

# **CHAPTER-ONE**

## **INTRODUCTION**

This chapter deals with the background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, operational definitions of the key terms.

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

The English language is international language. It is a lingua franca. English language is ubiquitous; it is spoken in most parts of the world for communication as well as for business, political and economic purposes. The global spread of language has high privilege and supremacy in compared to other languages. English is widely used in political, economical and educational sectors. Due to the spread of the English, Kachru (1985, p.12) has outlined the three circles i.e. inner circle, outer circle and expanding circle. Native speakers of the country such as America, Canada are included on the inner circle, English as an official language such as India, Singapore are included in the outer circle and countries like Nepal, Malaysia, Japan are included in expanding circle. Due to the drastic change in the field of science and technology, English language has gained its more popularity. People those who have no proficiency or less proficiency of English seem to be uncivilized i.e. lacking the knowledge of different fields. Also different international organization such as United Nation organization (UNO), South Asian Association for Regional Corporation (SAARC) World Trade Organization (WTO) are using English as a medium of official work.

There are more than seven thousand spoken languages in the world (Langscape Project of Maryland's University, 2013). These languages are classified by different scholars in different ways. The position of the English language in the language family as given by Asher (1994, p.642) is shown in the following diagram.



In the above diagram, Asher has categorized Indo-European language into three categories: Indo-European, Celtic and romanic. East, West and North are included in the Indo-European. West language is further classified into Anglo-African and German. Finally, he has listed the English language under sub-group Anglo-African language family.

Hence, we can conclude that the English language lies under sub-group Anglo-African in language family

## **1.2 Statement of the Problem**

Language is learnt in different ways. It may not address the overall need of the learner. So, learner needs can best be taught by selecting the items being specific that fulfill the needs of the learner. After we learn language it needs to fulfill the practical needs of the learner. If the language that we learn does not have practicality, it is worthless. Here, language for specific purpose (LSP) or English for Specific Purpose (ESP) is needed to address the practical need of the learner. Since tourist guide is also one under tourist guide course which belongs to tourist guide course. So, the problem arises due to lack of knowledge of communicative function, voice, sentence pattern while guiding the tourist.

If the tourist guides do not have adequate knowledge of communicative functions, sentence pattern and voice they have to face problems such as communication gap or misunderstanding. They may not know how to deal with the tourist. There may be miscommunication due to the inappropriate use of the communicative function. Along with these they should also know detail information about the natural and cultural heritages or sites. Hence this research tries to explore language and problems faced by the tourist guides.

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

The objectives of this study are as follows:

- a. To analyze the language used by tourist guides in terms of:

- i) Communicative functions
  - ii) Grammatical categories i.e. sentence and voice
- b. To explore challenges and economical strength.
- c. To suggest some pedagogical implications based on findings.

#### **1.4. Research Questions**

The following research questions were used in this study:

- a) What are the communicative functions, voice and tense that tourist guides use?
- b) What are the challenges that tourist guides face while using English as a tourist guide?
- c) What is the average economical strength of the tourist guide?

#### **1.5. Significance of the Study**

The study is important as it deals with the exploration of communicative function used by the tourist guides. This research tries to find out the sentence pattern, used by the tourist guides. And this research also tries to explore the challenges and economical strength of the tourist guide, which helps the students either to choose tourist guide as a profession or not. So, this study is hoped to play a significant role to the learners who wants to be tourist guide because it directly focus on the language used by the tourist guides which neglects all the details about language. Language teachers also know what to teach in the field of tourism. This study will also be helpful to the prospective researcher who wants to undertake research on English for Specific Purpose and also to the students of mass communication, other people who are directly or indirectly involved in the field of language teaching.

## **1.6. Delimitations of the Study**

The study had the following limitations:

- a. The study was limited to the English for Specific Course for tourist guide.
- b. The study was limited to the following organization and places:
  - i. Tourist Guide Association of Nepal (TURGAN)
  - ii. Basantpur Durbar Square
  - iii. Patan Durbar Square
- c. The study was delimited to ten tourist guides.

## **1.7 Operational Definition of Key Terms**

**ESP:** In this research, ESP refers to the English used by the tourist guides.

**Tourist guide:** In this research, tourist guide is a person who guide visitor in the language of their choice and interprets the cultural and natural heritage of an area, which normally possesses an area-specific qualification usually issued and/or recognized by the appropriate institution.

**Hospitality:** In this research, hospitality refers to the friendly and generous behavior of the tourist guides towards tourists.

**Exponents:** Items that support the idea or theory. In this research exponent means items of the communicative functions.

**Freelance:** In this research, freelance refers to the person who is not involved in any organization of the tourist guide.

## **CHAPTER-TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter deals with the review of theoretical literature review of empirical literature, implication of the review of the study and conceptual framework.

#### **2.1 Review of Theoretical Literature**

This chapter deals with the use of the English language and ESP. It includes the English language, development of the English in Nepal, English for Specific Purpose, hospitality and tourism management, language functions, sentence pattern, challenges and economical strength.

##### **2.1.1 The English Language**

Among all the languages, the English is one of the predominant languages. It is well known as a global or international lingua franca. The world is taken as global village and the English language is taken as a global language. It is a contact language of the people of different parts of the world. Its scope is increasing day by day. It is a language for business, politics and economics. It has high social prestige in the society. In the present world everyone has to learn the English to adjust in the competitive world.

The English language differs from one discipline to another. Meaning that a word conveys in one discipline may not have the same meaning in another discipline. For example language used by the commentators in cricket match is totally different from that of the language used in science and technology. This difference mostly occurs at grammatical level and semantic level. ESP focuses on the language used in any discipline.

A quarter of the world's population speaks the English for various purposes in various manner and ways. It has a specific role in a particular context of world where it is used.

## **2.1.2 Development of the English Language in Nepal**

The English has been an increasingly popular foreign language among the people of Nepal. It is adopted as the language of business, diplomacy and working language in the international context. One in every seven human beings speaks English, more than half of the books of the world are written in English.

The English is taught as a medium of instruction, a compulsory subject, a major subject at campus level and school level. The history of the English goes long back to the 20<sup>th</sup> century through the establishment of Durbar high school in 1954. Before this (i.e.1768-1950), the English was only confined to Rana family. Their establishment of a school was restricted to the members of the ruling families and their favorite courtiers only. It was not till 1950s when the Rana government was overthrown and control over the spread of the English split over the elite to the general public and the English was introduced into the general system of education. Many schools came into existence in the private capacity. The change from elitist to a liberal attitude led to increased enrollment after the 1950s. Consequently this day the English has more students than any other languages in Nepal (Bhatta, 2012).

Since 1967, the English in Nepal is taken as a foreign language. In 1998 Ministry of Education (MOE) recommended communicative approach in primary, lower secondary, secondary level. After the establishment of new education system plan (1971-1976) the English was replaced by National language, Nepali as a medium of instruction. In the present context, the English language is taught formally under the authorship of MOE as a second language (L2) (Bhatta, *ibid*).

Though language is taught formally from grade one to bachelor level as a compulsory subject but the English is also taught for specific purpose to medical students, the English for workers, the English for business purpose, the English for science and technology. Mainly four skills are focused in ESP

courses viz. listening, speaking, reading, and writing. The main target of the ESP course is to make them communicate effectively. So, tourist guide course also focuses on the communicative skills.

### **2.1.3 English for Specific Purpose**

No two learners have the same need. They differ from one another in the purpose of learning English. So, learning the English according to the need of the learner is called English for specific purpose. This may be learned for the sake of business purpose also. In other words language for specific purpose movement is known as English for Specific Purpose. It is need based approach which began as a response to a number of practical concerns.

ESP focuses on the language used in any areas. What type of language is used in any sector is the focusing point of ESP. In others words, it directly meets the need of the learner. While designing the ESP courses, at first need of the learner is analyzed and relevant content obtained from the research is kept. If one wants to be the tourist guide, at first language used in that field is analyzed from the research and those aspect of language are included in the course.

From the early 1960s, English for specific purposes (ESP) has grown to become one of the most prominent areas of English as Foreign language (EFL) teaching today. The course helps the learner perform his/her job successfully and the success of ESP course is evaluated in terms of how successfully a learner can gain knowledge of the English at work in order to communicate with others. ESP focuses on spoken skill rather than written skill.

English for specific purpose includes the English language teaching which is centered on the language appropriate to those activities in syntax, lexis, discourse, semantics etc. and related to particular discipline, occupation and activities to meet specified needs of the learner.

Regarding the definitions, different scholars have viewed ESP from different angles. Mackay and Mountford (1978) indicated that the term ESP is generally



used to refer to the teaching of the English for a clear utilitarian. Minyaw (1984) pinpointed that ESP courses are based solidly upon the need to express the facts and ideas of some special subjects after which the students should be able to read the specialized subjects confidently and speak about them fluently.

Similarly Hutchinson and Waters (1987) see ESP as an approach rather than a product, by which they mean that ESP does not involve a particular kind of language teaching material and methodology.

Mackay and Mountford (1978) viewed ESP as a practical use and Minyaw (1984) advocate ESP course as a need based from which students speak fluently after reading. Hutchinson and Water see ESP as approach rather than product which do not need materials to teach.

Hence from the above definitions given by different scholars we can conclude that ESP meets the need of the learner and based on utilitarian aspect. ESP courses express the ideas of special subject and it does not follow prescribed materials and methodology. It is need based.

### **2.1.3.1 Overview of English for Specific Purpose (ESP)**

The teaching of English for Specific Purpose has generally been seen as a separate activity within the English language teaching and ESP research as an identifiable component of applied linguistic research. We believe that for some of its teaching ESP has developed its own methodology, and its research clearly draws on research from various disciplines in addition to applied linguistic. This openness to the insights of other disciplines is a key distinguishing feature of ESP which we see as underlying much of the practice and research.

According to Hutchinson and Water (1988),

If ESP has sometimes moved away from trends in general ELT, it has always retained its emphasis on practical outcomes. We will see that the

main concerns of ESP has always been, and remain, with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation. It is often said that ESP lacks an underlying theory. We believe that a theory of ESP could be outlined based on either the specific nature of the texts that learners require knowledge of, or on the basis of needs-related nature of the teaching. It is, however, interesting and significant that so much of the writing has concentrated on the procedures of ESP and on relating course design on theoretical matters.

The study of language for specific purpose has had a long and interesting history going back, some would say, as far as the Roman and Greek Empires. Since the 1960s ESP has become a vital and innovative activity within the teaching of English as a foreign or second language movement (TEFL/TESL) (Howatt, 1984). For much of its early life ESP was dominated by the teaching of English for Academic Purpose (EAP); most of the materials produced, the course descriptions written and the research carried out were in the area of EAP. English for Occupational Purpose (EOP) played an important but nevertheless smaller role in recent years, however the massive expansion of international business purpose. Within ESP the target sector for published materials is now that of business English, and there is burgeoning interest from teachers, publishers and companies in this area.

ESP activity used to be closely associated with projects led, and usually staffed, by expatriate British, North America or Australian teachers, often in large numbers projects in the Middle East, in Iran (Bates,1978) (as cited in Hutchinson and Water),Kuwait and Saudi Arabia(Harper,1986) for instance, are good examples(Mackay and Mountford, 1978). Local teachers seemed to play relatively small roles in such projects, and it was even occasionally argued by non-native speakers that ESP work was too difficult for them. We have always believed that local teachers knowledge of their situations as well as their familiarity with their students motivation and learning styles give them a potential advantage over native-speaker expatriate teacher.

ESP is part of a more movement of teaching language for specific purpose (LSP). LSP has focused on the teaching of languages such as French and German for specific purpose, as well as the English. In many situations the approaches used are very similar to those used in ESP; some, however, place a much greater emphasis on the learning of vocabulary.

### **2.1.3.2. Characteristics of ESP**

Different scholars have forwarded the characteristics of ESP. One of the genuine scholars is Strevans (1988) has listed the following characteristics:

- a. ESP is designed to meet the specified needs of the learner.
- b. Related in content to particular disciplines, occupations and activities.
- c. In contrast with general English.

d. Not taught according to the pre-ordained method.

Similarly, Evans and Johns (1998) modified the above characteristics and listed the following characteristic:

a. Designed to meet the specified need of the learner.

b. ESP is centered on the language, skills, discourse and genres appropriate to these activities.

c. ESP may be related to or designed for specific disciplines.

d. ESP may use a different methodology from that of general English.

e. ESP is likely to be designed for adult learners at a tertiary level, institution or in professional work situation. It could, however, be for learners at secondary school level.

f. ESP is generally designed for intermediate or advanced students.

From the above characteristics given by Evans and Johns we can conclude that ESP is designed to meet the need of the learner. Its content is selected focusing the target occupation and activities and contrast with general English.

Methodology for ESP also differs from general English and is designed for intermediate or advanced students.

### **2.1.3.3 Types of ESP**

Learners have varied needs. According to the need base of the learner Carter (1983) classified as;

#### **a. English as a restricted language**

The language used by air traffic controllers or by waiters are examples of English as a restricted language.

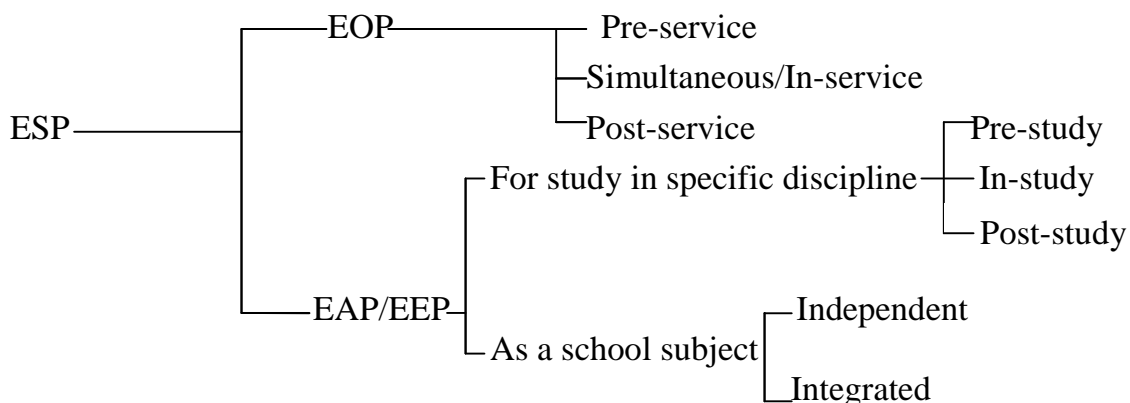
## **b. English for Academic and Occupational Purpose**

English for Science and Technology (EST), English for Business and Economics (EBE), English for Social Studies (ESS), English for Academic Purpose (EAP) and English for occupational purpose (EOP).

## **c. English with Specific Topics**

This type with anticipated future English needs, for examples scientists requiring English for post graduate reading studies, attending conferences or working in foreign institutions.

Tree diagram classification of ESP as given by (Robinson, 1991):



From the above diagram, the English is taught for Occupational Purpose (EOP) and for Academic Purpose (EAP). EOP is learned before service, in-service and after service according to the purpose. Similarly, the English is learned to study specific discipline and also taught as a school subject. In school, the English is taught independently and integratively.

### **2.1.3.4 ESP in Nepal**

Though the concept of ESP was developed earlier but it was not implemented in Nepal at that time. With the notion of the communicative approach, ESP got chance to be developed. Communicative approach focuses on the communicative skills. To fulfill this, ESP was widely spread. Exact date of the entry of ESP is not fixed in Nepal.

In Nepal, ESP is recent idea. ESP was introduced in Nepal early 1980s as a course. It got its existence in different academic field such as nursing, medical, engineering. According to Subedi (1978, p.2), "In Nepal, the idea of ESP is very recent. The seeds of ESP are presented in every book but the need of ESP is not properly defined by the same courses and ESP is not developed properly to catch for those needs. The student of science is taught the stories from Shakespeare." It was introduced as a course in institute of education on 1977.

So, we can conclude that though the ESP is recent idea but it is taught as a course in hotel area, tourism area, business area journalism, technology etc.ESP course is being as a backbone for the progress of academic field students.

#### **2.1.3.5. Difference Between ESP and ESL**

The most important difference lies in the learners and their purposes of learning English. ESP students are usually adults who already have some acquaintance with the English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions but ESL learner do not have some acquaintance and are learning for having detail knowledge about that language. An ESP program is therefore built on an assessment of purpose and needs and the functions for which English is required.

ESP concentrates more on language in context than on teaching grammar and language structures .It covers subject varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students real world (or wishes); instead, it is integrated into a subject matter area important to the learners. But ESL does not focus on context and the real world of the learner.

They also differ in the purpose of learning. ESL focuses all the skills equally but ESP only focuses that skill which learner need and syllabus is designed accordingly.

### **2.1.4 Travel and Tourism Management**

Simply hospitality refers to the kindness in welcoming guests or strangers. In others words, the friendly and generous reception and entertainment of guests, visitors, or strangers is hospitality management. Hospitality industry includes all companies involved in providing services for guests, viz: travel agencies, hotels, lodges, restaurants.

Simply, travel refers to the movement from one place to another for different purpose. History of travel is as old as human civilization. Two million years ago, there was Homo Erectus before Homosapiens who lived in the Africa. From there, they travel to the different parts of the world to colonize. Hence from there travelling started and came up to now crossing different ages. Now people travel for their entertainment purpose. These people are said to be tourist. And guiding the people who are from different geographical condition is tourist guide.

Tourism is the business activity connected with providing accommodation, services and entertainment for people who are visiting a place for pleasure. History of tourism goes long back to 600 B.C. The earliest form of tourism can be traced as far back as the Babylon and Egyptian empires. A museum of historic antiquities was open to the public in Babylon. The Egyptians held many religious festivals that attracted the devout and many people who thronged to cities to see famous works of arts and building. There was proper management of these people which emerges the concept of tourism management. After crossing different ages it came up to now. Nowadays, tourists from different background are managed.

### **2.1.5 Language Functions**

Language function refers to the purpose in which we use language for a variety of formal and informal purposes, and specific grammatical structures and

vocabulary are often used with each language function. Some functions of language include;

- Compare and contrast
- Persuasion
- Asking question
- Expressing likes and dislikes
- Cause and effect
- Summarizing
- Sequencing
- Predicting
- Agreeing/disagreeing
- Greeting people/introduction

While teaching language function we mostly focus on the exponents. These exponents are in the form of phrase, collocations, sentence, and questions. So, exponents are the integral part of language functions.

To fulfill the purpose such as apologizing, expressing a wish or asking permission we use language. Each purpose of language is known as language function.

Savignon (1983) describes, “A language function as the use to which is put, the purpose of an utterance rather than the particular grammatical for an utterance takes.” Here Savignon focuses on purpose rather than grammar. We do not need grammar to convey the meaning. Even a single word is sufficient if it fulfill the purpose.

Function of language has been classified variously by several scholars. Some of the classifications are as follows:

### **1. Jakobson’s Classification**

Jakobson classifies language functions into the following six-types;



a. The referential function

Corresponds to the factor of message and describes a situation, objects or mental state. The descriptive statements of the referential function can consist of both definite descriptions and words.

b. The expressive function (alternatively called “emotive” or “affective “function)

Relates to the addresser (sender) and is best exemplified by interjections and other sound changes that do not alter the denotative meaning of an utterance but do add information about the addresser’s (speaker’s) internal state.

c. The poetic function

Focuses on “the message for its own sake” (the code itself and how it is used) and is the operative function in poetry as well as slogans.

d. The connotative function

Engage the addressee (receiver) directly and is best illustrated by vocatives and imperatives, e.g. “Tom come inside.”

e. The phatic function

It is language for the sake of interaction and is therefore associated with the contact factor. The phatic function can be observed in greeting and casual discussion of the weather, particularly with strangers. It also provides keys to open, maintain, verify or close the communication channel, e.g. “hello?”, “ok”, “hum?”, “bye”.

f. The metalingual (alternatively called metalinguistics or reflexive) function

It is the use of language (what Jakobson called “code”) to discuss or describe, itself.

## **2. Searle's Classification**

Searly classify language functions into five-types on the basis of speech act theory;

- a. Directives (suggest, prohibit, order, request....)
- b. Commissives (promises, threats, refusal....)
- c. Assertive (asserting, predicting, describing, advising....)
- d. Expressive (like, dislike, pain, joy or sorrow.....)
- e. Declarative and performative (power...)

Here Searle have classified language function into different types, viz: directive, commissive, representative, expressive, declarative and performative. Also they have focused suggest, prohibit, order statement as a directive function of language. Promise, threats, refusal, as a commissives and asserting, predicting as a representative. Similarly, like, dislike, pain as expressive and power as declarative and performative.

## **3. Halliday's Classification**

Halliday classified language function into the following types;

- a. Macro classification
  - the ideational function
  - the interpersonal function
  - the textual function
- b. Micro classification
  - the instrumental function
  - the regulatory function
  - the interactional function
  - the personal function

- the heuristic function
- the imaginative function
- the informative function

(as cited in Sharma, 2005, p. 65-67)

Though scholars have forwarded their own classification of language function but mainly there are three types of language function viz:

a. Informative

Words can be used to pass on information. It is based on logical description.

b. Expressive

Words can be used to evoke an emotion that is not a direct result of their meaning.

c. Performative

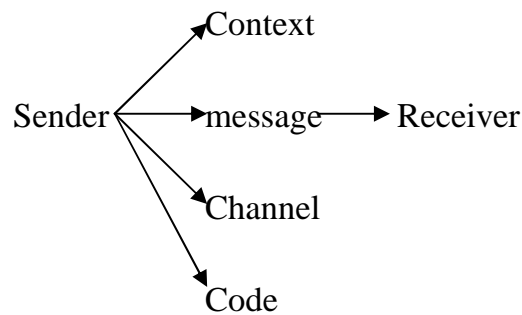
Words can be as a kind of symbol/action in and of themselves.

Hence from the above discussion we can conclude that language is used to pass information, evoke an emotion and also a kind of symbol.

Communicative function refers to the way in which a language is used in community. For example: good morning is used for greeting. It includes three broad categories; communicative, integrative and expressive; where language aids the transformation of information, aids affiliation and belonging to a particular social group and allows the display of individual, feelings, ideas and personality.

According to Richards et.al. (1985, p.49), “communicative function is the extent to which language is used in a community.” Hence we can conclude that, communicative function is the reflection of the community.

Jacobson has also presented the communication modal as;



### 2.1.6 Sentence Pattern

A sentence is often defined as a group of words with a complete sense “It is the largest unit of grammatical description since it does not function in the structure of unit higher than itself (Aarts and Aarts). A sentence may have one or more clause. Mainly there are three types of sentences viz: simple, compound and complex.

A sentence with only one subject and predicate is a simple sentence. In a simple sentence, no function is realized by clause. It is a independent sentence i.e; it can occur on its own.

The English language can be combined by means of two syntactic devices; subordination and co- ordination. The result of the subordination is complex sentence and the coordination is compound sentence. A complex sentence has one principal clause and one or more subordinate clauses. The subordinate clause is also called embedded clause and the principle may be called independent clauses. The sentence or clause that contains more clauses is called super-ordinate.

A compound sentence is one in which two or more sentences are combined by means of coordinating conjunction. The parts of a combined sentences are known as conjoins which are independent. The compound sentences combined with a co-coordinating conjunction is called syndectic and combined by some other devices is called asyndectic.

### **2.1.7 Problems and Economical Strength**

Obstacles that a tourist guides face while handling the tourists is known as challenge in this research. It is not easy to include all the needs of tourists at one time. So, this research tries to explore those challenges or problems that tourist guide face. Guide may not have sufficient knowledge about the cultural and historical places, at that time how he responses to the inquiry of the tourist is the major concern in this research. Economical strength refers to the income of the tourist guide. This research tries to scratch the monthly income of the tourist guide. If there is high economical strength then it makes one's devotion towards the job and if there is low economical strength then he is fed up with that job get disgusted from the job. So, economical strength is also one of the parts either to be professional or not in any sector.

### **2.2 Review of Empirical Literature**

Though ESP is an emerging field in this modern field, only a few studies have been carried out in the context of Nepal. Some of them are as follows:

Pathak (1979) conducted a research entitled “An investigation into the English for Specific Purpose course for the students of Medicine at the certificate level”. The aim of his study was to find out the relevancy of the course to medical student of certificate level, to find out the needs of medical students and analyze the adequacy of the course and to identify the problems connected with the implementation of the course. He concluded that ESP was relevant in our country to teach English at certificate level and problems regarding the successful implementation of this course were lack of text-books and reference books, lack of teachers to teach the specific course and lack of teaching materials.

Similarly, Dhungana (2001) conducted a research entitled “Code-Mixing in English Language Classroom: A Discourse Analysis”. The main objectives of his study was to find out the factors responsible for creating the situation of

code-mixing and to find out the influence of code-mixing in the development of communicative competence on the part of the learner. He found that students background, teachers background, existence of multiplicity of language, abstract lexical words dealing with religious references and geographical concepts, the concrete lexical words which deal with the name of commodities, the functional or grammatical words like prepositions, conjunctions and articles ,the reading comprehensive passage which are unrelated to Nepali culture and consisting of difficult words are the factors which are responsible for creating the situation of code-mixing. He also found that code-mixing hinders in development of communicative competence on the part of learner though it facilitate in understanding.

Bhatta (2009) conducted a research entitled “English for Specific Course: A case of waiter course”. The objectives of his study were to analyze the language taught for waiter/waitress in terms of communicative functions and grammatical categories i.e. voice and tense. He found that the communicative function ‘asking about problem/trouble ‘was found in the waiter course of all institution (i.e. RMDTTC, KHTC,STHTC, SHTTA, GIHMTC), ‘asking information’ was found in the waiter course of three institutions namely RMDTTC, KHTC and STHTC and so on. Also in the case of tense, non-past tense was found to be frequently used in the waiter courses than past tense; active voice was frequently used than passive voice.

Similarly, Khanal (2011) conducted a research entitled “Practices of English for Specific Purpose at Institute of Agriculture.” The objectives of her study were to assess the relevance of the ‘Technical Writing’ course to agricultural post-graduate students of IASS, to find out the advantage of course and analyze the adequacy of the course content, to find out the major problems and technical issues in relation to the implementation of the course. She concluded that technical writing course was relevant for the post-graduate students and its advantage was in writing thesis, understanding language, or the technical words, prompting, the correct scientific writing skill, developing presenting

skill, writing proposal. Similarly problem in the implementation of the course were lack of physical resources like textbooks in the library, lack of properly functioning multimedia projector, regular and intermittent load shedding, lack of speaking and conversation practices within the class, poor infrastructure and lack of internal facilities.

Similarly, Baral (2013) conducted a research entitled “English Code-mixing by Women Political leaders and Social Workers of Sunsari”. The main objectives of his research was to find and analyze English code-mixing in the public speech by women political leaders and social workers on the basis of words classes, frequency of occurrence of the words, context in which code-mixing takes place, to find out people attitudes towards English code-mixing in public speeches. He found that among the four major classes, nouns were found to have been mixed in the highest position and the words that are related with any organizations, educational institution, and educational courses were found to have been frequently used by the social and political leaders. And while stating any digit or number, while referring the names of an organization, while expressing any commercial terms, while referring any foreign currency, while talking about scientific devices, vehicles, technologies code-mixing was used. Most of the people believe that English code-mixing in Nepali language is spontaneous rather than international. And they also view that code-mixing makes the speech easily understandable while some believe that it makes the speech more complicated and some said that it makes the speech powerful.

Although aforementioned studies are related to the field of English for Specific Purpose and code-mixing, no study has been carried out in the field of tourism management (tourist guide) in terms of communicative function and sentence patterns, job opportunities and economical strength. Therefore, this study aims to study the communicative functions, sentence pattern, job opportunities and economical strength. The proposed study is totally different from all the above mentioned studies.

### **2.3 Implication of the Review for the Study**

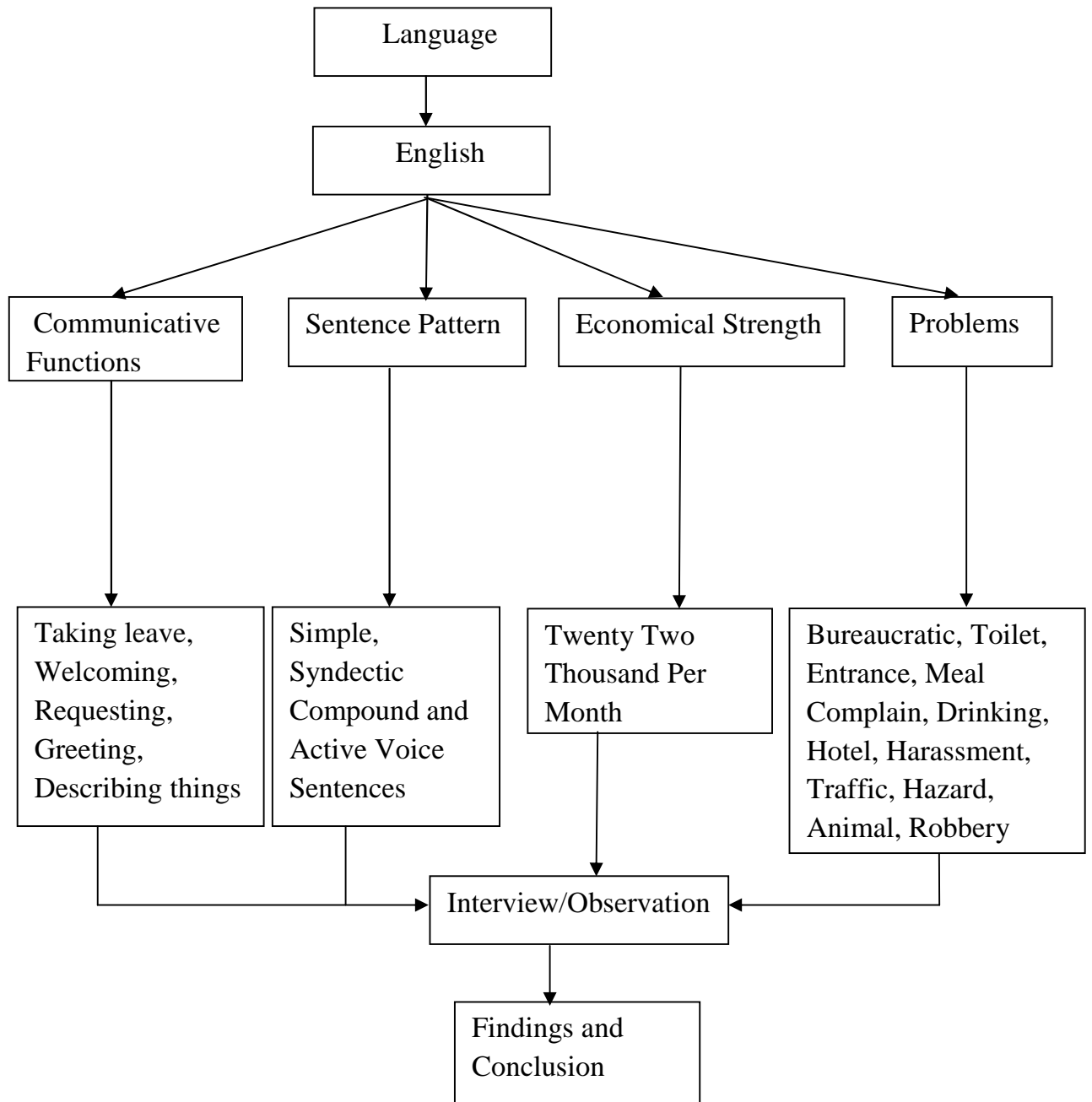
In literature review, our central focus is to examine and evaluate what has been before on a topic and establish the relevance of this information to our own research. This review of the study may obtain from the variety of the sources including books, journals, articles, report. This entire source helps to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said yet for finding new area for further research.

To summarize, the aforementioned studies have their own values and importance in their respective fields. Pathak (1979) has found the relevancy of ESP in Nepal and lack of text-books, reference books etc. as a problem for implementation. Similarly Bhatta (2009) found the communicative function used by the waiter. None of the researches focus on the communicative function and sentence pattern of the tourist guide and are untouched area of the previous research. So, my study is new in the field of English Education especially in the Department of English Education. This has been a single study to address ESP courses of tourist guide.



## 2.4 Conceptual Framework

The conceptual framework of my research is as follows:



## **CHAPTER-THREE**

### **METHODS AND PROCEDURE OF THE STUDY**

Method refers to the way in which research was carried out. It constitutes the theory and analysis of how research can be conducted. This chapter deals with the design and method of the study, population, sample strategy, study area, data analysis and interpretation procedure. I adopted the following methodology to fulfill the objectives.

#### **3.1 Design and Method of the Study**

I adopted survey research to complete the study. To analyze the economical strength I used quantitative research. Survey research was selected because such study is carried out to address the large population which is the representative of the study population as a whole. It can be administered remotely via the web, mobile devices, e-mail and telephone etc and it is highly economical. In this context, Kerlinger (1978) writes:

“Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence distribution and inter-relationship of social and psychological variables.” According to Cohen and Manion (1985):

Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigation to small scale studies carried out by a single researcher.

The main purpose of survey research is to obtain a snapshot of condition, attitude and events at a single point of time. (as cited in Nunan 1992, p.140)

Thus, from the above mentioned definition, we can say that survey research is carried out to illuminate important educational issues. Surveys are used mostly in large scale researches where a huge population is required to be included in the research. Generalization of the findings is focused in this research. In this research design, researchers construct the hypothesis before collecting data. Therefore, it is also known as hypothetico-deductive approach. It is not a recursive study because all research tasks do not go simultaneously but it is a step-wise study. Since my study will be related to educational issues and will get factual information, the use of survey design will be reasonable for it.

As research is systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct a research activity, Nunan (1992, p.141) suggests the following eight steps procedure of survey research:

### **Step 1: Defining objectives**

In order to carry out any type of research work, the first task of any researcher is to define objectives of the study. So is the case with survey research. What we want to find out should be clearly written in our research work. If we carry out research work without defining objectives, it will lead us nowhere. Therefore, defining objectives is the first and most important thing in any research design.

### **Step 2: Identify target population**

Under this step, target population of the study is mentioned, for example, students, and teachers and so on.

### **Step 3: Literature review**

Under this step, related literature is reviewed. It helps to know about what others have said or discovered about the issues.

#### **Step 4: Determining sample**

In this step, we need to be clear about the total population that we are going to survey. At the same time, what kind of sampling procedure we are going to use to select those study population, e.g., random sampling, non-random sampling, or mixed sampling is also important.

#### **Step 5: Identify survey instruments**

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview, observation, check-list and so on.

#### **Step 6: Designing survey procedure**

After preparing appropriate tool for data collection, the process of data collection should be mentioned. Thus, in this step, we need to be clear regarding the systematic process of data collection.

#### **Step 7: Identify analytical procedure**

After collecting raw data, it should be analyzed using appropriate statistical and descriptive tools.

#### **Step 8: Determining reporting procedure**

Finally, after analyzing the data we have to prepare report of our research. It can be written in a narrative way with description.

### **3.2 Population, Sample and Sampling Strategy**

The population of the study refers to the people or places or objects or any other sources of information that makes the whole group. The populations of this study are the tourist guide of Nepal.

Sampling refers to the statistical process of selecting and studying characteristics of a relatively large population of such items to draw

statistically valid inferences about the characteristics of the entire population. Since the sample selected for the research study has a serious impact on the findings of the research, it is an important component of any research project. So, I selected the sample from TURGAN, freelance and from local guide.

The process of selecting sample is referred to as sampling procedure. There are several different types and ways of choosing sample from a population. To collect the data for this research, judgmental sampling method was used which is one of the most useful non-random sampling procedures. It is one of the convenience and economical method of selecting sample.

### **3.3 Study Areas/Field**

The research of my study was confined in TURGAN, Basantapur durbar square and Patan durbar square.

### **3.4 Data Collection Tools and Techniques**

Tools are the ways or method that helps researcher to collect data from different sources. The data collected by using one tool or method can also be different from that of using another tool. Mainly there are common tools and language specific tools. Under common tools there are observation, interview, questionnaire and test. According to the purpose of the study I adopted observation as a main tool for this research. I listen and re-listen the recorded interview in terms of communicative functions, grammatical categories i.e. sentence and voice, problems to get required information. For the analysis of economical strength I observed the rate list as prescribed by the agreement between NATTA and TURGAN.

### **3.5 Data Collection Procedure**

For the data collection I went to Basantapur Durbar Square, Patan Durbar Square and TURGAN. I maintain the rapport with the tourist guide. I also ask them if they have enough time or not. I did interview with those who have

time. I asked them questions related to my objective. I recorded that interview in the recorder. After recording, I analyzed and interpreted the interview in terms of communicative functions and grammatical categories, i.e. sentence and voice. I also analyzed the problems that tourist guide face while guiding the tourist. Finally I presented the findings and recommendations.

To find out the economical strength, I took the printed rate list as prescribed by the agreement between NATTA and TURGAN.

### **3.6 Data Analysis and Interpretation Procedure**

After the data is collected by the researcher him/herself or by enumerators, it has to be organized and analyzed to come to a conclusion. The researcher may decide to analyze the data as per his/her purpose, nature of study and convenience.

Different types of researches are analyzed using different approaches. Generally, the data from qualitative research is analyzed using statistical tools. A research may also make use of both descriptive and statistical tools. There is no readymade answer about how to analyze the data of a particular type of research.

In this research, I adopted both statistical and descriptive approach for the data analysis and interpretation.

## CHAPTER-FOUR

### ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the collected data from the sample and summary of the findings. The detailed analysis and interpretation of the data and summary of the findings have been presented below:

#### 4.1 Analysis and Interpretation of Data

This section is mainly concerned with the analysis and interpretation of the data collected from primary sources. The data obtained from the informants have been presented analytically and descriptively.

From the research it was found that everyday language functions create problems in bureaucracy, fooding, everyday language, content as the major problems. Taking leave, giving opinion, welcoming and requesting things are the common communicative functions used by the tourist guide. Similarly, active sentences, simple and compound sentences were frequently used by the tourist guide. As a whole, results are shown below:

S.N.	Confusing areas	Communicative functions	Voice	Sentences
1(P1)	Bureaucratic, entrance, toilet and time problem	Taking leave, giving opinion, describing things.	Active	Simple and syndectic compound
2(P2)	Meal complain, drinking, etc. problems	Welcoming, requesting etc.	Active	Simple and syndectic compound
3(P3)	Hotel, harassment, robbery etc. problems	Asking permission, making suggestions etc.	Active	Simple and syndectic compound
4(P4)	Traffic, hazard and animal problem.	Welcoming, requesting, etc.	Active	Simple and syndectic compound
5(P5)	Vehicle problem.	Welcoming, requesting, giving opinions etc.	Passive	Simple and syndectic compound

6(P6)	Content, meal etc. problem.	Politeness, greeting.	Active	Simple and syndectic compound
7(P7)	Economic problem.	Taking leave, welcoming, requesting etc.	Active	Simple and syndectic compound
8(P8)	Transportation, harassment and communicative problem.	Giving opinions, checking understanding etc.	Active	Simple and syndectic compound
9(P9)	Health problem.	Taking leave, welcoming, attracting attention etc.	Active	Simple and syndectic compound
10(p10)	Losing problem.	Welcoming, taking leave, giving opinions etc.	Active	Simple and syndectic compound

From the above table, it was found that the tourist guides face different problems such as bureaucratic, entrance, toilet and time, meal complain drinking, hotel, harassment, robbery, traffic, hazard and animal, vehicle, content, economic, transportation, communicative, health and losing due to the English language. It was also found that the tourist guide used different communicative functions. Among them taking leave, welcoming, greeting, requesting and describing things are the major communicative functions. Along with these politeness, giving opinions, asking permission, briefing, making suggestions, instructing people how to do things, attracting attention bringing in other people are also the communicative functions that were used by the tourist guide. Similarly, active voice sentences were frequently used. Also simple and syndectic compound sentences were used.

#### **4.1.1 Communicative Functions Used by Tourist Guide**

Communicative functions refer to the way in which a language is used in a community. Communicative function is the extent to which the language is used in a community. It is the reflection of the community. Communicative functions used by tourist guides are as follows:



### **a) Analysis of the Communicative Functions Used by P1**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. Communicative functions are as follows:

- ) Taking leave
- ) Giving opinions
- ) Describing things

Hence taking leave, giving opinions, describing things were the communicative functions used by him.

### **b) Analysis of the Communicative Functions used by P2**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. Communicative functions are as follows:

- ) Welcoming
- ) Taking leave
- ) Requesting
- ) Asking permission
- ) Briefing
- ) Describing things

Hence we can conclude that welcoming, taking leave, requesting, asking permission, briefing; describing things are the communicative functions that are used by him.

### **c) Analysis of the Communicative Functions Used by P3**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. Communicative functions are as follows:

- ) Welcoming
- ) Taking leave
- ) Requesting
- ) Asking permission
- ) Describing things
- ) Making suggestions and giving

Hence we can conclude that welcoming, taking leave, requesting asking permission, describing things, making suggestions and giving are the communicative functions that were used by him.

### **d) Analysis of the Communicative Functions Used by P4**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. Communicative functions are as follows:

- ) Welcoming
- ) Requesting
- ) Giving opinions
- ) Describing things

Hence we can conclude that welcoming, requesting, giving opinions, describing things are the communicative functions that were used by him.

### **e) Analysis of the Communicative Functions Used by P5**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. Communicative functions are as follows:

- ) Welcoming
- ) Requesting
- ) Giving opinions
- ) Describing things

Hence welcoming, requesting, giving opinions, describing things are the communicative functions that that were used by him.

### **f) Analysis of the Communicative Functions Used by P6**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. Communicative functions are as follows:

- ) Greeting

Hence we can conclude that greeting is the communicative function that was used by him.

### **g) Analysis of the Communicative Functions used by P7**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. Communicative functions are as follows:

- ) Taking leave
- ) Welcoming
- ) Requesting
- ) Giving opinions
- ) Describing things

Hence we can conclude that describing things, giving opinions, requesting, welcoming, taking leave, are the communicative functions that were used by him.

#### **h) Analysis of the Communicative Functions Used by P8**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. Communicative functions are as follows:

- ) Instructing people how to do things
- ) Giving opinions
- ) Describing things
- ) Checking understanding
- ) Making suggestions

Hence we can conclude that instructing people how to do things, giving opinions, describing things, checking understanding, making suggestions are the communicative functions that were used by him.

#### **i) Analysis of the Communicative Functions Used by P9**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. Communicative functions are as follows:

- ) Taking leave
- ) Welcoming
- ) Describing things
- ) Attracting attention
- ) Bringing in other people
- ) Giving opinions

Hence we can conclude that taking leave, welcoming, describing things, attracting attention, bringing in other people are the communicative functions that were used by him.

#### **j) Analysis of the Communicative Functions Used by P10**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. Communicative functions are as follows:

- ) Welcoming
- ) Taking leave
- ) Asking permission
- ) Describing things
- ) Giving opinions

Hence we can conclude that welcoming, taking leave, asking permission, describing things, giving opinions are the communicative functions that were used by him.

As a whole from the above analysis taking leave, welcoming, requesting, describing things, greeting are the major communicative functions used by the tourist guides at the time of interaction with the tourist. Rarely they also use asking permission, giving opinions, bringing in other people, making suggestions, checking understanding, instructing people how to do things.

#### **4.1.2 Grammatical Categories Used by the Tourist Guide**

According to Richards et al. (1985,p,126), “Grammatical category is a class or group of items which fulfill the same or similar function in a particular language, e.g. case, person, tense, and aspects.”

In the field of grammar, categorization refers to the establishment of a set of classificatory units or properties used in the description of language, which

have the basic distribution and which occur as a structural unit throughout the language. The term 'category' in some approaches refers to the classes themselves, e.g. noun, verb subject, predicate, noun phrases, verb phrases, etc. More especially, it refers to the defining properties of these general units: the categories of the noun, for example, include number, gender, case and countability; of the verb tenses, aspect, voice, etc. This study is only the analysis of categories of sentences and voice.

#### **a) Analysis of the Sentence and Voice used by P1**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The sentences and voice are as follows:

##### **Sentences**

- ) They are not providing any facilities to the tourist.
- ) I am a freelance guide.
- ) They don't want to help them.
- ) I understand but I didn't find any problem.
- ) We say it is called Kasthamandap because Kathmandu, Bhaktapur, Lalitpur are autonomous city.
- ) Pratap Malla built 'Tantrik Hanuman'.

From the above sentences we can conclude that he frequently used simple type of sentences during interview. Not only simple sentences more often he used syndectic compound sentences also.

##### **Voice**

- ) Did you pay your money?
- ) Government is not providing facilities to the tourist.
- ) They do not give good response to the guide.
- ) Pratap Malla built it.

From the above sentences we can conclude that he mostly used active voice sentences.

### **b) Analysis of the Sentences Used by P2**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The sentences are as follows:

#### **Sentences**

- ) I am from Kavre.
- ) I haven't just sufficient knowledge.
- ) I don't know completely about it.
- ) I just visit two times.
- ) There is eye which look for good person.
- ) There are so many statues.
- ) Sometimes they will angry with us because they are not satisfied with food.
- ) They are happy with me because they understand my language.
- ) They want to buy clothes.

From the above sentences we can conclude that he frequently used simple type of sentences during interview. Not only simple sentences more often he used syndectic compound sentences also.

#### **Voice**

- ) Tourist will give problem.
- ) They understand my language.

From the above sentences we can conclude that he mostly used active voice sentences.

### c) Analysis of the Sentences Used by P3

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The sentences are as follows:

#### Sentences

- ) We can rob him.
- ) They also say you guide.
- ) They should check identity.
- ) All the historical background is here.
- ) There are some difficulties because sometimes tourist asks questions that may be even our professor do not know.
- ) When you answer as truthly the tourist will take those things easily but if you tell lie it's not good.
- ) About two –three hundred Gujrati from India they come in Thamel and they chase the tourist.
- ) We have identity but they never ask for identity.
- ) We don't feel irritate but we feel laughing with them.

From the above sentences we can conclude that he frequently used simple type of sentences during interview. Not only simple sentences more often he used syndectic compound sentences also.

#### Voice

- ) We explain about Durbar Square.
- ) Tourist will take it easily.
- ) Hotels are doing commercial work.
- ) They are involving rafting, trekking.
- ) They never ask our identity.
- ) They have to check the identity.



From the above sentences we can conclude that he mostly used active voice sentences.

#### **d) Analysis of the Sentence Used by P4**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The sentences and voice are as follows:

##### **Sentences**

- ) I came from Thankot.
- ) We are not worrying about challenges.
- ) She let all water out.
- ) I try to explain something to my client and suddenly somebody approaches to ask money and food.
- ) After that we come down and mostly they are interested in monastery.
- ) Too much polite is not required but certain degree is needed.
- ) In every work challenges and difficulties come but as being guide we are not worried about challenges and difficulties.

From the above sentences we can conclude that he frequently used simple type of sentences during interview. Not only simple sentences more often he used syndectic compound sentences also.

##### **Voice**

- ) We have to face animal problem.
- ) She cut the hill in chovar.
- ) I have to show them good angle.

From the above sentences we can conclude that he mostly used active voice sentences.

### **e) Analysis of the Sentences and Voice used by P5**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The sentences and voice are as follows:

#### **Sentences**

- ) There was hill.
- ) It was lotus.
- ) Mostly they are interested in monks.
- ) I see the beggar and hacker.
- ) Everybody likes to have that as well because even I am coming from Patan I like to have.
- ) They are not going school because they mostly ask why the children are in street.
- ) I used to be in problem but at that time I was nine years old.
- ) Mostly whenever used to give information to the tourist I don't go to the twelve century.

From the above sentences we can conclude that he frequently used simple type of sentences during interview. Not only simple sentences more often he used syndectic compound sentences also.

#### **Voice**

- ) Most of the temples were built around 16<sup>th</sup> to 17<sup>th</sup> century.
- ) It was started from the 16<sup>th</sup>.
- ) Kasthamandap was built in 12<sup>th</sup> century.

From the above sentences we can conclude that he mostly used passive voice sentences.

## **f) Analysis of the Sentences and Voice used by P6**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The sentences and voice are as follows:

### **Sentences**

- ) We never took them in time.
- ) I got a guide training.
- ) I bow down my head to you because you are god.
- ) I learned by eight but I corrected it.
- ) Appropriate pronunciation is democracy because there are types of English.
- ) We have had to carry towards the hotel for lunch but it is completely stopped now.
- ) They have zebra crossing but we do not have.
- ) Which accents you like to improve but is better my suggestions the English starts from England.
- ) I show around Dakshinkali and I explain about it.

From the above sentences we can conclude that he frequently used simple type of sentences during interview. Not only simple sentences more often he used syndectic compound sentences also.

### **Voice**

- ) We must greet the person.
- ) I corrected my language.

From the above sentences we can conclude that he mostly used active voice sentences.

### **g) Analysis of Sentence and Voice used by P7**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The sentences and voice are as follows:

#### **Sentences**

- ) Patan is situated in plateau.
- ) We don't have language problem.
- ) They need little information.
- ) Stone carving was coming from 3<sup>rd</sup> century.
- ) Patan is famous for fine arts and all fine arts are coming from the 12<sup>th</sup> century.
- ) Clay carving we can see in the Mahaboudha only but in the Patan Durbar we can see metal carving that is in the statue of Yog Narendra Malla.
- ) Our country is rich in tourism field and the Indian people think tourism is only profession of Nepalese.

From the above sentences we can conclude that he frequently used simple type of sentences during interview. Not only simple sentences more often he used syndectic compound sentences also.

#### **Voice**

- ) We are learning Hindi and Chinese language.
- ) We give all the information.
- ) They need little information.

From the above sentences we can conclude that he mostly used active voice sentences.

## **h) Analysis of the Sentence and Voice Used by P8**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The sentences and voice are as follows:

### **Sentences**

- ) I haven't face language problem.
- ) Patan is an ancient and old city.
- ) We have many beautiful places.
- ) You can see may many Hindus temple
- ) Here you can see many Hindus temple and here we have different palaces.
- ) This is a city of fine arts and Patan city is the city where so many Mallas monuments have been made.
- ) Lalit means fine arts and Pur means town or district.

From the above sentences we can conclude that he frequently used simple type of sentences during interview. Not only simple sentences more often he used syndectic compound sentences also.

### **Voice**

- ) I speak English.
- ) You can see many Hindus temples.
- ) I haven't face language problem.

From the above sentences we can conclude that he mostly used active voice sentences.

### **i) Analysis of the Sentences and Voice Used by P9**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The sentences and voice are as follows:

#### **Sentences**

- ) We have to hire local guide.
- ) There was rule by Malla king.
- ) We introduce the city.
- ) I speak English.
- ) I study that place.
- ) I speak English so but with English I don't have problem.
- ) We introduce the city and major attraction of city.
- ) Actually the city was in 250 B.C. but the things what you can see on the square was built 16 to 17<sup>th</sup> B.C.

From the above sentences we can conclude that he frequently used simple type of sentences during interview. Not only simple sentences more often he used syndetic compound sentences also.

#### **Voice**

- ) We have to guide everything.
- ) We have to hire local guide.
- ) I speak English.
- ) I study that place.

From the above sentences we can conclude that he mostly used active voice sentences.

## **j) Analysis of the Sentences and Voice used by P10**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The sentences and voice are as follows:

### **Sentences**

- ) We have to face lots of problem.
- ) We try to solve their problem.
- ) Most of the people are Buddhist.
- ) We don't have time problem.
- ) We have to face lots of problem on this field because sometimes they will have lots of problem.
- ) We need to face al the problem whatever they have.
- ) Later I will bring them to some of the places but before that what let them know I will explain the palaces what we have.
- ) This is popular town especially in the handicraft what we have in Nepal.

From the above sentences we can conclude that he frequently used simple type of sentences during interview. Not only simple sentences more often he used syndectic compound sentences also.

### **Voice**

- ) We have to face lots of problems.
- ) They lose the things.
- ) We try to solve the problems.
- ) I speak several languages.

From the above sentences we can conclude that he mostly used active voice sentences.

As a whole from the above analysis it was found that most of the tourist guides used simple and syndectic compound sentences at the time of communication with the tourist, at the time of description of cultural or natural sites. They also used frequently active voice sentences. Rarely, they used complex type of sentences and passive voice sentences at the time of interaction and description of natural and cultural sites.

#### 4.1.3 Economical Strength

It refers to the monthly income of the tourist guide. It is the motivation factor of any profession. The table for the monthly income as prescribed by the agreement between NATTA and TURGAN is given below:

No. of Pax	English Language (Half Day)	Other language (Half Day)
01-02	Rs,940/-	Rs,1,120/-
3-10	Rs,1,290/-	Rs,1,520/-
11-20	Rs,1,400/-	Rs,1,870/-
21 & above	Rs,1,520/-	Rs,2,100/-

Half- Day= 3hrs

Income of the tourist guides while guiding two tourist=Rs.940

Average income per month=30\*940

=Rs. 28,200

Income of the tourist guides while guiding three to ten tourists=Rs.1,290

Average income per month=30\*1,290

=Rs.38,700

Income of the tourist guides while guiding eleven to twenty tourists=Rs1,400

Average income per month=30\*1,400

=Rs.4,200

Income of the tourist guides while guiding more than twenty tourists=Rs1,520



Average income per month=30\*1,520

=Rs.45,600

They remain normally five months in leisure.

Income in seven months while guiding two tourists=28,200\*5

=Rs.141,000

Average income per year=141000/12

=Rs.11,750

Hence monthly income of the tourist guides while guiding two tourist is Rs11,750.

Similarly, average income per month of the tourist guides while guiding three to ten tourist= (38700\*7)/12

=Rs.22,575

Similarly, average income per month of the tourist guides while guiding eleven to twenty tourist = (4200\*7)/12

=Rs24,500

Similarly, average income per month of the tourist guides while guiding more than twenty one tourist= (45600\*7)/12

=Rs26,600

Mean income =(11750+22575+24500+26600)/4

=Rs.21356

Hence I can conclude that monthly income of the tourist guides is Rs 11750, Rs.22575, Rs. 24500, Rs. 26600 while guiding two, three to ten, eleven to twenty and twenty above respectively. Mean income is Rs21,356 per month.

Those who are fluent in English speaking and who has good knowledge about the cultural and natural sites can earn upto twenty six thousand per month while guiding the tourists. Those who are poor in English it will be difficult for

them to survive in this profession. This is the age of competition so one should have high command over the fluency of English language to survive.

#### **4.1.4 Problems Faced by Tourist Guides**

Tourist guide face different problems such as vehicle, content, traffic and hotel. Detail analysis of the problems faced by the tourist guides are as follows:

##### **a) Analysis of the Problems Faced by P1**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The problems are as follows:

##### **i. Bureaucratic**

Although the government charges high entrance fee from the tourist but does not conduct any English language training programs to the tourist guide. To enrich the English language competence of the tourist guide, government should provide training programs of English language so that they do not feel any difficulties regarding the English language with the tourist. Government totally neglects the field of the tourism even it is a skeleton of the country. Airlines staffs also do not manage the tickets for the tourist for their return due to English language. He believes, *“Most of the obstacles is government rules. People even the entrance fee they don’t have proper system because they are asking lots of time money-money as they do not understand English properly. Did you pay your money? During my briefing to my guest that time they are disturbing me asking for the entrance fee. So, in this way even a government is taking a lot of money even ay complete the place or trust.”*

##### **ii. Visit of the site**

Tourists go for ticket. But the staffs do not understand the language that the tourist speaks i.e. English. At that time tourist guide has to assist using Nepali language with the staff. After they get tickets

staffs frequently ask if they have ticket or not. He believes, *“Even they charges high entrance fee but they are not providing any facilities. Some tourist they have the flight but our government our travellage.....because some of the staffs of the airlines they don’t understand proper English.”*

iii. Toilet

While going toilet also Nepali do not understand the English language that the tourist speaks. Guide also has to go along with them. It makes guide tedious. Also they could not find appropriate toilet for the tourist. Tourist has to use general toilet and complain to the guide. He believes, *“ Even sometimes it makes a problem for toilet.”*

iv. Time

If the guides do not have fluent English language he could not describe all the things within the limited time and cant return back the tourist in the given time. Tourist has limited time. So, guide has to take tourist within a given time after visiting the prescribed places which became impossible He believes, *“Suppose we visit in Pokhara. We have proper time. They have fixed time. They have to return from Pokhara to Kathmandu.”*

v. Flight

When the tourist ask for the ticket staffs of airlines do not understand the English language at that time also he has to assist using Nepali language with the airlines staffs. They don’t get the ticket for the flight and even if they get the ticket staffs of the airlines do not understand the English language which makes them problem. He believes, *“Some tourist they have the flight but our government our travellage..... because some of the staffs of the airlines they don’t understand proper English. Even myself also I am not English guide sometimes this makes problem me. Actually I am Japanese guide but they don’t give the good response to the guest. I don’t want to say*

*their language must be good or can't speak properly but some they don't want to take the response. They don't want to intend help them."*

Hence, what we can analyze that guide as well as government should realize the problems caused due to English languages. Guide should also have knowledge of English language. It was found that most of the problems are created by government. Government should think about above problems.

### **b) Analysis of the Problems Faced by P2**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The problems are as follows:

#### **i. Expressing Anger**

When the tourists do not understand the language that the guide speaks they get anger with him. Also if he could not provide detail information which tourist needs at that time also they become anger. He believes, *"Sometimes it can be like.....sometime they will anger with us because they don't get the detail information."*

#### **ii. Food**

They have typical name for the food. When the guide asks for that typical meal staffs on the restaurant do not understand that English name and creates problems. Food that suits for tourist is not available. Tourist complains him by saying why you take in such restaurant. He believes, *"We are sometimes become tourist guide as in trekking and working friend in trekking and not in the tourist guide because of the you know sometime they will complain with us like I know about the food."*

#### **iii. Trouble of Drinking**

Tourist asks for the drinks in the hotel which they like. But the guide does not all the names of English drinks. Mismatch occurs between English and Nepali name of the drink and creates problems. Some

tourist likes to drink. After drinking they become sub-conscious and it becomes difficult to handle them. He believes, “*New problem sometime they will give trouble during the tour time you know drinking.*”

iv. Bargaining

Tourist tries to bargain with the shopkeeper in their own language but shopkeeper also does not understand. At that time also guide has to assist them. They force to bargain to him while buying clothes. Even they are not ready to pay marked price sometimes. He believes, “*Bargaining, sometimes we have to go with them. They are going to buy something like.*”

v. Information

Most of the information of related sites is written in Nepali language but guide has to explain in English language to the tourist. At that time also it creates problems due to lack of information. He believes, “*Yes, sometimes we tourist also cannot give information about the historical places.*”

So what we can analyze that guide should realize all the problems due to English language competence. Guide should have sufficient knowledge about the cultural and historical places. Tourist should also not express anger and should not drink at the time of visit.

**c) Analysis of the Problems Faced by P3**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The problems are as follows:

i. Illusion of Residential Person

Residential person think tourist as a kidnapper. When the guide is explaining about the sites to the tourist residential person thinks that he is also American because of using English language and have misconception that he will take their children. They think that they

will take their son and daughter. As a result they are not allowed to visit some places. At that time tourist ask questions for the guide. He believes, “.....everywhere we visit with the tourist the Nepali people they always say that this man tourist can hurdle my child. Yeh,...this tourist can he ,I have two children. He can take America. I go mountain anywhere even Nepali people in Nepal have that concept think that when tourist come means he hurdler and take in America.”

ii. Question in Personality

Sometime tourist guide could not explain the site using English language in a detailed way at that time it creates problem. Sometime he does not know about the information of sites. At that time tourist ask, “Why you became tourist guide?” In this he has to feel guilty. He believes, “Sometimes tourist ask the question that may even our professor may be you know in the historical places they don’t ask such a question but every time you have also such answer to risk with your ways. So how would you answer if don’t know something would tell them I don’t know these things I will found that answer on you but some tourist say you are a guide how wouldn’t you don’t know and at that time I would answer them that only guide doesn’t know everything.”

iii. Harassment, robbery problem

While warning or threatening the Gujrati they do not understand the English language that the guide speaks. Finally they steal the goods and creates problem to the guide. Tourists are given pressure to leave the Thamel by Gujrati. Gujrati are in groups of about three hundred. He believes, “Other problems are like when you go with the tourist like especially in Thamel there is too much harassment. In Thamel lot of harassment, robbing tourist. There are lots of 2-3 thousands Gujratis. Gujratis from India they come to the Thamel and they chase the tourist say oh..i am a friend. I want to walk with you.....”

#### iv. Hotel

While searching for rooms to the tourist they ask for the rooms themselves in their own language at that time also staffs of the hotels do not understand English language and guide has to assist them. Hotels are unmanaged for the tourist and they ask the questions for guide. He believes, *“In seven years a lots of hotel are doing the commercial work now is a problem of hotel manager....”*

Hence residential should eliminate the wrong concept towards the tourist guide and should not question to the personality of the tourist guide due to English language. Hotel should be well managed. One should not steal the goods of the tourist.

#### **d) Analysis of the Problems Faced by P4**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The problems are as follows:

##### i. Traffic

While crossing the road tourist do not understand the traffic signals of our country because of the Nepali language. At that time also tourist guide has to help them which is tedious. Due to the traffic rule problem it makes problem for the tourist guide while crossing the road. He believes, *“Ah..if while guiding you know major difficulties is Ah..like you know traffic things.”*

##### ii. Hazard

Beggars frequently ask for money from the tourist. They do not understand the language of the beggar and guide has to translate what they are asking which is tedious and problematic. Hazard refers to the beggar and horn problem. While describing about the places beggar ask for money and food with the tourist which break down the communication. Unnecessary horn of the vehicles disturbs him. He believes, *“...people, beggars, smokers try to explain something to*

*my client and certainly somebody approaches to ask money or food...i would like to say a traffic like lots of big horns, pressure horns. You know and I am standing in one spot and try to brief them and then certainly some motorbike come with a big horn and these are like hazards... ”*

iii. Animal

In the national park most of the precautions are written in Nepali. Tourist do not understand and sometimes guide also do not know the exact translation and creates difficulty. While visiting to the national parks, wildlife reserves animal attracts to the tourist. It makes him in trouble. He believes, *“And we have to face different problems also while animals you know and obviously there is...its adventure you know so..”*

Hence, what we can analyze that traffic rules should be according to the foreign trend and one should not use big horns and the tourist should not be allowed to go nearby the wild animals.

**e) Analysis of the Problem Faced by P5**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The problem is as follow:

i. Vehicle

While describing about the sites due to unnecessary horn of the vehicle it really disturbs him to use appropriate word during explanation. Tourist may not get intended information. Mostly while describing the historical and natural sites unnecessary horn of the vehicle disturbs him and tourist ask the questions time and again. He believes, *“I faced one kind of problem means this area mostly. I don't like vehicles coming around here. Giving the hassling to all these foreigner who are coming to visit our country. To know something about, to get some kind of advice. So, actually when you*



*are in the street area, you can see that the vehicles are just coming and going, leaving this is different but they making really big sound like motorbike and things like that plus all the time they use horn....”*

Hence one should realize the residential places and should have high command over the English language.

#### **f) Analysis of the Problems Faced by P6**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The problems are as follows:

##### **i. Content**

Most of the information of related sites is written in Nepali language but guide has to explain in English language to the tourist. At that time also it creates problems due to lack of information. In the initial stage he used to be in trouble about how to take the tourist in the sites. He believes, *“Second is about the site how to take the tourist.”*

##### **ii. Timing**

If the guides do not have fluent English language he could not describe all the things within the limited time and cant return back the tourist in the given time. Tourists go to visit different places. They have limited time. Within that limited time he has to visit all the places which is difficult to him. He believes, *“We never take the tourist on time. So, time factor is also important. Tourist comes for four hours. We have to bring them back to the hotel. So, we have to manage. That management is also a problem, time duration of the tourist.”*

##### **iii. Traffic**

While crossing the road tourist do not understand the traffic signals of our country because of the Nepali language. At that time also tourist guide has to help them which is tedious. They have zebra crossing but we do not have. In this situation he has to help to cross

the road. He believes, “...*then there are other problems also for example crossing the road they have zebra cross we don't have zebra cross. So, we should be careful to the tourist.*”

iv. Food

They have typical name for the food. When the guide asks for that typical food staffs of the restaurant do not understand that English name and creates problems. Food that suits for tourist is not found in our country. He believes, “*We don't know what sort of food British like. We are rice eating people. The British don't like rice. When we take them to some of the restaurants they have just serving fried rice. In some restaurants, only few restaurants they used to serve with boiled potatoes, fried potatoes.*”

Hence what we can analyze that guide should realize the above problems. He should be expert in language and knowledge of content. Hotel also should provide the food that suit for them.

**g) Analysis of the Problem Faced by P7**

Since, he is a local guide. Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The problems are as follows:

i. Economic

Sometime tourists have limited money and are stingy also. But after visiting some places guide has to get wage anyway. But due to insufficient language he can't convince the tourist to get the wage. Sometimes tourist does not pay affordable money. They do not pay by saying “I am poor.” He believes, “*I don't find any problems with the tourist because some tourists are rich. We get money from them and if the tourists are poor we take them home. But some are also poor tourist they even don't like to visit our home.*”

Hence, one should realize the economic problem of the tourist. Also he should have good language to get wage anyway All the tourist are not rich enough to afford money.

#### **h) Analysis of the Problems Faced by P8**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The problems are as follows:

##### **i. Transportation**

Tourist tries to move different places. They tries to talk with the driver about the cost to go some places. At that time driver do not understand the language of the tourist and guide has to help them to have conversation. While going to visit, sometimes he did not get the transport. At that time he has to cancel the visit. Tourist gets angry. He believes, *“The problem while guiding the tourist, the problem that I faced is transportation and local communicative problem.”*

##### **ii. Harassment**

While visiting with tourist beggar forces to provide money for them. But they do not understand the language that the beggar is speaking. Guide has to help them. He believes, *“....and the harassment and discrimination.”*

##### **iii. Communicative**

Sometimes tourists are interested to talk with the local about something but local do not understand the language and guide has to help them to have conversation. He believes, *“The problem while guiding the tourist, the problem that I faced is transportation and local communicative problem.”*

Hence, what we can analyze that government should manage beggars and should manage the transportation to the tourist any time. Also guide should have high command over the English language.

### **i) Analysis of the Problem Faced by P9**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The problem is as follow:

#### **i. Health**

Some tourists are victim of diseases. On tour they become sick and tell the name of the disease to the guide. But guide do not understand the medical language and creates difficulty. Sometimes tourist becomes sick. Instead of taking him tour he has to take hospital. He believes, *“Normally I don’t feel any problem but sometime health problem occurs while guiding the tourist.”*

Hence, one should consider the health status of the tourist because he is the guest of our country and should have the knowledge of medical language also.

### **j) Analysis of the Problems Faced by P10**

Analysis refers to the conclusion drawn from the collected data. After collecting data following conclusion were drawn. The problems are as follows:

#### **i. Losing**

Sometimes they lose camera, wallets etc because they do not understand the precaution language that the guide has told them. At that time he has to help them. He believes, *‘Here they have one problem like sometime they lost the things they have sometime they lose the camera and sometime health problem and all day.’*

#### **ii. Health**

Some tourists are victim of diseases. On tour they become sick and tell the name of the disease to the guide. But guide do not understand the medical language and creates difficulty. He believes, *‘Here they have one problem like sometime they lost the things they have sometime they lose the camera and sometime health problem and all day.’*

Hence, what we can analyze that we should make them aware of their goods and help them if they are sick. Also we should be familiar with few terms of medical English language.

## **4.2 Summary of the Findings**

This study entitled “English for Specific Purpose: A Case of Tourist Guide” was carried out to find out communicative functions, grammatical categories, economical strength and problems of the tourist guides. I used survey design to complete this study. As a researcher, I utilized mainly interview tool for the data collection. Then I analyzed and interpreted the data qualitatively and quantitatively. The information obtained from the analysis and interpretation of the data yielded the following results as the findings of the study.

### **4.2.1 Communicative Functions**

Regarding the communicative functions, the following findings have been achieved:

- a. Welcoming (*e.g. welcome to Nepal, welcome to our country*)
- b. Greeting (*e.g. Namaste, ok, and you?*)
- c. Giving opinions (*e.g. I'd say that..., the point is that...*)
- d. Describing things (*e.g. what's it made of, what shape of it*)
- e. Requesting (*e.g. do you think you could give me money, would you mind lending me money*)
- f. Asking permission (*e.g. I'm going to..., I'd like to..., alright if I...*)
- g. Discussion (*e.g. I sometime think that..., well, I have heard that..., sorry, let me explain...*)
- h. Making suggestion (*e.g. you could always..., you'd better..., why don't you...*)
- i. Instructing people how to do things (*e.g. first of all..., the next thing you do it..., after you have done that...*)
- j. Attracting attentions (*e.g. excuse me..., I say....*)

- k. Bringing in other people (*e.g. what do you think..., don't you agree...*)

#### **4.2.2 Grammatical categories**

Regarding the sentences and voice following findings have been achieved:

- ) It was found that simple and syndectic compound sentences were used by the tourist guides. And active voice was used.

#### **4.2.3 Economical Strength**

Regarding the economical strength following findings have been achieved:

- ) It was found that average income of tourist guides is twenty two thousand per month.

#### **4.2.4 Problems**

Regarding the problem, the following are the common areas where tourist guide need to focus on the use of English:

- a. Bureaucracy
- b. Entrance
- c. Toilet
- d. Timing
- e. Expressing anger
- f. Complaining of food
- g. Trouble of drinking
- h. Bargaining
- i. Information
- j. Health and losing
- k. Illusion of residential
- l. Question in personality
- m. Harassment and robbery

- n. Hotel
- o. Hazard
- p. Animal
- q. Vehicle
- r. Economic
- s. Transportation
- t. Communication

## **CHAPTER-FIVE**

### **SUMMARY, CONCLUSIONS AND IMPLICATION**

This chapter deals with the summary and conclusions of the research on the basis of collected data. It also incorporates some pedagogical implication for policy level, practice level and further research on the basis of the findings of the study.

#### **5.1 Summary of the study**

The main objectives of this study were to find out the communicative functions, grammatical categories, economical strength and problems faced by the tourist guides. Interview and observation were the tools to collect required data.

This thesis consists of five chapters. The first chapter deals with the background of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter consists of theoretical and empirical review of literature, implication of the review for the study and conceptual framework. Similarly, the third chapter deals with the methods and procedures of the study which includes the design of the study, population and sample, sampling procedures, data collection tools and data collection procedure. The fourth chapter consists of the results and discussion of the collected data. The result is presented under four main headings: communicative functions, grammatical categories, economical strength and problems. In the discussion part, the data are analyzed qualitatively and quantitatively. The fifth chapter deals with the summary, conclusion and some pedagogical implications. In summary section, chapter wise summaries are included and in conclusions, major findings of the study are included. Finally, implications of the study are presented for the policy level, practice level and further research level.



## **5.2 Conclusion**

From the interview it was found that tourist guide used different communicative functions, sentences. They also have strong economical strength. Along with income they have to face many problems. Welcoming, Greeting, Giving opinions, Describing things, Requesting, Asking permission, Briefing, Making suggestion, Instructing people how to do things, Attracting attentions, Bringing in other people are the communicative functions used by the tourist guides. Similarly, mostly they used simple and syndectic compound sentences. And they earn twenty two thousand per month.

Also they have to face different problems. Bureaucracy, entrance, toilet, timing, expressing anger, complaining of food, trouble of drinking, bargaining, information, health and losing, illusion of residential, question in personality, harassment and robbery, hotel, hazard, animal, vehicle, economic, transportation are the problems faced by the tourist guides

## **5.3 Implication of the Study**

On the basis of above conclusion, following recommendations have been suggested at three different level such as policy level, practice level and further research level.

### **5.3.1 Policy level**

The recommendations at policy level are as follows:

- a. Curriculum designer and policy maker get benefited to analyze the needs and interest of the students based on the tourism to design course.

### **5.3.2 Practice level**

The recommendations at the practical level are mentioned below:

- a. The students who are taking tourist guide course, they should be taught communicative functions such as welcoming, greeting etc. used by the tourist guides.
- b. Mostly simple and syndectic compound sentence should be focused while designing tourist guide course.
- c. The students of tourism should be taught active voice rather than passive voice.
- d. The students should be taught about the problems faced by the tourist guides and way to overcome them in the classroom so that they could easily handle the tourists.

### **5.3.3 Further Research Level**

The recommendations for further research include the following points:

- a. The other research areas such as listening, speaking, writing and speaking proficiency of the tourist guide can be further research to be explored.
- b. The further research can be conducted on tourist guide and challenges to use English as a case study.

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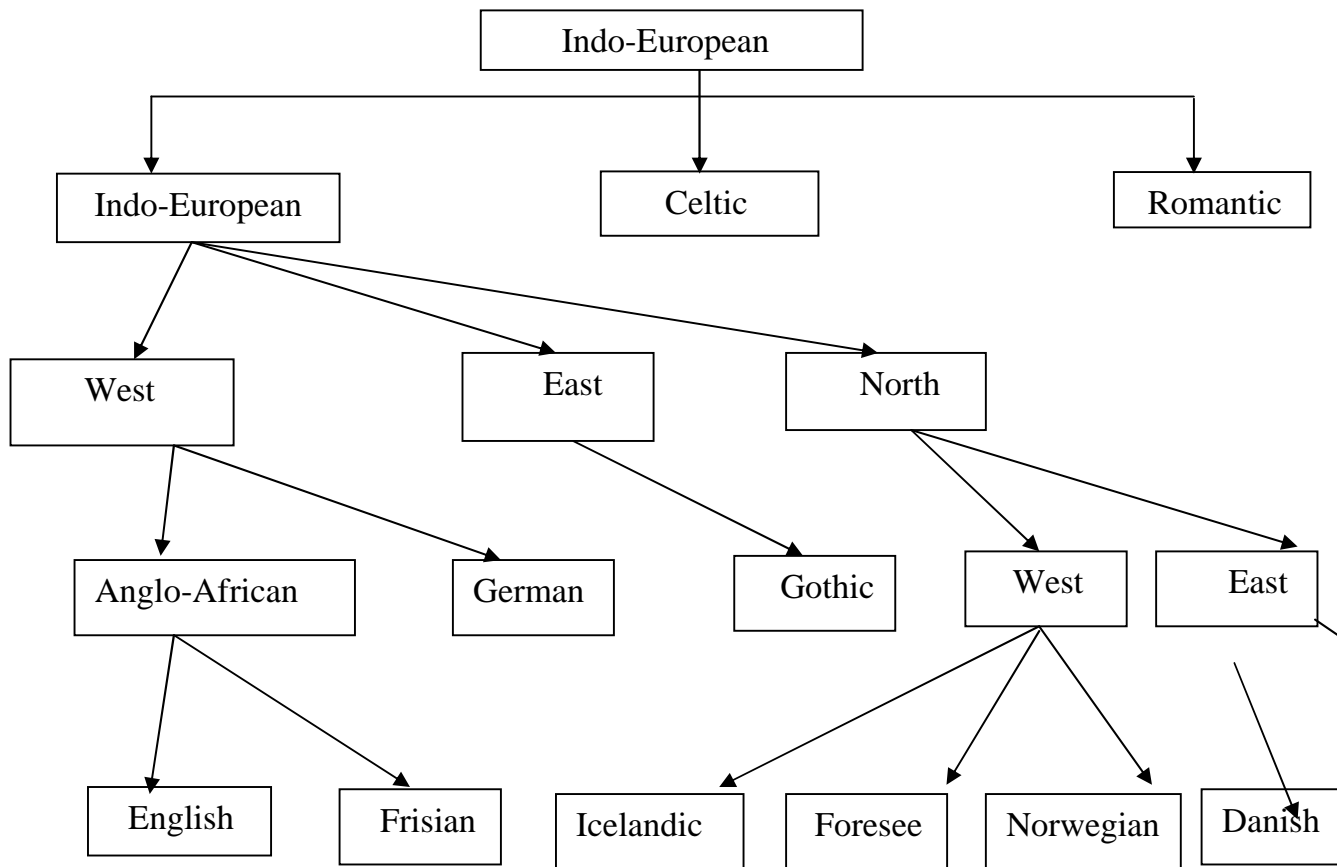
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## **APPENDIX-I**

### **Interview Schedule**

1. What are the problems that you face while guiding the tourist?
2. What are the communicative functions that you use when you are with tourist?
3. Describe about any historical place.
4. How does English language help you as a tourist guide?
5. What is the average income per month?
6. How many years did you pass being English tourist guide?
7. Does fluency of English effect on tourist guide profession?
8. Is it necessary to have trainings to be English guide after passing bachelor level?

Similarly Asher (1994, p.642) presents English under Anglo-Frisian subgroup of Indo-European language family:



2

## **APPENDIX-II**

### **Transcribe of P6**

Santosh: Your good name please.

P6: My name is P6. And in the tourism since last 1978. After my graduation I work at the travel agency as a airport representative then I moved to the office. I worked as a tour officer in a fewer sometime. I got a guide training. I started conducting tour to the tourist in English by 1980. I learn Italian language so my observation my experience in guiding the person who is conducting a tour who is cording the tourist who is taking around the tourist. He should use correct language to the person who is handling to the person who he comes from which country. If he is English first of all we must greet the person in English saying Nepalese style: for example whenever I used to greet the people in the first contact I used to say Namaste. I used to define what Namaste is. I was explaining when we say Namaste this is way of greeting Nepalese style Nepalese culture, the tradition of Nepal. Namaste means I bow down my head to use because you are good.

Santosh: So, you pass 37 years in the tourism. So, you visit the different places with tourist.

P6: Yes.

Santosh: So, you have faced different challenges, different problem.

P6: Yes.

Santosh: Can you tell me what are the challenges or problem that you faced while guiding the tourist.

P6: I have never faced any problem.

Santosh: Do you have any language problems?

P6: In the initial state. In the beginning the English I am speaking, it was not that of standard: for an example when I used to say eight I learned by /ait/ but I corrected it in course of time.

Santosh: So, in the initial stage there was language problem.

P6: In the initial stage each and every guide has a problem of language.

Santosh: Regarding the language problem, other problems that you faced.

P6: Then our manner then our behavior when we are very stuff in the sense when we are behaving sometime that I know everything but in contact to the tourist taking around then we started. I started learning lot of things from the tourist.

Santosh: That means there was ego problem.

P6: In the initial stage being a graduate in 1980 in T.U. I used to suppose that I used to speak very well English but whatever I was explaining to my tourist, I was speaking horrible English. How did I know I got complained from the tourist to the agency and agency say that your English is not good? Then I recorded what I explain to the tourist in a tape recorder those days then that I realized my English is terrible. Then I improved my English listening B.B.C correcting the pronunciation: for an example /*prajatantra*/. In English it is called how do you call /*prajatantra*/ in English, speak loud.

Santosh: /*demokrasi*/

P6: It is not /*demokrasi*/. The appropriate and correct pronunciation in English is /*demokrasi*/. But there are three types of English. One is spoken by the English from United Kingdom. i.e England, English is spoken by the Americans, they have different tracks and the third English is an Australian the Australian whenever they speak English their language is always known as spoken English. There is a place in London where people of low class, people



with less money, their English is different .For an example my English I am communicating and I am talking to you is an English standard that is a B.B.C. English. American, they have different train, hi! Madam where are you going but this American standard but whenever English speak, yes gentleman, where are you going? Whereas the Australian when they speak, hi! Where are you going? It's not correct. So, it is very difficult. Which accent do you like to improve but is better my suggestion the English starts from England. And that it went to America, Australisa and London. If you concentrate the British English people will understand. Later on you can change your train. Ask me.

Santosh: Okay, regarding the language problem, other problems that you face. So, you may have the problem about the history of historical places.

P6: No, in the initial stage nobody knows about swyombhu .In our first tour, mostly whenever we escort the tourist we have half day tour called Kathmandu and swoyambhunath. I was not knowing about of anything of swyombhunath but I learned. I read, improved myself. First is the language problem. Second problem is the subject or content.

Santosh: Other problems.

P6: First is the language problem. Second is about the site how to take the tourist and third it is very difficult to say. We forget to give the service; we never take tourist on time. So, time factor is also important. Tourists come for four hours from 9'o' clock to 12'o' clock. We have to bring them back to the hotel. So, we have to mange. That management is also a problem, time duration of the tourist. These days tourist, they tour all the day from 8:30 till 5:30 during our time. There are lots of vehicles. We have had to carry the tourist towards the hotel for lunch but now that is completely stopped. They are not taking the tourist hotel for lunch in the hotel. On the site area there are lovely restaurants, so we have the problem over food also. Food problem is not the food. We don't know what sort of food British like. We are rice eating people. The British, they don't like rice. When we take them to some of the restaurants, they have

...serving just fried rice. In some restaurants, only few restaurants they used to serve with boiled potatoes, fried potatoes. Then the food problem, then there are other problems also: for example crossing the road they have zebra cross. We don't have zebra cross. So, we should be very careful escort the tourist, chances of getting an accident with the vehicles because our driver, they are not taught taxi drivers and bus drivers. They drive like anything and chances of getting accident. So, that also has a problem in the initial stage. But gradually this can be improved.

Santosh: You visited different places with tourist. So, can you recall one of the place that you visit.

P6: Listen gentleman. My first tour was in Dakshinkali.

Santosh: So, can you tell me the detail description about Dakshinkali? So, you went Dakshinkali by taking the tourist. You have to describe Dakshinkali to the tourist. So, how would you describe the Dakshinkali to the tourist. So, how would you describe the Dakshinkali to the tourist?

P6: No, I am still concentrating on language. My first tour in my life. I took them from Annapurna to Dakshinkali in a car couple, husband and wife. They were English. All the way getting into the car, receiving them, greeting them, scooted towards the car. I was just speaking they were listening, asking some term. It took me 45m. Now it takes me one and half hour. I show around Dakshinkali, explain about the sacrifices. After finishing the tour, coming back to the hotel gentleman said "you worked very hard but what you explain we don't understand. That's mean my English was terrible .Then I realize .Someday I went to my home. I have a small tape recorder,recorded all the things that I explain to the tourist. When I listen my English was terrible. So,first of all you must be master in the language. Language plays vital role for the tour. These days tough, a lot of competition. Few guides are not going speaking good language. So, next time travel agency does not call them back. So, at the beginning you must improve the language. You must know the

subject. You must know the history. You must know the culture. You must know the geography. You must know the distance. You must know the timing, how long it takes to go there? How long it takes to come back from there, because tourist comes for two nights, three days. They want to see everything. So you have to have a time management also. That is also a difficult task. This is my experience then I improve myself.

Santosh: So, how you describe to the tourist at that time?

P6: I will just speaking love you it. It was not polite. We have to be very polite. We must be very humble. We must listen to the tourist what they are asking. We must give the appropriate answer then one becomes a very good guide.

S: Suppose you are with tourist at Swoyambhu. Now you have to tell detail information about the Swoyambhu. So, how would you describe them? So, tell me the real speech that you provide to the tourist.

P6: Just taking the tourist from the hotel, I used to say from here gentleman we are going to the south of Kathmandu. From our hotel it will take fifteen to twenty minute. When we arrive at the park bus station, from there we have to walk out the stairs. It takes about ten to twenty minutes. When you come on the top we take a circle. From there we take a good view of the valley. Before that climbing up the moment we arrive on the spot. We see clear of unwinking eyes. They are the eyes of the Buddha. They are watching the deeds of Buddha. So this way, we must explain. Anything else?

Santosh: What are the communicative functions that you use in the field of the tourism?

P6: It's a function. You have to be humble. You have to be polite. Politeness is very important. You should be well dressed. You should be well shaved, neat and cleanness in the guiding also.

Santosh: Regarding the English language, what are the communicative functions of the English language that you use with the tourist guide?

P6: These are the basic things what I said. The basic thing is that we should know the sites, we should know the distance, you should know the sites detail explanation. Tourist wants to know detail you have to explain them walking around stupa. They are five stupa *dhayni Buddhas*. We must know the Buddha *Amitav*. What is *Amitav*? What is *Chakra*? Some tourist, they ask me detail. You should have a good knowledge. You should be master of their explain.

### **Transcribe of P1**

Santosh: What is your name?

P1: My name is P1.

Santosh: Where are you from?

P1: From Kathamandu.

Santosh: Are you engaged in any institution or not such as TURGAN?

P1: I am not belong in TURGAN. I am the freelance guide.

Santosh: you visit with tourist to the different places. Now you face different challenges different problem. What are the different problems or challenges that you face while guiding the tourist?

P1: Most of all obstacles is government. Even they are taking lot of entrance fee but they are not providing any facilities for the tourist even sometimes it makes a problem for toilet. People even the entrance fee, they don't have proper system because they are asking lots of time money-money. Did you pay your money? During my briefing to my guest that time they are disturbing me asking for the entrance fee. So, in this way even a government is taking a lot of money, even any complete the place or trust?

Santosh: That is problem from government sector. Now what is the problem that you realize. Suppose you went to the Pokhara, so, tourist will ask different

questions. Now, how will you respond them. Suppose when a stone is black, he may ask what is this? At that time how would you reply? What are the problem and challenges that you face at that time?

P1: During my visit with tourist, actually I didn't find any problem. Most of all problems is goes towards the government. Suppose we visit in Pokhara. We have a proper time. They have a fixed time. They have to return from Pokhara to Kathmandu. Some tourist they have the flight but our government our travellage.

Santosh: One is flight problem.

P1: Of course, they don't have in the proper punctuality.

Santosh: Do you have language problem?

P1: Sometimes.

Santosh: In which aspect of language did you feel difficulty?

P1: Because some of the staff of the airline, they are not, they don't understand proper English. Even myself also I am not a English guide, sometimes this makes problem me. Actually I am a Japenese guide but they don't give the good response to the guest. I don't want to say their language must be good or can't speak properly but some they don't want to take the response. They don't want to intend to help them.

Santosh: Okey, now another question, you are at Basantapur Durbar Square. So, tourist want to know detail information about the square. Now how would you describe. Give me the short description about the durbar square that you tell the tourist.

P1: We can't say this is Basantapur Durbar Square. We say it is a Kathmandu Durbar Square because Kathmandu, Basantapur are the autonomous in the past. Kathmandu Durbar Square where we can see the architecture, structure and skill.

Santosh: Do you have any idea about the history of the Basantapur Durbar Square.

P1: Even this durbar square is called the durbar, palace where we can say Kathmandu durbar square, even this came from Lichhivi dynasty but when the king Pratap Malla built in the Lichhivi dynasty that area is called *Lag rajku* but when the Pratap Malla built in 16<sup>th</sup> c he built, he is master in Tantrism. He built *tantric* Hanuman Durbar Square.

Santosh: Now suppose you are taking leave with the tourist. What are the expression that you provide to the tourist while taking leave?

P1: Good-Bye when I finish them because almost all formality is fulfilled at my travel agency. This is the formality. I will tell thank you very much.

Santosh: While taking leave you may say bye for now, see you. Now what are the expression that you can use?

P1: Before I say Good-Night I will try my best to make satisfaction. I will try my best. But if you have any inquiries you can call. Most of my client will have to attend program.

Santosh: What are the expression that you use when you became anger?

P1: We never be angry with tourist.

Santosh: Ok, thank you.

## **Transcribe of p2**

Santosh: Your name?

P2: My name is P2.

Santosh: Where are you from?

P2: Especially, I am from Kavre.

Santosh: Oh! You are from Kavre. Now you are sitting in Kathmandu.

P2: Yes,

Santosh: Now, you are tourist guide. So, you visit to the different places with tourist guide.

P2: Many times.

Santosh: So, you faced different challenges and problem at that time. So, what are the problems, what are the different challenges that you face while guiding the tourist? You may have language problems. You may not know the history of historical places also. So, what are problems?

P2: Sometime it can be like a.....Sometime they will angry with us because they don't get the detail information. We are sometime become tourist guide as in the trekking and working friend in trekking and not in the tourist guide because of the you know sometime they will complain with us like I know about the food.

Santosh: Yes, that is a complaining is one of the problem for the tourist. Now your problem with the tourist.

P2: Sometime can be for the tourist also, Nepalese guide also.

Santosh: So, what are the problems that you faced. Suppose you may not know the language of the tourist. You may not make understand them. Similarly, what are the problems that you faced during the visit with tourist guide?

P2: New problems sometime they will give trouble during the tour time you know.

Santosh: Drinking problem.

P2: Bargaining

Santosh: Bargaining also.

P2: Sometime we have to go with them. They are going to buy something like.

Santosh: This is your responsibility but you don't want to fulfill the responsibility. One problem is bargaining. Do you feel any problem on the language?

P2: Language, no.

Santosh: You never feel during the time of visit. Don't you feel information problem regarding the historical places?

P2: Yes, sometime we tourist also cannot give information about the historical places.

Santosh: Information problem. So, you may have information problem. You may not know the history of Basantapur Durbar Square. So, tourist may ask the history of the Basantapur Square so, at that time you may not know.

P2: I don't know exactly.

Santosh: Exactly, that is one of the historical problem of the places. So, the tourist frequently ask the question when you go to the new places. Suppose when you visit to the Pokhara, tourist may ask many inquiry different questions regarding the Pokhara. So, do you feel any difficulty there.

P2: No, in Kathmandu Valley.

Santosh: Mostly you feel difficulty in Kathmandu Valley.

P2: Valley, Patan.

Santosh: You never feel language problem.

P2: Yes, no.



Santosh: So, definitely there will be the deviation in the language. So, our language is different with the language that they use. So, you never feel language problem.

P2: No.

Santosh: So, you easily understand whatever they say.

P2: They are happy with me in language but sometime they can ask me. You know about historical like example for Durbar Square. I do tour guide just not every time but sometimes have few knowledge about that.

Santosh: Now another one. You are now at Basantapur Durbar Square. Right, you are with tourist at Basantapur Durbar. So, suppose one asks you tell me the history of Basantapur Durbar Square. So, can you tell him the history.

P2: About the history.

Santosh: So, can you describe Basantapur Durbar Square to the tourist. Okey, describe. How would you describe?

P2: But I have just not more knowledge about this. I will explain about Kumari. You know not more just.

Santosh: You know about *Kumari*. Ok describe about that.

P2: *Kumari*, it means prince. Like Hindus god. And I don't know completely about it.

Santosh: Tell me surface description about the Basanta Durbar Square. Surface description what you see in the Basanta Durbar Square. There are so many places. Whatever you know. You may know Patan Durbar Square also.

P2: Patan Durbar Square. I have been just two times.

Santosh: Have you known about the history of Patan Durbar Square?

P2: No.

Santosh: Swyombhu. Do you know about Swoyambhu.

P2: Yes.

Santosh: Can you tell me the history of that Swyombhu?

P2: Swyombhu.

Santosh: History or general description of Swyombhu.

P2: Its building 600 years old. There is a eyes like you know for the peace. Eyes look for bad person and good person. There is ring for the earth. On the top there is a sign of the umbrella for paradise. Then there are so many kinds of statues and architecture. There is *Maha Chaite* also. So many.....

Santosh: Now, so you are the students of education also. So, you have knowledge about communicative function also. So, what are the communicative function that you use in the tourism field.

P2: Tourism field.

Santosh: Mostly, what type of communicative function do you use?

P2: Well ,yes, welcoming you know.

P2: Yes welcoming. One of the functions that you use is welcoming. Another one.

P2: When they will arrive in Kathmandu valley we will do welcome.

Santosh: One functioning is welcoming, another function. Do you use taking leave or not?

P2: Yes, sometime we have to use.

Santosh: Other communicative functions.

P2: Taking leave just sometime after finishing our travel. Requesting.

Santosh: Requesting also, you will use. Another one.

P2: Asking permission also.

Santosh: Asking permission also you use.

P2: Briefing also. Before leave we have to use.

Santosh: Ok, now.

P2: Making suggestion also we use.

Santosh: Making suggestion also you use. So, while suggesting to the tourist you use making suggestion. Another one.

P2: We have to use most of times welcoming

Santosh: Any others.

P2: Understanding also will be used.

Santosh: That is checking understanding also. You also use checking understanding.

P2: Sometime will be misunderstanding between tour guide and tourist.

Santosh: Oh! There will be the miscommunication between you and the tourist. So that is also one of the problems. That is language problem. This miscommunication occurs in the language. So, one of the problems that you face is also a miscommunication. So, yes another idea that is miscommunication is the problem that you face. Right, ok, thank you.

### **Transcribe of p8**

Santosh: What's your name?

P8: My name is P8.

Santosh: Where are you from?

P8: I am from Patan.

Santosh: Patan, so, you are residential man.

P8: Yes I am local residential from Patan.

Santosh: So, how many years did you pass in the field of tourism?

P8: More than ten years.

Santosh: So, you visit to the different places by taking the tourist.

P8: Yes,

Santosh: Alright. So you have visited natural as well as cultural heritage.

P8: Yes.

Santosh: So, at that time you face different challenges different difficulties .

P8: Yes.

Santosh: Right. So, what are the difficulties, challenges and problems that you face while guiding the tourist?

P8: The problem while guiding the tourist, the problem that I faced is transportation and local communicative problem.

Santosh: That is the language problem.

P8: Language problem not between me and my client but the problem between other local.

Santosh: Other local people.

P8: And the harassment and discrimination.

Santosh: These are the major problem. So, did you feel any language problem in the initial stage or not?

P8: By myself I haven't face language problem but because I speak English.  
So, most of the time I go with people who speak English. So, I haven't faced it.

Santosh: So, you don't have miscommunication up to now.

P8: Not.

Santosh: So, you are at Pata Durbar Square. Right.

P8: Yes.

Santosh: So, you have tourist also.

P8: Yes.

Santosh: So, you want to describe Patan Durbar Square to the tourist. Now how would you describe?

P8: I will describe this will Patan Durbar Square, ancient and old city which is also known as Lalitpur.

Santosh: Yes.

P8: So, *lalit* means fine art and *pur* means town or district. So, this is the city of fine arts and Patan city is the city which shows many Mallas or monument has been established.

Santosh: Yes.

P8: Here you can see many Hindus temples.

Santosh: Yes.

P8: Here I will show many beautiful places, the places are three different places. Here we have so many different architecture made from ancient style and made by so many architectures during 14<sup>th</sup> to 18<sup>th</sup> century.

Santosh: Yes.

P8 : So, these are major things of Patan Durbar Square.

Santosh: So, I think you don't have knowledge about the communicative function. Right.

Santosh: So, I will tell short description about the communicative function. These are the expression that you used in the daily life.

Santosh: Yes. Suppose as for example welcoming. It is one of the communicative function that you use when you meet the tourist at first time. You will welcome.

P8: Yes.

Santosh: So, you will tell the expression such as 'welcome to the Patan Durbar Square'. Welcome to our country. So, these are the expression under the welcoming. Right.

P8: Yes, absolutely.

Santosh: So, there are many communicative functions. Right.

P8: Yes.

Santosh: So, I have taken the list of the communicative function which are familiar with you. So, you have used different communicative function. So, what are the communicative functions that you use in the field of the tourism or used while describing about the historical places to the tourist. So, can you tell me the communicative functions that you used in the field of tourism.

P8: Giving opinion.

Santosh: Yes.

P8: Describing things.

Santosh: So, while describing things you use.

Santosh: Yes.

P8: Checking understanding.

Santosh: Checking understanding you also use in the field of tourism. Other.

P8: Making suggestion and giving suggestion.

Santosh: So, these communicative functions you frequently used in the field of tourism.

P8: Yes.

Santosh: Thank you.

P8: Welcome.