauraha. They often miss auxiliary verbs for example, is, am, are. While in the analysis of the briefings, IS was the very commonly left out by the guides. For example even in the above example we can see the IS omission during his briefings about Twenty Thousands Lakes.

Case No. 6: Small are some (are) the male and some (are) the female. But the elephant gestation period is a 24 months you know long time like a 2 year. And the elephant living also very long time same (are) like human very long time. And you can look the grass the elephant having that grass. Yesterday I will show the grass call different grass.

These kinds of errors are found in many cases. In each bit of conversation, there is at least one error. But in spoken English it hardly affects the flow of communication. And the English native speakers only sometimes count these errors but in many cases, tourists are also non-native speakers such as German, Spanish, Polish and so on. These people also make the same mistakes. Therefore, the weave length of the tourist guide and tourist are similar in many cases.

4.1.2 Omission (Wrong Use) of Preposition

Most of the time speakers do not use preposition or wrong use of preposition. It is common mistakes among the tourist guides of Sauraha. The primary reasons for that is using preposition is first of all tricky and complex.

Case No. 3: So here is the little bit current water, rapid water current. This part very good habited (for) the animals. Like rhino, deers look (at) this very flat. And you can see a lot of birds (it) this side also (okay) you see? And the peacocks when they are mating times they never touch the body each other. (They never?) Never touch the each other (ohh) not like a human. When the male peacock he used to dance with feather he drops behind something. Monkey this side and female comes and eat those (ohh) and then females lay the eggs.

Case No. 4: Sometimes wild animals comes around here. Around 10 years ago one wild elephants kill the domestic male(in) here. But its long time ago. And that time here was no electric fence. And these are all Asian elephant we also called the Indian elephant because the elephants ear looks like the Indian map shape (of) India. That's why this is called Indian elephants also. So the Asian elephants height is 8 to 12 feet height. It means 2.5 meter to 3.5 meter.

In most of the cases they do not use preposition, and even if they use prepositions, they use them in a wrong way. Using preposition is somehow tricky and complex compared to using auxiliary verbs. In my observation of the recordings I found, two types of mistakes while using the prepositions. First, they often miss the prepositions. Secondly, they use the prepositions in a wrong place. The wrong use of prepositions gives wrong sense in most of the cases and sometimes it results in mis-communication of message.

4.1.3 Omission of Verb

Verbs play a vital role in spoken language. So, only in few cases verb has been omitted. Omission of verb in many cases block the communication it does not make any sense nor it gives any form of communication.

Case No. 4: This is the elephant breeding center. This breeding center was established in 1986. (1986) and this is the second largest breeding center in the world. (Umm) the first is in Sri Lanka. And the elephants they are very expensive to (keep) as well as leafs and their grass. Three drivers they(.....) working the one elephants. And they (have) the higher and highest post. The biggest post(.....) called Fanit who is main driver who drives an elephant. Second post called pachuwa who stands behind the driver and cut the long grass and drink to the hair. And the lowest post called Mahaut who clean the stable and generally (look) after the wild animals. Sometimes wild animals comes around here. Around 10 years ago one wild elephants kill the domestic male in here. But it(.....) long time ago.

Case No. 7: But inside salt and malarsiyas and rice. You can see rice but they gonna make set which is the malarsiyas they gonna set 50 kilogram and the under salt 1.5 kilogram and they (.....)bundle. And after they gonna with feeding elephant in this Asian Elephant you know latin name (called) is alfoshmaximas. Otherwise you can as an Asian elephant you can look in the ear. You know that's look like Indian as well.

The omission of verbs most often makes a sentence senseless and therefore, it suddenly blocks the communications between the sender and receiver. From the analysis of the data what I found was – the omission of verbs or mis-use of verbs is often being made but the blockage of communication was bridged by saying sorry or pardon and some follow up questions. Apologizing words and follow up questions have been key bridging words that helped making communication effective.

4.1.4 Omission of Determiner

A determiner (also called determinative) is a word, phrase, or affix that occurs together with a noun or noun phrase and serves to express the reference of that noun or noun phrase in the context. That is, a determiner may indicate whether the noun is referring to a definite or indefinite element of a class, or a closer or more distant element, to an element belonging to a specified person or thing, to a particular number or quantity, etc. Common kinds of determiners include definite and indefinite articles

(like the English the and a or an), demonstratives (this and that), possessive determiners (my and their), quantifiers (many, few and several), numberals, distributive determiners (each, any), and interrogative determiners (which).

Case No. 5: They are dancing yeah (elephant) dancing actually like a almost every elephants they have (a) kind of habit to (moving) the body some of them to used to moving just the head and some of just the legs and some of them (.....) just trunk as well. But when they moving the body so is going to how their like a digestive system also because you know elephants they have (.....) very poor digesting system or ever they going to eat just digest around the 40 %.

Determiners are the words that are part of noun phrase or some words that determine the meaning of others. From the analysis what I found is that they sometimes omit the determiners. In the case of omitting determiner, they miss the word but the omission of determiner did not affect communication very much because in most of the case they are doing briefing lively or in a actual setting for example while giving briefing about elephant, they often stand in front of or beside an elephant.

4.1.5 Omission of Co/ Sub-ordinator

Sub-ordinator are the connectors that introduce subordinate clauses as if because although and until. These conjunctions plays varieties of roles to make a sentences clear and precise.

Case No. 7: So now we are you know elephant breeding center so (these) are also belong to I a government one and may I like to information about I world two different type of an elephant you know Asian and African. So how do you know describe how to you identify these elephant Asian is even in a (they) have you can look you know they have in a front leg they have five toes. And in front of back four toes. And but African they have totally a four feet. Like a front of 4 and they have a 4 in front of back they have five. And (and) African they have you know massive in a head of you know African elephant.

Analyzing and discussing, the transcripts, I found that use of subordinators is very minimal and hence the probability of making the mistake is very minimal. But the misuse of subordinator has less effects on the communication between the tourists guides and tourists.

4.1.6 Omission of Noun

Omission of noun is a rare case in the speaking among the tourist guides of Sauraha. But when they repeat the sentence with different meaning they often commit those mistakes. For example,

CaseNo. 8: (.....)Very small. Like a wild bird. (Can I go to the inside?) no (why) because from here not allowed to go inside. Because the big animals you know without (.....) don't like others person because wild animals very aggressive every animals the big animals is very aggressive. Somebody went close its problems. They get angry. (.....)just want to see Oh you can look from here rules is rules (I want to touch? Oh no.(how do you know this dangerous) because elephant have also very smart memory (yeah) before I think they already touch and you know that's why (okay) they never going to touch. Okay) even know electric you know the thinking there is running electric on the wire. And when that baby is big (yeah) the rider going to give training and after training inside jungle also many army check post. And the government going to send their for them for patrolling in the forest. (how many elephants in this center?) Here in this center about 18 elephants.

As mentioned above, omission of noun is not a big and frequently repeated problem among tourist's guides of Sauraha. However, the problems of omission of nouns happen sometimes after the repetition of sentences. From the analysis of recorded briefings, I came to conclude that the omission of noun however makes sentence incorrect and weird but does not hampers in blockage of communication.

4.1.7 Agreement Error

Agreement error is common in every tourist guides. They often use the sentence without subject, verb, agreement.

Case No. 4: And their weight (...) maximum 5 tons. It mean 5 thousand kilogram. And elephants they are herbivorous do you know herbivorous? (Yes) they are vegetarian. They eat only the grass. And they eat wide range vegetation including (the) leafs, the grass, the bamboo, the roots, tree bars and some fruits like banana and apples. I told you yesterday elephants they can ate 250 kilogram each day and (... ..) 200 litter(s) water that's why they are very expensive to keep. (They are very big) yeah they are very big land mammal. And elephants they (had) 8 molar teeth its (granding) teeth they change six time in their life. They change one by one and then after they die. The elephants they can survive the seventy years this is the average sometimes they goes the hundred years. (a hundred year) like human beings. And when they baby born that time will be 90 kilograms.

Case No. 2:(ohh really) yeah. Because they (... ..) going straightly to attack(ed) but ghadiyals they attacked you know side way like this (ohh) so during the monsoon the crocodile they go(s) in sand banks and they dig hole about one feet deep and one feet wide and they lay the eggs. So one crocodiles they can lay the eggs 30 to 60 eggs (okay) depends their size.(Haha) but they survives very less. Only the five percents the survives (5%?) yeah. (ohh) Because the eggs(.....) stolen by the human also and we have the big bared called stocks . jackel utter(...) they eat also crocodiles eggs.

Agreement error is reported as the major problem in the speaking English among the tourist guides. From the analysis of the transcripts I found that the highest number of errors and omissions is in agreement. In many cases it does not block the communication but in some cases it does.

4.1.8 Use of Inappropriate/Wrong Vocabulary

Though they were fluent in English, they were found using inappropriate vocabularies.

*Case No. 5: That different between elephant. So Asian elephant forehead is (**double**) you can see here the (**double**) forehead but African the single fore head (okay) and the ears also different. So Asian elephants can see bigger one the ear is fold (**in front**) like*

this. (hmmm). But African large ears fold in back. (back). And the (toniles) also different the Asian elephant the five toniles in front leg and 4 in back but African 4 in front and 3 in back one less in African. (ohh). So the top of the tongs this only one finger you can see from here just one small finger there. Just only one but African this two fingers top of the tongs. And Asian elephant the only the male have a big and long tusk the female have very short we called teeth but African male and female have big long tusk. And the Asian Elephant they are maximum 5 tuns it 5 thousand kilogram but African they are six tuns (bigger) yes much bigger than Asian elephant. And elephants they also soyatee.(soyatee) the soyatee yeah. So I would like to ask you? So which part of the body elephant soyat? Your answer is here. So you look first there and tell me the answer. (Which part of there body soyat?) yeah.

The use of wrong word is very less in most of the briefings and spoken English by the tourists guides. But the use of wrong words does not matter in communication blockage because most of the communications are done in the real social and environmental settings. On the other hand receivers most often ignores the use of wrong words. But of course the use of wrong words matters in communication of blockage.

4.1.9 Repetition of Same Word Twice

The guides often repeat the words but does not hamper in any communication flow.

*CaseNo. 7: But inside salt and malarsiyas **and rice**. They **put rice** but they gonna make set which is the malarsiyas they gonna set 50 kilogram and the under salt 1.5 kilogram and they make set and bundle. And after they gonna with feeding elephant in this Asian Elephant you know latin name called is *alfoshmaximas*. Otherwise you can recognize as an Asian elephant you can look **in the ear. You see the ear.***

The use of double words however makes a monotony in the language but does not affect in the communication. By analyzing the transcription, I found that there is less use of double words and does not have any effect on the blockage of communication.

4.1.10 Gerund/Infinitive Error

Due to the proper training and lack of knowledge, tourist guides often do a mistakes using gerund and to infinitive. But it does not create any blockage of message and communication between the tourist guides and tourists.

Case Number 5: They are dancing yeah elephant dancings actually like a almost every elephants they have a kind of habit to moving the body some of them (to) used (to) moving just the head and some of just the legs and some of them just trunk as well. But when they (.....) moving the body so is going (to) how their like a digestive system also because you know elephants they have a very poor digesting system or ever they going (....) eat just digest around the 40 %.

Since briefing needs less gerund and infinitive for giving information of something. The gerund and infinitive form of sentence are most often used in the action sentences. But unfortunately, the use of the gerund and infinitive form is also mistake. From the study, I found that tourist guides often do a preposition and gerund mistake but this has less effects on language communication.

4.2 Interpersonal Communication

Analyzing the data obtained, two types of interpersonal communications have been found. The first one is complete interpersonal communication and the second one is partial interpersonal communication.

4.2.1 Complete Interpersonal Communication

Complete interpersonal communication means complete communication but there is no communication gap between the participants. This sort of communication is complete between the two speakers. The example of this communication is as below.

Conversation Number 2:

Guide: For European and American tourists, Museum charges 50 Rupees per person for entrance fee.

Tourist: Can we take photos inside the museum?

Guide: Yes.

Tourist: Do need to pay for extra fee for photos?

Guide: No no.

The conversation between the guide and the tourist seems perfect without any flaws in the conversation. These types of communication skills are called complete interpersonal communication. The conversation does not prevent for any blockage for communication.

4.2.2 Partial Interpersonal Communication

Partial interpersonal communication means incomplete communication but there is no communication gap between the participants.

Conversation No. 1

Guide: Namaste and good morning we going for canoe trip.

Tourist: How long it takes?

Guide: We will be there within a 15 minutes.

Tourist: I mean how long is for canoe trip?

Guide: Oh, it's for 45 minutes. We take canoe in Baghmara community forest and will get down in Khorsor and will forward for elephant breeding center.

Tourist: Oh tis going to be more time right?

Guide: No no, it won't take for a long time but it depends upon your time you can take a time as much as you need. But the elephants goes to forest for grass at 10 so.

Tourist: We are planning to go for some souvenir before we leave for Sauraha.

Guide: Ok ok. No Problem.

Both of these types have been found in spoken English at the tourist spots. But complete interpersonal communication has been found in 90% of the acts whereas partial interpersonal communication has been found only in 10%.

4.3 Analysis of Language Functions

Using language means performing various functions, for example asking questions, giving information, requests, and command expressing emotion etc. The Major types of functions are as follows:

- i. Everyday functions
- ii. Request and offers
- iii. Directive functions

Among the above language functions, direct functions have been found most frequent while request and offers have been found the least frequent.

i. Everyday Functions

After the long hours of transcription and coding the script, following are coded under everyday functions:

- a) Greeting
- b) Welcoming
- c) Introduction
- d) Farewell
- e) Apologizing

Among the above mentioned everyday functions, greetings were the most frequent function used during the conversation and briefing.

a) Greetings

The most common forms of word that are used for the greetings are listed below:

- i) Namaste
- ii) Hello
- iii) Excuse me
- iv) Hi

All these greeting words have been found in spoken English at tourist hubs in Sauraha. But 'Namaste' has been found almost in every conversation and briefings. The reason behind that is Nepali tourist guides tries to impress the tourists by showing their culture, for example 'Namaste' is the Nepali greeting words that is common among the Tourists visiting in Nepal. Nepali speakers wanted to be familiarize (Friendly) with them by saying Hi!

Case No. 1: Hello everyone Namaste and good morning this is Hem I like to welcome you to the place of called twenty thousand lake.

In most of the cases Namaste was the common word used for greetings.

b) Welcoming

At the tourist spots, formal and polite language was also used to welcome the tourists. For example:

Conversation No. 3:

Tourist guide: Namaste! You are welcome to the Jungle walk

Tourist: Namaste! Thank you very much

Tourist guide: Let me first introduce me first and I will tell about the walk and cautious during the jungle walk?

c) Introduction

Introduction is a common phenomenon in the tourist spots. Introduction is given at the initial part of the briefing and conversation. It helps link and warm up the relationship.

Case No. 1:good morning this is Hem I like to welcome you to the place of called twenty thousand lake.

d) Farewell

The transcript has been coded under the following key farewell terms:

- i) OK
- ii) Thank you
- iii) Bye
- iv) Have a nice . . .

All the words mentioned were found to be used at the tourist spots although 'bye' is the mostly used during the farewell during the departure of the guests and Thank you is mostly used for acknowledging people's help. And wishing to something during the departure tourist guides used Have a nice.....

Conversation No. 5:

Tourist guide: Hey jack are you leaving?

Jack: Yes,

Tourist guide: Have a nice and safe journey. Bye! See you until the death.....Hahaha...hahaha.....

e)Apologizing

For the apology, tourists guide often uses the term 'Sorry', Pardon, Excuse Me. But sorry is the most frequent word used during the conversations.

Case No. 1: So everybody sit in middle and keep balance (sorry) ...sit sit middle and keep balance (all right yes) don't lining one side if the boat upset then crocodile will be happy (lets hope not) this river name is the Buddhirapti the Buddhi means the old woman

ii. Requesting and Offering

Some of these language functions have been found in English spoken at tourist spots but they are not used time and again:

Conversation No. 4

Tourist: Excuse me! Can I ask something?

Guide: Sure! How can I help you.

Tourist: Can I go inside this traditional Tharu house

Guide: Wait a minute let me ask for the permission.

Tourist: Ok

After asking with a house lady

Guide: Oh yes you are welcome inside the house.

iii. Directive Functions

The directive function of the language is often can be found in the briefing during and before the departure for some trip and safari. The language functions as a directive role that is showing and instructing something. The directive function entails: Directing, Agreeing/ Disagreeing, Bargaining, Refusing, Ordering, Persuading, Illustrating with example, Defining, Qualifying. In most of the briefing, the tourist guides have used directive functions and defining something.

Case No. 8: Namaste! My name is Padam (pseudonyms), I am your guide today for half day. Before we start for jungle walk, please listen some minutes. I am going to

brief about the today's trip. The trip will for 4 hours long and please do not throw any plastic inside the jungle.

Directive function of the speech is used usually when someone gives a direction to someone. In the case of tourist guides in Sauraha, They often use directive or command words such as start, go, listen. While giving direction they often use requesting phrases like “please”, “excuse me....”

4.4 Summary of Findings

The research has uncovered many issues concerning the language correctness and flow of communication between the tourist guides and tourists. The most notable findings of the research is speaking is one of the effective and perfect ways of communication despite the minimal grammatical and syntax errors. On the basis of the analysis and interpretation of the collected data, the following findings are drawn.

- i. The omission of auxiliary has been found most frequent whereas omissions of noun and possessives have been found the least frequent.
- ii. (As usual on the other fields of use of English language whose first language is other than English) – agreement errors – singular noun with singular verbs is common among the tourist guides of Sauraha.
- iii. Use of inappropriate sentence pattern is also one of the main problems among the tourists guides of Sauraha.
- iv. Preposition errors and omission of nouns are observed less frequent.
- v. The three types of language functions have been found in the spoken English at tourist spots:
 - a) Regarding the language functions, the directive functions have been found most frequent on the other hand, requesting and offers have been found the least frequent.
 - b) Concerning the everyday functions, the greeting has been found to be the most frequent and the welcoming has been found to be used least frequent.

- c) 'Namaste!' And 'hi!' were the most frequently used exponents for greeting have been found most.
- vi. Some of the particular vocabulary items, which are not found in general spoken English, have been found in the language, of the introduction for example, 'taal' for lake, and 'jungle' for forest.
 - vii. Regarding to the interpersonal communication, two types have been found in the English spoken by the introduction. They are: complete interpersonal communication and partial interpersonal communication.
 - viii. The complete communication has been found most frequently used but the partial interpersonal has been found least frequently.

From the case analysis, the research has summarizes some of the pedagogical implications. English at present maintains a significant role as a second or foreign language in a tourism sector in Sauraha and around the world. It is important to explore a brief history of the expansion of English and its origins in Nepalese Contexts. It is also essential to provide a background of tourists guides English of Nepal and its unique linguistic characteristics as well as its use in different contexts of Nepal. The perspectives of linguists and educators who are native to Nepal should be included as much as possible in this sector. The most crucial element in this discussion is the various implications of the role of correctness of English in and its flow. The numerous options for how to teach the language and the diverse contexts in which the language may be used have a profound effect on the English language educational approach. These implications lead to examining and suggesting the seemingly most relevant and effective approaches to English language instruction in Nepalese contexts. The main question in response to these considerations is what variety of English or instructional model should be taught or used in a Nepalese classroom. Based on the diverse cultural context of Nepal and the global state of our world, this research endorses a polymodel of English pedagogy that incorporates the use of an established variety of English primarily for instruction while also exposing students to many more existing varieties that they may encounter as well as the cultures that use them.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

The study has explored the different language functions and sentence patterns used for the communication between the tourist guides and tourists in Sauraha, Chitwan. The research has used 8 briefings given by the tourist guides for the tourists and 5 conversations. The research analysis found that there are some problems in the sentence patterns, use of words and different grammatical errors, but in terms of speaking, the communication is being made easily.

5.1 Conclusion

The research discovered that agreement error, omission of auxiliary verbs, is very high among the tourist guides in Sauraha. At the same time double use of words, omission of nouns and omission of verbs are less frequent errors. Such abundance of errors is not only the problems of tourist guides but it is a global problem whose first language is not an English. Other reason behind the common mistake in agreement is that, the education level among the tourists guides is lower and many of them have not attended a secondary level of education (9 and 10th grade). The word 'Namaste' was found very common for greetings or initiating a conversation. This is a typical Nepali word but used in spoken English in Nepal especially in tourist sectors. There are many common terms that are often used in apologizing and requesting.

5.2 Recommendations

From the research findings, I have come up with some recommendations in order to improve the communications between the tourists and guides. I have made recommendation in three levels – I) Policy, II) Practice and III) Further research.

5.2.1 Recommendation for the Policy Level

1. The policy guidelines for all tourist guides must be formulated for the improvement of their language in the areas of agreement error, omission of auxiliary.
2. Although the language used in tourism is a special course, i.e. ESP, no attention has been paid towards the development of the course. Therefore, a special course should be designed for the Nepali people who speak English with their foreign counterparts at tourist spots like Sauraha of Chitwan.
3. Language is the means of communication. It should be systematic. If this system is broken, no target can be achieved. Therefore, all the Nepali English speakers of this field should be given basic guideline.
4. Chitwan National Park should formulate a policy to train tourist guides at least for the basic guidelines of the English Languages.
5. Tourism board should be aware for the policy guidelines to provide an English language training to tourist guides.

5.2.2 Recommendation for the Practice Level

1. In many of the cases, the English spoken by Nepali participants (i.e. guides) was grammatically incorrect. Therefore, I would like to suggest them to be conscious of such aspects.
2. In the briefing, there is no consistent and symmetrical information being provided to the tourists. It varies from guides to guides. Therefore, during the tourist guide training, the concerned authority must pay attention to the consistent flow of information.
3. I would also like to suggest these users to use polite and formal form of language depending upon the context.
4. Day by day, the significance of the English language among the people who have been working in the field of tourism is increasing. Therefore, a special focus should be paid while designing the curriculum of school and campus levels for the communicative purpose.

5. The tourists, their guides and all the English speakers at the spot must pay sincere attention in their communication since many sentence patterns are wrongly used in most of the cases.
6. In the case of Sauraha, the tourist guides must be oriented about the Tharu culture so that they can flow the consistent information.

5.2.3 Recommendation for the Further Research

1. The research has explored very much on the spoken aspects of the tourist guides but yet there are many other aspects like tone, pronunciation of the tourist guides yet to be discovered. The research has left significant space for the sentence structure of the English language which could be other aspect of to be studied in the future.

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APPENDIX

Case No. 1: Hello everyone Namaste and good morning this (is) Hem I like to welcome you to the place of called Twenty Thousands lake. Which is wild land and marked as a Ramar site 13th august 2003. Here we have major visitation is called saal forest the tree (is) called sujiyarubustine Latin it is very strong wood and it (is) very easy able to make furniture , towers, bridges and temple as well.

Case No. 6: Small are some (are) the male and some (are) the female. But the elephant gestation period is a 24 months you know long time like a 2 year. And the elephant living also very long time same (are) like human very long time. And you can look the grass the elephant having that grass. Yesterday I will show the grass call different grass.

Case No. 3: So here is the little bit current water, rapid water current. This part very good habited (for) the animals. Like rhino, deers look (at) this very flat. And you can see a lot of birds (it) this side also (okay) you see? And the peacocks when they are mating times they never touch the body each other. (They never?) Never touch the each other (ohh) not like a human. When the male peacock he used to dance with feather he drops behind something. Monkey this side and female comes and eat those (ohh) and then females lay the eggs.

Case No. 4: Sometimes wild animals comes around here. Around 10 years ago one wild elephants kill the domestic male(in) here. But its long time ago. And that time here was no electric fence. And these are all Asian elephant we also called the Indian elephant because the elephants ear looks like the Indian map shape (of) India. That's why this is called Indian elephants also. So the Asian elephants height is 8 to 12 feet height. It means 2.5 meter to 3.5 meter.

Case No. 4: *This is the elephant breeding center. This breeding center was established in 1986. (1986) and this is the second largest breeding center in the world. (Umm) the first is in Sri Lanka. And the elephants they are very expensive to (keep) as well as leafs and their grass. Three drivers they(.....) working the one elephants. And they (have) the higher and highest post. The biggest post(....) called Fanit who is main driver who drives an elephant. Second post called pachuwa who stand behind the driver and cut the long grass and drink to the hair. And the lowest post called Mahat who clean the stable and generally (look) after the wild animals. Sometimes wild animals comes around here. Around 10 years ago one wild elephants kill the domestic mele in here. But it(.....) long time ago.*

Case No. 7: *But inside salt and malarsiyas and rice. You can see rice but they gonna make set which is the malarsiyas they gonna set 50 kilogram and the under salt 1.5 kilogram and they (.....)bundle. And after they gonna with feeding elephant in this Asian Elephant you know latin name (called) is alfoshmaximas. Otherwise you can as an Asian elephant you can look in the ear. You know that's look like Indian as well.*

Case No. 5: *They are dancing yeah (elephant) dancing actually like a almost every elephants they have (a) kind of habit to (moving) the body some of them to used to moving just the head and some of just the legs and some of them (.....) just trunk as well. But when they moving the body so is going to how their like a digestive system also because you know elephants they have (....) very poor digesting system or ever they going to eat just digest around the 40 %.*

Case No. 7: *So now we are you know elephant breeding center so (these) are also belong to I a government one and may I like to information about I world two different type of an elephant you know Asian and African. So how do you know describe how to you identify these elephant Asian is even in a (they) have you can look you know they have in a front leg they have five toes. And in front of back four toes. And but African they have totally a four feet. Like a front of 4*

and they have a 4 in front of back they have five. And (and) African they have you know massive in a head of you know African elephant.

Case No. 8: *(.....)Very small. Like a wild bird. (Can I go to the inside?) no (why) because from here not allowed to go inside. Because the big animals you know without (.....) don't like others person because wild animals very aggressive every animals the big animals is very aggressive. Somebody went close its problems. They get angry. (.....)just want to see Oh you can look from here rules is rules (I want to touch? Oh no.(how do you know this dangerous) because elephant have also very smart memory (yeah) before I think they already touch and you know that's why (okay) they never going to touch. Okay) even know electric you know the thinking there is running electric on the wire. And when that baby is big (yeah) the rider going to give training and after training inside jungle also many army check post. And the government going to send their for them for patrolling in the forest. (how many elephants in this center?) Here in this center about 18 elephants.*

Case No. 4: *And their weight (...) maximum 5 tons. It mean 5 thousand kilogram. And elephants they are herbivorous do you know herbivorous? (Yes) they are vegetarian. They eat only the grass. And they eat wide range vegetation including (the) leafs, the grass, the bamboo, the roots, tree bars and some fruits like banana and apples. I told you yesterday elephants they can ate 250 kilogram each day and (.....) 200 litter(s) water that's why they are very expensive to keep. (They are very big) yeah they are very big land mammal. And elephants they (had) 8 molar teeth its (grinding) teeth they change six time in their life. They change one by one and then after they die. The elephants they can survive the seventy years this is the average sometimes they goes the hundred years. (a hundred year) like human beings. And when they baby born that time will be 90 kilograms.*

Case No. 2: *(ohh really) yeah. Because they (.....) going straightly to attack(ed) but ghadiyals they attacked you know side way like this (ohh) so*

during the monsoon the crocodile they go(s) in sand banks and they dig hole about one feet deep and one feet wide and they lay the eggs. So one crocodiles they can lay the eggs 30 to 60 eggs (okay) depends their size.(Haha) but they survives very less. Only the five percents the survives (5%?) yeah. (ohh) Because the eggs(.....) stolen by the human also and we have the big bared called stocks . jackel utter(...) they eat also crocodiles eggs.

Case No. 5: That different between elephant. So Asian elephant forehead is (**double**) you can see here the (**double**) forehead but African the single fore head (okay) and the ears also different. So Asian elephants can see bigger one the ear is fold (**in front**) like this. (hhmm). But African large ears fold in back. (back). And the (**toniles**) also different the Asian elephant the five toniles in front leg and 4 in back but African 4 in front and 3 in back one less in African. (ohh). So the top of the tongs this only one finger you can see from here just one small finger there. Just only one but African this two fingers top of the tongs. And Asian elephant the only the male have a big and long tusk the female have very short we called teeth but African male and female have big long tusk. And the Asian Elephant they are maximum 5 tuns it 5 thousand kilogram but African they are six tuns (bigger) yes much bigger than Asian elephant. And elephants they also soyatee.(soyatee) the soyatee yeah. So I would like to ask you? So which part of the body elephant soyat? Your answer is here. So you look first there and tell me the answer. (Which part of there body soyat?) yeah.

Case No. 7: But inside salt and malarsiyas **and rice**. They **put rice** but they gonna make set which is the malarsiyas they gonna set 50 kilogram and the under salt 1.5 kilogram and they make set and bundle. And after they gonna with feeding elephant in this Asian Elephant you know latin name called is alfoshmaximas. Otherwise you can recognize as an Asian elephant you can look **in the ear**. **You see the ear**.

Case Number 5: They are dancing yeah elephant dancings actually like a almost every elephants they have a kind of habit to moving the body some of

them (**to**) used (**to**) moving just the head and some of just the legs and some of them just trunk as well. But when they (.....) moving the body so is going (**to**) how their like a digestive system also because you know elephants they have a very poor digesting system or ever they going (....) eat just digest around the 40 %.

Conversation Number 2:

Guide: For European and American tourists, Museum charges 50 Rupees per person for entrance fee.

Tourist: Can we take photos inside the museum?

Guide: Yes.

Tourist: Do need to pay for extra fee for photos?

Guide: No no.

Conversation No. 1

Guide: Namaste and good morning we going for canoe trip.

Tourist: How long it takes?

Guide: We will be there within a 15 minutes.

Tourist: I mean how long is for canoe trip?

Guide: Oh, it's for 45 minutes. We take canoe in Baghmara community forest and will get down in Khorsor and will forward for elephant breeding center.

Tourist: Oh tis going to be more time right?

Guide: No no, it won't take for a long time but it depends upon your time you can take a time as much as you need. But the elephants goes to forest for grass at 10 so.

Tourist: We are planning to go for some souvenir before we leave for Sauraha.

Guide: Ok ok. No Problem.

Case No. 1: *Hello everyone Namaste and good morning this is Hem I like to welcome you to the place of called twenty thousand lake.*

Conversation No. 3:

Tourist guide: Namaste! You are welcome to the Jungle walk

Tourist: Namaste! Thank you very much

Tourist Guide: Let me first introduce me first and I will tell about the walk and cautious during the jungle walk?

Case No. 1:good morning this is Hem I like to welcome you to the place of called twenty thousand lake.

Conversation No. 5:

Tourist guide: Hey jack are you leaving?

Jack: Yes,

Tourist guide: Have a nice and safe journey. Bye! See you until the death.....Hahaha...hahaha.....

Case No. 1: So everybody sit in middle and keep balance (sorry) ...sit sit middle and keep balance (all right yes) don't lining one side if the boat upset then crocodile will be happy (lets hope not) this river name is the Buddhirapti the Buddhi means the old woman

Conversation No. 4

Tourist: Excuse me! Can I ask something?

Guide: Sure! How can I help you.

Tourist: Can I go inside this traditional Tharu house

Guide: Wait a minute let me ask for the permission.

Tourist: Ok

After asking with a house lady

Guide: Oh yes you are welcome inside the house.

Case No. 8: Namaste! My name is Padam (pseudonyms), I am your guide today for half day. Before we start for jungle walk, please listen some minutes. I am going to brief about the today's trip. The trip will for 4 hours long and please do not throw any plastic inside the jungle.