

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the most widely used means of communication which is common to all and only human beings. It is the unique gift that helps to share ideas, feelings, thoughts, desires, emotions, experiences, etc. Lyons (1992) writes, “It is possession of language which most clearly distinguishes human from other animals” (p2).

English is a language through which a vast store of knowledge and advanced technology is explored. More than fifty percent of text books and print media of the world in any discipline are published in this language. Seminars, workshops and meetings are held in this language nationally and internationally. Therefore, it is English without which we can never pluck the fruit of the rapid advancement and innovations occurring in the field of science and technology, various developments, international relationships and tremendous progress achieved in the different fields of human language. Therefore, English has become the need and high demand of the people of modern time. One who knows English or can speak English is regarded as a prestigious person in society. It plays a vital role in developing the personality of a person nationally and internationally. Therefore, it is impossible for Nepal to be separated from this world relationship and different fields of human knowledge as well.

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

In our context, English is very important language. English being a universal language has always been and will always be a medium of communication all over the world. It is the language that is spoken by the majority of the world population. So, stress must be put in the learning of the language at an early stage. If we want remain in touch with the outside world, we have to learn English. Those who want to go for higher studies, carry out research works, be in touch with the works of great scholars of other countries or want to travel abroad cannot possibly do without a good knowledge of English. It just cannot be ignored if one is seeking higher education, so one will be able to reap huge benefit if this language is learnt properly. In the scientific world, about sixty percent of the world's research is done in English and the rest of whatever is done in their language is immediately translated into English. So it is necessary to know English or he / she will cut himself / herself off from the world of knowledge.

As we look at the history of English language in Nepal, it goes back to the seventeenth century when King Pratap Malla ruled over Kathmandu valley. The inscription of Hanuman Dhoka proves that Pratap Malla had a good command over 14 different languages including English. But no significant effort was found to have made by him to spread his knowledge of English among the citizens of Kathmandu valley.

During the Rana regime in Nepal, Janga Bahadur Rana , the Rana Prime Minister , after his arrival to Nepal from Britain, opened a school in 1853 (1910 B.S.) in a room of his own palace to impart the knowledge of English language only to the children of the Rana family by hiring some British and Indian teachers. That was the first school is known as Durbar High School. Since then, English has been taught as a compulsory subject up to Bachelor level.

However, English had been taught or learnt limiting to blind recitation of rules. To study English was regarded as something boring like studying philosophy. Grammar translation was the only method used for language teaching. There

were a lot of problems such as lack of sufficient numbers of text books or other supplementary materials, lack of trained teachers and so on (Sharma, 2037). The main weakness of that time was that English was not directed by any goal. After National Education System Planning (NESP), 2028 in Nepal, the revised curriculum has suggested that the main goal of language learning is to communicate in it. So, the communicative skills oriented English courses are more beneficial than literature oriented courses.

1.1.1 Tourism and English Language

Nepal is a peaceful country in the world. It is a beautiful country of wonderful natural and cultural combinations. It is rich in natural beauties, resouces, gifts and wonders. It is known as the country of Mt. Everst, the highest peak in the world. It is also known as the country of the Brave Gorkhas and country of Buddha, herald of peace as well. This diverse country has a huge potential for tourism chiefly for its challenging snow-capped mountains and piper-beter rivers, tranquil lakes, great variety of beautiful scenery, good varied climate, rich animal and plant life, interesting cultures and large unemployed workforce.

Nepal is now one of the best tourist destinations in the world. It has been visited annually by a large number of tourists for more than a half century. Aspirants from round the globe choose this gifted country for various purposes that include mountain climbing, trekking, bird watching, mountain flight, rock climbing, paragliding, mountain biking, jungle safari and cultural observations, and environmental as well anthropological researches.

Tourism plays a significant role in Nepal. Because of the tourist industry, Nepal has been earning foreign currency for many years. Tourism is the backbone of Nepalese economy, which is being used on different developmental projects like road construction, hydro-electric projects, information and communication sectors, health and educational sectors. Tourist industry is supposed to be the 'Hen' that lays eggs of gold. Many people, educated as well as uneducated one, have been employed in the offices

belonging to tourism. Many people are engaged in many travel agencies in Kathmandu. Those travel and tour offices make the travel plans according to the tourists' desires and wish. They make contact with the hotels and make arrangement of the vehicles to the places where they want to go and visit. Many tourist guides help them on their tour. Especially they visit Kathmandu valley; Kritipur, Bhaktapur, Lalitpur, Pokhara, Narayangadh, Lumbini and many wildlife reserves and national parks. Tourists buy different goods at the tourist spots. They like curios, handicrafts and other native articles which are available in those areas. By the result, the cottage industries related to tourism are being benefited. Tourism helps hotel industry. They want to live in good hotels. Many expensive and good hotels are being constructed day by day. They have been providing good services to the tourists. Many people have been engaged in hotel lines in the service of the tourists. Tourists need porters during the period of trekking. Similarly many nature guides are employed at the time of visiting jungle for guiding the tourists. The nature guides tell them about different wild animals and birds. Thus, many people are engaged in tourism, it helps to lesson the problems of unemployment.

People can learn many things from the tourists. They can learn their languages, cultures and traditions from the tourists. The tourists also learn many things from the Nepalese people as well. The fame and glory of the nation get widened because tourists convey their impression and achievements to their friends and relatives. When they observe good cultures, tradition and things in Nepal they expose them to their countries. Thus, Nepal is known to the rest part of the world and there is the great potentiality of tourism.

Government of Nepal in consultation with Nepalese travel trade sector and concerned organizations/experts decided on October 25, 2008 to launch a national tourism campaign Nepal Tourism Year 2011. This announcement reflects the government's anticipation to bring into Nepal at least one million international tourists by the year 2011 and tourism industry's exigency to organize a tourism promotion campaign for wider impact.

With the badge of adventure destination glittering and the adage “Atithi Devo Bhava” (Guests are Gods) embedded in our culture, the portfolio of tourism products never cease to mesmerize the visitors. The unparalleled cultural, geographical, ethnic and bio diversities of the country allure visitors to Nepal time and again which truly substantiates the spirit of Nepal tourism brand ‘Naturally Nepal, once is not enough!’

The concept of Nepal Tourism Year 2011 envisions harnessing these opportunities and strengths and bringing together the commitment of the government, expertise and experiences of the organizations like Nepal Tourism Board, aptitude and dynamism of the private sector and communities for further tourism development in the country. Representation and active participation from the major political parties, members of the Constitution Assembly and Right groups is always taken into prominence in order to make the campaign inclusive and participatory in modus operandi and effective in result. The campaign will also focus on mobilizing the networks of the Non-Resident Nepalese (NRN) communities, Nepalese diplomatic missions abroad, INGOs and NGOs, airlines and national and international media. Similarly, friends and well-wishers of Nepal, tourism academicians and celebrities will be approached in order to highlight the campaign internally as well as internationally.

Because tourism has enormous advantages and is now one of the major economic activities of the world, Nepal has embarrassed the policy of increasing both the number of the visitors and their average length of stay. In 1998, it observed ‘Visit Nepal Year’ with lofty aim of receiving a half million tourists in the year, which was almost fully hit. But the ongoing internal conflict thereafter caused a horrible decline in the tourist turnouts in the country. So need of a campaign for reviving the country’s tourist industry was strongly felt as the peace process started in 2006. In this direction, decision came from the first meeting of the Constituent Assembly on May 28, 2008 to celebrate ‘Nepal Tourism Year’ in 2011. It was officially initiated by the

nation's first President Dr. Ram Baran Yadav amidst a grand function held in Kathmandu on 14 January 2011. The main target of the plan was to receive one million tourists in the year. In addition, the nation aimed at developing Nepal as a choice of premier holiday destination, improving and developing tourism related infrastructures, enhancing the capacity of service providers, building community capacity to host tourists and promoting the sustainability of domestic tourism.

The campaign started with the slogan 'Together for Tourism' and the tourism brand 'Naturally Nepal, Once is not enough'. For the success of the ambitious plan, the government adopted various strategies that include exploration of new potential tourism markets, focus on marketing and promotion of activities, expansion of domestic and international air links, encouragement of private sector in tourism, capacity building of manpower involved in tourism, development of tourism related infrastructures, organization of sports/events throughout the tourism year.

However, the scheme that came during the transitional period could not naturally be carried out as smoothly as expected. Overall progress thus was quite meager. The country's deplorable political instability had very serious effects on the execution of the programs. Frequently reshuffled governments seemed almost indifferent. Even the 'tourist hubs continued to witness frequent strikes and bandhs. Many of the set strategies could not actually be carried out. Publicity remained quite limited. General public could not be turned enthusiastic and hospitable. It was not surprising that the efforts made by business organizations were insufficient. As a result, the non-Indian tourist arrivals by air in the first six months' stood hardly at 2,25,000. This figure gives a clear indication to the 'failure' of the programme.

Nepal Tourism Year 2011 did have some important benefits and positive implications. Tourist arrivals rose 'though less than targeted. It was an important step towards the revival of the country's declining tourist industry.

Several tourist areas were somehow conserved. Commitments for improvements were made by the government, public and private sector. Tourism-related events were organized in various places. Some communities made their good days through home stay programs. Above all, it gave a message to the visitors that Nepal is again becoming safe for visits. It also clarified the bare fact that only a programs with enough preparations and effective implementation mechanism can help realize our huge tourism potential.

Nepal has been the place of the tourists' destination for more than fifty years. Foreigners are lured by its unique and wonderful natural beauties. Thousands of tourists visit different tourist spots of Nepal every day. They come from different countries of the world. When they come to Nepal from different countries they use English to communicate with the people of other countries. Since it is an international language at least they have to use spoken English to communicate with foreigners. Nepalese people have to use English to talk to the tourists. In addition, the people who are engaged in the field of tourism use English to deal with the tourists. Thus, English is only a language that links the people of the world.

Since I am a student of English, I have been teaching English in the government school in Lamjung district for five and half years. During this period, I have been facing many problems in the field of teaching. Especially, the students of government schools are said to be weak in English. I think it is true in some extent. In those schools only one paper (subject) of English is taught as a compulsory subject from grade one to grade twelve. Besides, most of the teachers who have been teaching in those schools use Nepali as a medium of teaching English in the classrooms. They have been using Grammar Translation, old and out-dated method for teaching English. Therefore, the students cannot get much exposure in English. They use Nepali all the time so they seem to be weak in English.

As an English teacher, I try to avoid using Nepali in the classrooms but sometimes I am compelled to use it in some cases. I think if the students got exposure in English in the outer environment i.e. out of school, they would not be weak in English. It means if the students of the government schools got the opportunities to meet English speaking people, they would speak to them so that they could improve their English. As a result they could do well in English.

Generally, tourists from foreign countries speak English as a medium language (lingua-franca) at the time of talking to the Nepalese people. We can see many tourists from different countries visiting to many tourist spots of Nepal. Kathmandu, the capital city which is known as the city of temples, Pokhara, the place of natural beauty, Sauhara, a plain area from where tourists can enter Chitwan National Park which is known as the sanctuary for the rare wild animals and birds, are some of the major tourist spots which are visited by thousands of tourists every day. A large number of tourists come to visit Sauraha. They spend some days there. They want to know about the culture, tradition, wildlife etc. at the tourist spots. They use English to communicate with the Nepalese people. The Nepalese people who are engaged in the field of tourism have to speak English in dealing with the tourists or foreigners. The students, teachers, villagers, shopkeepers who visit the tourists use English on talking to them. They exchange their thoughts, feelings, cultures, traditions with the tourists using spoken English. They can learn many things from the tourists as well. There, we can see some impacts of tourists (tourism) to the people of the affected area.

I thought this kind of study would be useful for my research work considering whether the English speaking environment is beneficial or not for the inhabitants of that area such as; villagers, students, teachers and others. Moreover, I wanted to find out how the target language speaking environment would be supportive for learning the language i.e. English. I thought this topic (study) would be more interesting and fruitful for the students, teachers, language learners, course designers, book writers, in fact those who are directly

or indirectly involved in language teaching and learning. Besides, I thought it would be better if we could create such kind of English speaking environment by encouraging the foreigners and the native speakers of English for visiting the area and school where I have been teaching for years.

1.2 Review of the Related Literature

The study of spoken English is a board area to carry out researches. But few research works have been done on spoken English used in the field of tourism (tourist spots). For the purpose of this study, many books, theses of previous researchers on related area are consulted. The previous research studies conducted by researchers are as follows.

Baral (1999) carried out a research on ‘Language used in the Field of Tourism’, introducing vocabulary items, sentence patterns and some language functions related with ESP(English for Special Purpose) used only in training classes. His main objective was to identify by special vocabulary used in the field of tourism without taking primary or natural data spoken at tourist spots.

Similarly, Bhattarai (2003) carried out the research on ‘A study of spoken English at the tourist spots of Kathmandu Valley’. His main objective was to find out the type of English spoken in Kathmandu valley and to prepare a model syllabus for survival skill for those who are directly involved in speaking English at tourist spots with their foreign counterparts. But he has not shown the impact of spoken English to the educational institutions and to the inhabitants of effected area.

Similarly, Sook (2003) carried out a research to identify ‘The types of speaking assessment tasks used by Korean junior secondary school English teachers’. 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.

Likewise, Oli (2007) carried out a research to find out 'Impact of information gaps in developing speaking skill'. It has been found that information gap activities have relatively a better impact in teaching speaking.

Therefore, the present study aims to take the natural data by taking interviews with the related persons in the natural situation of Sauraha, one of the famous tourist spots of Chitwan district (Nepal). The researcher will try to show the impact of English spoken at the tourist spots to the nearby educational institutions (School Students and Teachers) and community (Inhabitants of Sauraha)

1.3 Objectives of the Study

The objectives of the present study were as follows:

- a) To find out the impact of English spoken at the tourist spots of Sauraha to the nearby educational institution (School Students and Teachers) and community (Inhabitants of Sauraha),
- b) To suggest some pedagogical implications.

1.4 Significance of the Study

Tourism has grown in recent years and can be termed as a global phenomenon. Nepal is known as an important tourist destination in the world map with its vast potential of natural attractions, socio-cultural values and archeological heritage.

Being a smokeless industry, tourism contributes a lot to flourish the Nepalese economy, transmit our culture, traditions and identity world-wide. As we know that many persons are engaged in this trade either in the private sector or in the government sector in order to earn their living. The present study, therefore, certainly will be significant for all those who are involved in speaking/

learning/ teaching English, particularly for the Nepalese people who are engaged in the field of tourism (tourists or foreigners). It is expected to be significant for the teachers and students who are teaching and learning English. This study will be beneficial for the researchers, linguists, course designers, textbook writers and others who are related to language learning. Moreover, this study leaves the door open for the prospective researchers to carry out researches on similar cases in coming days.

CHAPTER TWO

METHODOLOGY

This chapter on methodology briefly describes the method which was adopted to carry out this study in which the main objective was to find out the impacts of English spoken at the tourist spots of Sauraha to the nearby educational institution and the community. The researcher in the present study has adopted the following methodology.

2.1 Sources of Data

Both primary and secondary sources have been used for data collection. The researcher used the following sources.

2.1.1 Primary Source of Data

The researcher visited different concerned tourist spots of Sauraha. He went to the educational institution (Bachhauli Secondary School) at Sauraha and took interviews with ten teachers and thirty students. After taking interviews with the students and teachers, the researcher visited the community and took interviews with 20 villagers in natural situation there.

2.1.2 Secondary Source of Data

The researcher studied many books, theses, journals related to research to facilitate the present study.

2.2 Population of the Study

The students who were studying in Bachhauli Secondary School, Sauraha (Bachhauli VDC), the teachers teaching in the same school and (villagers) inhabitants of Sauraha were the population of this study. The population of this study comprised 30 students, 10 teachers and 20 villagers.

2.3 Sampling Procedure

The sampling population of the study has comprised sixty persons. In them, thirty students who were studying in class eight, nine and ten in Bachhauli Secondary School, Sauraha, ten teachers who have been teaching in the same school and twenty villagers living in the community of sauraha were the population of this study.

The informants (participants) were both male and female. The sample which has been selected is given below.

S.N.	Participants	Number of Persons
1.	School Students	30
2.	Teachers	10
3.	Villagers	20
Total		60 Persons

2.4 Tools for Data Collection

The researcher used questionnaire for the interviews as the tools for data collection. He took interviews with the sampled population with the help of the prepared questionnaire.

2.5 Process of Data Collection

The researcher collected data from the primary source by visiting different persons at Sauraha. For this process, he adopted the following steps while collecting data.

- a. At first, the researcher visited Shree Bachhauli Secondary School, Sauraha (Bachhauli VDC) and the community at Sauraha in Chitwan.

- b. After visiting the school, the researcher selected 30 students from class eight, nine and ten randomly including both girls and boys. And he selected 10 teachers including two English teachers of that school.
- c. After selecting the students and teachers, the researcher took interviews with each of them based on prepared questionnaire.
- d. Then after, the researcher visited the community at Sauraha and took interviews with twenty inhabitants of the community at their own residence. The researcher used Nepali language while taking interviews with some of the villagers.
- e. All the interviews were focused on particularly to find out the impact of English spoken at the tourist spots.

2.6 Limitations of the Study

The study had the following limitations:

- a. The study was limited to find out the impact of English spoken at the tourist spots of Sauraha to the students, teachers and villagers.
- b. Only 30 students and 10 teachers of Bachhauli Scondary School, Sauraha and 20 villagers of Sauraha, altogether 60 persons were interviewed for this study.
- c. The work was investigated and analyzed only in relation to the impact of English spoken at the tourist spots to the school students, teachers and the villagers.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of collected data. The researcher has attempted to investigate the impact of English spoken at the tourist spots in Sauraha, Chitwan. For this purpose the researcher has taken the interviews with the students who have been studying in Bachhauli Secondary School, teachers who have been teaching at the same school and inhabitants of Sauraha, Bachhauli VDC in Chitwan district. In the study, 30 students were selected from class 8, 9 and 10, ten students from each class. Like this, ten teachers who have been teaching in Bachhauli Secondary School and 20 inhabitants of Sauraha were selected for the study. Altogether 60 persons were selected for the interviews. Every person was asked 15 questions at the places where the researcher visited them. Below the collected data from the target population is presented, analyzed and interpreted.

3.1 Analysis of Data from the Students

In this study, thirty students who have been studying in Bachhauli Secondary School were selected for the interviews. There were 30 students from class 8, 9 and 10 respectively, ten students from every class. In them, ladies and gents were selected randomly. Each student was asked 15 questions. They were asked general questions from question no.1 to questions no.6. These questions were only concentrated from finding their identity and about Sauraha. From question no. 7 to 10, the questions were asked for the purpose of finding their frequency of meeting the tourists, likes and dislikes about talking to the tourists and their feelings about talking to the tourists. From the study of collected data almost of the students visit tourists at least twice or thrice a day. Most of them talk to the tourists and they are interested in talking to the foreigners. From question no. 11 to question no. 15, the questions were asked for the purpose to find out the questions they ask to the tourists, things they have learnt from

tourists, helps they have been provided by the tourists and things the students want to learn from the tourists. The third set of questions and their responses are presented and analyzed below.

3.1.1 Questions that are asked by the Students to the Tourists

For finding this issue, the researcher had asked the question that what the students asked to the tourists when they met or talked to them. The response from the students is presented on the following table.

Table No. 1
Questions asked by the Students

S. No.	Questions asked about	Number of Students	Percentage
1.	Tourists and their countries	28	93.33
2.	Tourists impression on Sauraha	5	16.66
3.	Purpose of Visiting Sauraha and their travel plan during the time they spend in Nepal	5	16.66
4.	Similarities and differences between Nepal and their countries	4	13.11
5.	Cultures and traditions of their countries	3	10

The above table displays that almost of the students ask tourists about them and their countries. According to the above table, about 94 percent students ask them about them and their countries. It shows that many students are interested to know about the tourists and about their countries. About 17 percent students ask them about their impression on Sauraha. About the same, 17 percent students ask them the purpose of visiting Sauraha. About 14 percent students ask them about the similarities and differences between Nepal and their countries. And approximately 10 percent students ask their cultures and traditions of foreign countries.

3.1.2 Things that Student have learnt from Tourists

To find the things that students have learnt from the tourists, the researchers had asked the students what they had learnt from the tourists. The responses from different students are presented on the following table.

Table No. 2
Things learnt from the Tourists

S. No.	Learnt Things from Tourists	Number of Students	Percentage
1.	English language, language functions	20	66.66
2.	Some good habits	15	50
3.	Many things about the foreign countries (climates, geography, cultures etc.)	15	50

The above table shows that about 67 percent students have learnt English language from tourists; about 50 percent students have learnt some good habits from tourists. Approximately 50 percent students of the study have learnt the climates, geographical structures, cultures and traditions of foreign countries.

3.1.3 Help that the Students get from the Tourists

The researcher had asked the students the question that whether the tourists helped the students to find out the helps that the students get from tourists. The responses from the students are presented on the following table.

Table No. 3
Help from the Tourists

S. No.	Help from Tourists	Number of Students	Percentage
1.	Stationery items (note copies, pens, etc.)	20	66.66
2.	Money (Cash)	5	16.66
3.	Valuable advice	5	16.66

From this table, we can notice that about 70 percent students get stationery goods (pens, note copies, etc.) from the tourists. About 17 percent students receive money (cash) from them and tourists give valuable advice to some students.

3.1.4 Things Students want to learn from Tourists

To find out the things the students want to learn from tourists, the researcher had asked the question that what they wanted to learn from the tourists and the responses from the students is presented on the table below.

Table No. 4
Things Students want to learn from Tourists

S. No.	Things Students want to learn from Tourists	Number of Students	Percentage
1.	English language, language functions	20	66.66
2.	Their native language	5	16.66
3.	Many things about their countries (climates, geography, etc.)	15	50
4.	Education system of their countries	5	16.66

The above table displays that about 67 percent students want to learn English from the tourists. About 17 percent students want to learn their native language. About 50 percent students want to learn many things (climates, geographical

structures and cultures) of foreign countries. And about 17 percent students want to learn the education system of their countries.

3.1.5 Responses about the Tourists' Arrival at Sauraha

To find out about the expectations of students on tourists' arrival at Sauraha, the researcher had asked the question whether they wished more tourists came in that area. The response from them is presented on the following table.

Table No. 5
Response about Tourists' Arrival

S. No.	Expectation of Tourists' arrival at Sauraha	Number of Students	Percentage
1.	Expect more tourists came at Sauraha	28	93.33
2.	Don't care (indifference about it)	2	6.66

Above table shows that most students expect that more tourists came in Sauraha. Only a few students responded that they did not care and mind about their arrival.

From the data presented on above table, most students are taking benefits of tourists (tourism) at Sauraha. They have got and learnt many things from the tourists. There can be seen positive impact of English spoken at the tourist spots of Sauraha.

3.2 Analysis of Data from the Teachers

In this study, ten teachers including two English teachers (teaching English Subject), who have been teaching in Bachhauli Secondary School were selected randomly for the interviews. Each teacher was asked 15 questions during the interviews. From question no. 1 to 3 the questions were asked for the purpose of finding their identity and question no. 4 was asked to find out the frequency of meeting the tourists in a day. From the study, almost of the

teachers who were interviewed meet tourists twice or thrice a day. Question no 5 was asked to find out the things that the teachers do when they meet the tourists, question no. 7 was asked to find out the questions that the teachers ask to the tourists. In the same way, question no. 8 was asked for finding the things that the teachers have learnt from the tourists. Question no. 9 and 10 were asked to find out if the tourists help them and whether they want any help from the tourists and question no. 11 was asked to find out the kind of help they want from tourists. In this way, question no. 12 was asked whether the tourists provide help to their school and question no. 13 was asked to find out whether tourists have helped in the teachers' career development and question no. 14 was asked to find out whether teachers think of taking classes to the students by the tourists. And the last question no. 15 was asked to find out the kind of impact the teachers have seen in teaching learning environment from the tourists (tourism).

3.2.1 Things that Teachers do when they meet Tourists

To find out the things that the teachers do when they meet the tourists, the researcher had asked the question that what they did when they met the tourists. The responses from different teachers are shown on the table below.

Table No. 6
Things done by the Teachers

S. No.	Things that are done by Teachers	Number of Teachers	Percentage
1.	Greeting first then short talking	10	100

Above table shows that almost teachers start talking with the tourists after greeting.

3.2.2 Questions that the Teachers ask to the Tourists

The researcher had asked the questions that what the teachers asked when they met the tourists to find out what teachers ask the tourists about. The responses from the teachers are shown on the table below.

Table No. 7
Questions asked to the Tourists by Teachers

S. No.	Questions about	Number of Teachers	Percentage
1.	About their countries, their academic qualification, educational structure in their countries and teaching-learning methods and techniques used in their countries.	8	80
2.	About their countries and their profession	5	50
3.	Similarities and differences between Nepal and their countries in relation to climates and geography.	3	30
4.	Their feelings and impression on Sauraha	2	20

The above table shows that about 80 percent teachers ask the tourists about their countries, their academic qualification, educational structure of their countries and teaching learning methods and techniques used in their countries. About 50 percent teachers ask the tourists about their profession. About 30 percent teachers ask them about similarities and differences between Nepal and their countries. And about 10 percent teachers ask the tourists about their feelings and impressions on Sauraha.

3.2.3 Things that the Teachers have Learnt from Tourists

To find out the things that the teachers have learnt from tourists the researcher had asked the question that what they had learnt from the tourists. The response from the teachers is presented on the table below.

Table No. 8
Things Learnt from the Tourists

S. No.	Learnt Things from Tourists	Number of Teachers	Percentage
1.	Some good habits (to be punctual and hardworking, making daily routine etc.), some language functions (requesting, suggesting, etc.)	5	50
2.	Habit of utilizing the time, reading habit.	5	50
3.	Habit of using instructional materials for effective teaching.	3	30

According to the above table, we know that about 50 percent teachers of Bachhauli Secondary School have learnt some good habits such as to be punctual, to be hard working, making daily routine and following it and some language functions from the tourists and 50 percent teachers have learnt the habit of reading books, magazines and utilizing the time properly. About 30 percentage teachers have been encouraged to use the instructional materials in the classroom.

3.2.4 Kinds of help Teachers expect from the Tourists

The researcher had asked the question that what kind of help teachers wanted from the tourists to find out the kinds of help teachers want from tourists. The responses from the teachers are presented on the table below.

Table No. 9

Help from the Tourists to the Teachers

S. No.	Kind of Help from Tourists	Number of Teachers	Percentage
1.	Academic/pedagogic and institutional supports.	5	50
2	Supports for the career development (Teaching methods and techniques)	3	30
3	Library supports (Books, Dictionaries, Encyclopedia, etc.	3	30

From the above table, we can interpret that 50 percent teachers expect academic and institutional supports from the tourists. About 30 percent teachers expect help for their career development and about 30 percent teachers expect library supports from the tourists.

3.2.5 Help for the Career Development of the Teachers

To find out the help (aid) for the career development of the teachers, the researcher had asked the question that whether the tourists had helped in their career development. The responses from the teachers are presented on the table below.

Table No. 10

Help for the Career Development of the Teachers

S.N.	Help for Career Development	Number of Teachers	Percentage
1	By sharing teaching methods and techniques	5	50
2	By sharing teachers training and latest technology in the field of teaching and learning	5	50

Above table displays that about 50 percent teachers receive support for their career development by means of sharing teaching methods and techniques and about 50 percent teachers have got support for their career development by getting the opportunity of sharing teachers training and latest technology in the field of teaching and learning.

3.2.6 Impact of Tourism (Tourists) on Teaching- learning Environment

The researcher had asked the question to the teachers that what kind of impact had they seen in the field of teaching learning environment from the tourists to find out the impact on teaching learning environment from tourism in that area. The responses from the tourists are presented on the table below.

Table No. 11
Impact on Teaching Learning Environment

S.N	Impact on Teaching-learning Environment	Number of Teachers	Percentage
1	Students speak in English without hesitation	5	50
2	Students pay attention to the study	2	20
3.	Teachers have started using instructional materials in the classroom	2	20
4.	Teachers have started to implement the latest method and techniques in the field of language teaching	1	10

From the above table, we notice that 50 percent teachers have claimed that because of the tourism (tourists) in Sauraha, students speak English without any hesitation, 20 percent teachers have noticed that the students pay attention to the study because of the tourism (tourists) in Sauraha. The other 20 percent

teachers have claimed that teachers have started using instructional materials in the classroom. Only 10 percent teachers have told that teachers have started to implement the latest methods and techniques in the field of language teaching due to the impact of tourism (tourists) in that area.

3.3 Analysis of Data from the Inhabitants of the Community (Villagers)

In this study, twenty villagers who have been living in Sauraha were selected for the interviews. They were asked 15 questions each. From question no.1 to 3, the questions were asked for the purpose to find out their identity and about Sauraha. Question no. 4 was asked to find out whether they meet the tourists or not. Question no. 5 was asked to find out the time they meet the tourists in a day. Question no. 6 was asked to find out whether they talk to the tourists, and question no. 7 was asked whether they liked to talk to the tourists or not. Others questions and their responses are presented and analyzed below.

3.3.1 System of Starting of Conversation with the Tourists

To find out the system of starting the conversation with tourists, the researcher had asked the question to the villagers that how they started conversation with the tourists. The responses from the villagers are shown on the table below.

Table No. 12

Starting of Conversation with the Tourists

S.No.	Starting of conversation	Number of Inhabitants (Villagers)	Percentage
1.	After greeting 'Namaste'	20	100

These table shows that almost of the people greet first and then start the conversation.

3.3.2 Questions asked by the Villagers to the Tourists

The researcher had asked the question that what the villagers asked to the tourists about to find out what villager ask to the tourists. The response from the villagers is presented on the table below.

Table No. 13
Questions asked by the Villagers to the Tourists

S.No.	Questions asked about	Number of villagers	Percentage
1.	The name of tourists and their countries, farming system and crops grown in their countries	10	50
2.	Name of tourists and about their countries and things they want to buy from the shop	10	50

The above table displays that when the people who are farmers meet the tourists they ask the tourists about the farming systems and crops grown in their countries as well as other things about their countries. On the other hand, when the people who run shops meet the tourists at their shop ask them about the things they want to buy.

3.3.3 Language used while talking to the Tourists

To find out the language the villagers use talking to the tourists, the researcher had asked the villagers that what language they used talking to the tourists. The responses from the villagers are shown on the table below.

Table No. 14

Language used at the time of Talking

S. No	Language Used	Numbers of villagers	Percentage
1.	English	5	25
2.	English, sometimes Nepali	15	75

Above table shows that about 25 percent villagers use only English while talking to the tourists and about 75 percent villagers of the tourist area usually use English and sometimes they use Nepali if the tourists understand it.

3.3.4 Things Villagers have learnt from the Tourists

To find out the things that the villagers have learnt from the tourists, the researcher had asked the question that what they had learnt from the tourists. The responses from the villagers are presented on the table below.

Table No. 15

Things that the Villagers have learnt from the Tourists

S.N	Learnt things from Tourists	Number of villagers	Percentage
1	Some English words, speaking skill in English, to keep the rubbish in the certain area.	10	50
2	Some good habits (to be punctual, habit of hard working and utilizing the time properly)	10	50

From above table, we notice that about 50 percent people have learnt some English words, speaking skill in English and, to keep the rubbish in the designated area and about 50 percent people have learnt some good habits like to be punctual, hardworking and utilizing the time properly.

3.3.5 Impacts of Tourists (Tourism) in the Community

The researcher had asked the question that what impacts of tourists (tourism) had the villagers seen in that area to find about the impacts of tourism in Sauraha. The responses from the villagers are presented on the table below.

Table No. 16
Impacts of Tourism (Tourism) in the Community

S. No	Impacts On	Number of Villagers	Percentage
1	Increasing business, opportunities of employment and improvement in daily life of villagers	15	75
2	People's consciousness towards the world	5	25

The above table shows that most villagers have seen the increase in business in that area, many people have got employed and the way of life of people has improved because of the tourism (tourists) in that area. About 25 percent people told that people's consciousness towards the world has increased due to the tourism.

3.3.6 Expectations of Community from Tourists

To find the expectations of the community from the tourists, the researcher had asked the question to the villagers that what things their community expected from the tourists. The responses from the villagers are presented on the table below.

Table No. 17

Expectations of Community from Tourists

S. No	Villagers' Expectations from Tourists	Number of Villagers	Percentage
1	More tourists came in that area, Sauraha	20	100
2	Sharing and exchanging of farming system and latest technology in the field of agriculture	5	25
3	Aids in the sectors of education, health and developmental projects	5	25

From the table, we notice that almost of the villagers want more tourists came in that area, Sauraha. About 25 percent villagers hoped the tourists' aids in the sectors of education, health and rural development and about 25 percent people expected for sharing and exchanging of farming system and latest technology in the field of agriculture.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the study and some recommendations based on the findings.

4.1 Findings

From the study, we came to conclusion that English spoken at the tourist spots has the positive impact to the concerned population of the study; schools students, teachers and the villages.

The findings are summed up below.

-) The students studying in the schools at the tourist spots of Sauraha have improved their English. Especially, they have improved speaking skills. They can talk to the tourists who speak English. According to them, they have learnt many words, their correct pronunciations. Mostly, they have learnt many language functions: introducing, welcoming, attracting attention, thanking, initiating and ending conversation, making a query, requesting, expressing likes and dislikes, etc. They have also learnt good habits from the tourists.
-) The teachers teaching in the schools at the tourist spots of Sauraha have been benefited from the English spoken at the tourist spots. They talk to the foreigners (tourists) frequently, therefore, they have improved their speaking skill. They have shared different approaches, methods and techniques which are related to language teaching and learning with the tourists. They have also shared the teachers trainings. From the study, we found that the teachers who are teaching at the schools of Sauraha have been using the communicative approach in teaching English. The teachers have been using instructional materials in the classroom for effective teaching.

) The villagers (Inhabitants of Sauraha) who have been living nearby the tourist spots of Sauraha have also been benefited from the English spoken at the tourist spots. They have learnt English language. They can communicate to the tourists who speak English. They can talk to the people who speak English using simple language. They ask tourists many things about their countries. They have learnt many good things and habits from the tourists. They share the farming system with the tourists.

In fact, even some uneducated people living at the tourist spots understand and speak English. There, we can see English speaking environment at the tourist spots of Sauraha. Such English speaking environment has positive impact to someone who is learning and teaching English.

4.2 Recommendations

On the basis of findings following recommendations are made:

-) The great challenge of 21st century to anyone is to be able to adjust in any circumstances whether native or foreign land. In order to adjust in any situation, the person should learn English language. Therefore, English language learning environment should be created.
-) Spoken language plays significant role in practical life. In the same way, spoken English helps any person for communicating own ideas, feelings, thoughts and experiences to anyone who speak and understand English. Therefore, we should focus on learning and using spoken English.
-) Specially, the tourists use English language for communicating to each other and they use English while talking to the Nepalese people. So, the (villagers) inhabitants of the community in Sauraha listen to English frequently and they speak English as well. So, to create English learning and speaking environment in the community, we have to manage the programmes in order to attract more and more tourists.

-) When tourists visit the schools, the students and teachers can talk to them so that they can improve their spoken English. Therefore, it is better to manage the environment for the tourists to visit and teach in the schools.
-) Inhabitants of the community can learn English language and many good habits from the tourists when they visit the community. Therefore, the programmes of visiting the villages by the tourists should be made.
-) Students, teachers and the public can learn many good habits from the tourists especially from the people of developed countries. Therefore, the proper environment should be created to attract more and more tourists.
-) As the tourists come to visit many tourist spots such as; Sauraha, Pokhara and Kathmandu valley etc. many people are engaged in many services for the tourists. Many people get employed in tourism. Hotels, curio shops and handicraft trades are enhanced around the tourist spots. Therefore, concerned authorities, communities and the government should be aware and ready to welcome many tourists.
-) Tourists especially who work in the educational sectors share their experiences to the teachers and other concerned personalities. They also share latest approach, methods and techniques of teaching of different subjects as well. Therefore, schools and other educational institutions should attempt for making environment for the tourists' visiting the educational institutions.
-) In fact, English spoken at the tourist spots has many positive impacts to the educational institutions and the community. Therefore, the environment for visiting many schools and communities by the tourists should be managed.

In order to attract more tourists in the schools, villages and communities of different places, many facilities such as pitched roads, comfortable vehicles, security, sanitation, facilities of means of communication (telephone, mobile

phone, e-mail, internet, etc.), banks with modern facilities, comfortable accommodations (hotels and lodges), peaceful environment are needed. So, the concerned authorities, communities and the government should manage above mentioned basic needs and facilities so that the target of receiving more tourists in the country is hit.

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APPENDIX I
Tools for Data Collection

The following questions were asked to the concerned population for the study in the interviews.

A) Impact on Students, Shree Bachhauli Secondary School, Sauraha, Chitwan

1. Excuse me. What is your name?
2. Where are you going now?
3. Where do you study?
4. What class do you study in?
5. Where is your school located?
6. What is "Sauraha" especially known for?
7. How often do you meet the tourists?
8. Do you talk to them?
9. Do you like talking to the tourists?
10. How do you feel when you talk to them?
11. What do you ask when you meet the tourists?
12. What have you learnt from them?
13. Do they help you?
14. What do you want to learn from the tourists?
15. Do you wish more tourists came in this area?

**B) Impact on Teachers, Shree Bachhauli Secondary School, Sauraha,
Chitwan**

1. Excuse me, May I know your name?
2. What's your school's name?
3. How long have you been teaching in this school?
4. How often do you meet the tourists in a day?
5. What do you do when you meet the tourists?
6. Do you like talking to them?
7. What do you ask when you meet the tourists?
8. What have you learnt from them?
9. Do the tourists help you?
10. Do you want help from them?
11. What kind of help do you want from tourists?
12. Do the tourists provide help (aid) to your school?
13. Do you think tourists have helped in your teaching career?
14. Do you think about taking classes to your students by tourists?
15. What kind of impact have you got in teaching learning environment from tourists (tourism)?

C) Impacts on (Villagers) Inhabitants of the Community, Sauraha, Chitwan

1. May I know your name?
2. What's your occupation?
3. What is 'Sauraha' famous for?
4. Do you meet the tourists?
5. What time do you meet them?
6. Do you talk to them?
7. Do you like talking to the tourists?
8. How does the conversation start?
9. What do you ask them about?
10. What do the tourists ask you about?
11. What language do you use talking to them?
12. What have you learnt from tourists?
13. How do you feel talking to them?
14. What impacts of tourists (tourism) have you seen in this area?
15. What things does your community expect from the tourists?

APPENDIX II

A) Students who were interviewed

S. No.	Students' Names	Class
1.	Suruchi Chaudhary	10
2	Bindu Shrestha	10
3	Nabin Prasad Dulal	10
4	Santosh Pariyar	10
5	Dinesh Magar	10
6	Govinda Pariyar	10
7	Nisha Gurau	10
8	Ramila Mahato	10
9	Krishna Subedi	10
10	Ronish Chaudhary	10
11	Mankashi Chaudhary	9
12	Gita Bote	9
13	Padam Bahadur Thapa	9
14	Suraj Subedi	9
15	Sita Acharya	9
16	Sita Thapa Magar	9
17	Rabina Rana Magar	9
18	Rita Rana Magar	9
19	Sarita Pariyar	9
20	Arati Chaudhary	8
21	Bikash Bote	8
22	Bikal Acharya	8
23	Shashidhar Mahato	8
24	Shiva Raj Mahato	8
25	Sujit Chaudhary	8
26	Rajan Paudel	8
27	Deepak Paudel	8
28	Madhu Chaudhary	8
29	Sunja Chaudhary	8
30	Sakila Tamang	8

B) Teachers who were interviewed

S.N	Teachers' Names
1	T.N. Aryal
2	Arjun Chaudhary
3	Surya Barakoti
4	Basu Dev Chaudhary
5	Ashok Kumar Yadav
6	Buddhi Sen Chaudhary
7	Sunita Chaudhary
8	Rishi Prasad Khanal
9	Bikram Bahadur Adhikari
10	Purna Prasad Chaudhary

C) Villagers who were interviewed

S. No.	Villagers' Names	Occupation
1	Saraswoti Paudel	Farming
2	Tulki Mahato	Farming
3	Nilkantha Subedi	Farming
4	Harai Mahato	Farming
5	Hari Prasad Sapkota	Farming
6	Narayan Singh Danuwar	Farming
7	Bansa Mahato	Farming
8	Bikram Adhikari	Farming
9	Ram Krishna Thapa	Farming
10	Ram Chaudhary	Farming
11	Rajan Rijal	Business
12	Subash Adhikari	Business
13	Dev Kala Sapkota	Business
14	Suman Shrestha	Business
15	Gopal Chaudhary	Business
16	Ram Bilash Subedi	Business
17	Hari Pariyar	Business
18	Shila Thapa Magar	Business
19	Ganesh Paudel	Business
20	Rita Adhikari	Business