

**Communication Difficulties Faced by Local Tour Guides in
Nepal: A Narrative Study at Borderlands**

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

**Submitted by
Satya Narayan Yadav**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2019

**Communication Difficulties Faced by Local Tour Guides in
Nepal: A Narrative Study at Borderlands**

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

**Submitted by
Satya Narayan Yadav**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2019

T.U.Regd. No: 9-2-304-5-2011 Date of Approval of the

Fourth Semester Examination: Thesis Proposal:29/06/2019

Examination Roll No: 7228639 Date of Submission: 14/10/2019

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 13/10/2019

.....

Satya Narayan Yadav

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Satya Narayan Yadav** has prepared this thesis entitled **Communication Difficulties Faced by Local Tour Guides in Nepal: A Narrative Study at Borderlands** under my guidance and supervision.

I recommend this thesis for acceptance.

Date:14/10/2019

.....

Mr. Ashok Sapkota(Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

(Chairperson)

Department of English Education

University Campus

T.U. Kirtipur, Kathmandu

Mr. Ashok Sapkota

.....

Teaching Assistant

(Supervisor)

Department of English Education

University Campus

T.U. Kirtipur, Kathmandu

Mr. Guru Prasad Paudel

.....

Teaching Assistant

(Member)

Department of English Education

University Campus

T.U., Kirtipur, Kathmandu

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Gopal Prasad Pandey

Reader and Head

.....

Department of English Education

(Chairperson)

University Campus

T.U., Kirtipur, Kathmandu

Dr. Rishi Ram Rijal

.....

Professor

(Expert)

Department of English Education

MahendraRatna Campus

Tahachal, Kathmandu

Mr. Ashok Sapkota

Teaching Assistant

Department of English Education

(Member)

University Campus

T.U., Kirtipur, Kathmandu

Date: 27/11/2019

DEDICATION

Dedicated to

My Parents, Family members and Respected Gurus

ACKNOWLEDGEMENTS

Firstly, this thesis would not have been accomplished without precious supervision, guidelines and constructive feedback of heartily respected Guru and my thesis supervisor **Mr. Ashok Sapkota**, Teaching Assistant, Department of English education, T.U. Kirtipur. I am very grateful to him for his time, support, encouragement, motivation and inspiration.

Likewise, I heartily appreciate **Dr. Gopal Prasad Pandey**, Head of Department of English Education for his suggestions in proposal viva. Your feedbacks and suggestion were truly guiding principles to continue my thesis. Further, I am also thankful to **Mr. Prem Phyak**, Reader at University Campus, T.U. Kirtipur. Since the very beginning of this work I got invaluable insights on research process from him.

Furthermore, the most constructive feedbacks also came from **Mr. Guru Prasad Poudel**. I am indebted to him as he booked his time to go through my proposal and suggested very minor to major concerns. Your comments were the baseline on which I refined and improved my thesis. I would also like to express my gratitude to **Prof. Dr. Anjana Bhattarai, Prof. Dr. Laxmi Bahadur Maharjan, Prof. Dr. Tara Datta Bhatta, Dr. Purna Kandel, Mrs. Madhu Neupane, Mr. Bhesh Raj Pokhrel, Mr. Laxmi Prasad Ojha, Mr. Khem Raj Joshi, Mr. Jagadish Poudel** who directly or indirectly provided their invaluable suggestion and support to complete this research. I am grateful to the local tour guides **Ranjan, Raj, Aman, Kumar and Shreyas** who are guiding at borderland tourist destinations for their time and the consent to record their interviews.

At the end, I am thankful to my friends and the people who directly and indirectly contributed to complete this thesis, but their name is not mentioned here.

Satya Narayan Yadav

ABSTRACT

This research entitled **Communication Difficulties Faced by Local Tour Guides in Nepal: A Narrative Study at Borderlands** has been carried out with the purpose of exploring communication difficulties faced local tour guides at borderland tourist destinations along with the reasons of such difficulties. Further, it suggests some ways of overcoming these communication problems. Moreover, the narrative research design had been employed to carry out this research. This research has been highly based on primary data. However, secondary sources were also reviewed which are acknowledged with proper citation and references. This research was carried out at the borderlands tourist destinations which are related to Buddha and history of Buddhism. However, local guides at these Buddhist destinations belong to Hindu religion. Being Hindu, it is found very challenging to be competent well enough in Buddhist culture and give satisfactory information to the visitors. Finally, it is concluded that both linguistic and nonlinguistic factors influence the communication between tourists and local guides. Further, this research has provided insight on ELT as we an English language teacher we must focus on both linguistic as well as nonlinguistic difficulties like in using appropriate gestures, postures and body language.

This thesis contains five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature; review of related empirical literature; Implications of the review of the study and conceptual framework. Likewise, the third chapter includes components of research methodology. Furthermore, fourth chapter is analysis and interpretation of the results and finally, fifth chapter includes findings, conclusion and recommendations of this research at the level of policy, practice and further researches followed by references and appendices.

TABLE OF CONTENTS

	Page No
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Table</i>	<i>xi</i>
<i>List of Symbols and Abbreviations</i>	<i>xii</i>

CHAPTER: ONE

INTRODUCTION

1-7

1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Delimitation of the Study	6
1.7 Operational Definitions of the Key Terms	6

CHAPTER: TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK8-24

2.1 Review of the Theoretical Literature	8
2.1.1 Communication Theories and Models	8
2.1.2 Communicative Competence	9
2.1.3 Tourism and Language	11
2.1.4 Nepalese Tourism	12

2.1.5 Communication Gap	13
2.1.6 English and Tourism Management	14
2.1.7 Qualifications of Nepalese Tourist Guides	15
2.2 Review of the Empirical Literature	16
2.2.1 Reviews on Language and Web Communication in Tourism	16
2.2.2 Reviews on Communication Gaps and Difficulties	17
2.2.3 Reviews on Cultural Communication Gap	17
2.3 Implications of the Literature Review	21
2.4 Conceptual Framework	22

CHAPTER: THREE

METHODS AND PROCEDURES OF THE STUDY (25-28)

3.1 Designs and Methods of the Study	25
3.2 Population, Sample and Sampling Procedures	26
3.3 Tools of Data Collection	26
3.4 Sources of Data	26
3.4.1 Primary Sources	26
3.4.2 Secondary Sources	27
3.5 Data Collection Procedures	27
3.6 Data Analysis Procedures	27
3.7 Ethical Considerations	28

CHAPTER: FOUR

ANALYSIS AND INTERPRETATION OF DATA (29-60)

4.1 Communication Difficulties	29
4.1.1 Grammar	29
4.1.2 Vocabularies	31
4.1.3 Pronunciation	33
4.1.4 Accent of English and Tempo of Speech	35
4.2 Reasons of Communication Difficulties	36
4.2.1 Rote Learning and Dictation	37
4.2.2 Difficult Terminologies	39
4.2.3 Religious and Cultural Factors	39

4.2.4 Mishearing	41
4.2.5 Lack of Update with Language Change	44
4.2.6 Misguide by Indian Tour Guides	44
4.2.7 Low Retention Rates of Nepalese Tour Guides	46
4.2.8 Fear	47
4.2.9 Lacking Motivation	48
4.2.10 Body Language	49
4.2.11 Attitude	50
4.2.12 Stream of Guide's Academic Journey	51
4.2.13 Knowledge of Subject Matter	52
4.2.14 Grammatically Erroneous Sentences	53
4.3 Difficulties Faced by Nepalese Tourist Guides	54
4.3.1 Linguistic Difficulties	54
4.3.2 Nonlinguistic Difficulties	55
4.4 Strategies for Overcoming the Communication Difficulties	55
4.4.1 Confirmation Strategies	55
4.4.2 Repetition Strategies	56
4.4.3 Spelling Strategies	57
4.4.4 Alternatives Words and Examples	58
4.4.5 Elaboration Strategies	59
4.4.6 Consultation with the Seniors	60

CHAPTER: FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS (62-67)

5.1 Findings	62
5.2 Conclusions	65
5.3 Recommendations	66
5.3.1 Policy Level	66
5.3.2 Practice Level	67
5.3.3 Further Researches	67

REFERENCE

APPENDICES

LIST OF TABLES

	Page No
Table 1: Conceptual Framework	22

LIST OF SYMBOLS AND ABBREVIATIONS

ASEAN: Associations of Southeast Asian Nations

BC: Buddhist Circuit

ELT: English Language Teaching

EFL: English as Foreign Language

ESL: English as Second Language

LDT: Lumbini Development Trust

MoCTCA: Ministry of Culture Tourism and Civil Aviation

NATHM: Nepal Academy of Tourism and Hotel Management

TL: Target Language

UNESCO: United Nation's Educational, Scientific and Cultural Organization

UNWTO: United Nation's World Trade Organization

USAID: United States Agency for International Development