# CHAPTER ONE

# INTRODUCTION

This study is on "Communication Strategies Used by Nepalese Tourist Guides". The introduction part consists of general background, types of communication, origin of the concept of communication strategy, definition of communication strategy, major aspects of communication strategy, learning strategy, various taxonomies and the taxonomy of communication strategy used in the research, review of the related literature, objectives of the study and significance of the study.

## 1.1 General Background

Communication is an activity of exchanging information through speech signs and behavior. The word 'communication' is derived from the Latin word 'communis' which means 'to share'. However, communication is not merely transmission of information from one person to another. It is possible only when the system is owned, accepted and recognized by the members. It is an instinct of all living things. A communication requires a sender, a message and a recipient. The process is complete once the receiver understands the meaning of the sender. Effective communication occurs when the desired effect is the result of intentional behavior which is interpreted between the participants. This entails that the effect is not distorted during the communication process. Therefore, effective communication serves the purpose for which it was planned and designed.

There are various means of communication. Human beings use both linguistic and non-linguistic features to communicate among themselves. Valenzuala (2002, p. 2) discusses about different types of human communication which are as follows:

### 1.1.1  Types of Human Communication

Valenzuela (2002,p.2) classifies human communication on various grounds. One of the basis of classification is the type of channel used in the communication. They are:

**i.  Verbal communication**

In this type of communication, information is transmitted using linguistic features (i.e., through linguistic channels)

**ii.  Non-Verbal Communication**

In non-verbal communication, information is transmitted using non-linguistic features such as gestures, body language, facial expression, etc.

Another classification of human communication can be made on the basis of the style of the communication. They are:

**i.  Formal Communication**

In formal communication, certain rules, principles and conventions are used. Mostly formal communications are used in professional settings such as corporate meetings, seminars, conferences etc.

**ii.  Informal Communication**

Informal communication is a casual talk. It is often used to talk with friends and family. Slangs, colloquial terms and casual language are used in this type of communication.

 Human communication can be classified on the basis of the participants involved in the communication. They are:

### i. Intrapersonal Communication

When a person communicates with himself or herself (as in monologue, private, speech, imaginations or imaginary dialogues), it is called intrapersonal communication.

### ii. Interpersonal Communication

When a person communicates with other than himself, it is called interpersonal communication. It may take place in both formal and informal settings.

### 1.1.2 Origin of the Concept of Communication Strategy

Selinker (1972) introduced two new terms in the field of second language acquisition research: interlanguage and strategy of communication. Interlangauge is the term which became widely accepted for the second language learners' language system. A learner at a particular point of time uses a system which is neither $L_1$ nor $L_2$ but an approximate language system which continuously develops towards the target language system.

Other researchers have coined different terms for the same concept. Nemser (1971) talks about approximate system. Corder (1981) refers the same concept as learner's 'transitional competence. In this regard, in Nemser's (1971, p. 16) words, "Learner's speech at a given time is the product of a linguistic system distinct from source language and target language. This approximate system gradually develops towards the target language". According to Selinker (1992,p.67), "The difference between interlangauge and the Nemser's approximate system is that interlanguage is not necessarily based on target language."

The language part of the term interlanguage indicates that it is an independent language system while the 'inter' part denotes that the language learner is at intermediate stage in target language acquisition. The learner has a language which continuously develops towards the target language. Interlanguage

changes and develops as the language learner becomes increasingly proficient in the L$_2$.

According to Nathalog (2003, p. 18), "At one stage interlanguage was effectively the whole field of L$_2$ research". He opines that the term "interlanguage" became the topic for common research because it appeared to be a neutral term and it denotes the central perspective of SLA research.

The interlangauge is relatively neutral term from the perspective of both source language and the target language. Selinker (1972, p. 229) suggests that strategies of second language communication are the main process responsible for the development of this interlanguage but he does not specify the characteristics of interlanguage.

### 1.1.3  Definitions of Communication Strategy

Learning second language is a gradual process. In course of interlangauge development, the target language users frequently encounter the communication problem. Communication strategies are the plans that the learners use to overcome their communication problems and in order to convey their intended meaning and continue the interactions with interlocutors. In other words, communication strategies are the strategies that the learners employ when they do not have or cannot access the linguistic resources to convey the idea they want to express. They are used to understand as well as to produce the stretches of the target language.

The term 'communication strategy' has been defined variously by various authors/researchers. However, the core of each definition is more or less similar. Tarone (1976, p. 76) defines communication strategy as "A specific attempt by the learner to express or decode meaning in the target language in situation where the appropriate systematic target rules have not been formed." Bloom and Levinson (1978, p. 402) define the term 'strategy' in more narrow

sense .According to them, "The strategies refer to the ways in which learners arrive at a particular use at particular time."

Tarone (1980, p. 420) provides more broader definition as "The mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared." She views communication strategy from interactional perspective. According to her, they are the attempts of $L_2$ learners to bridge the gap between the target language knowledge and the interlocutors. Corder (1981, p. 103) provides more functional definition of communication strategy as "A systematic technique employed by a speaker to express his meaning when faced with some difficulties". Furthermore, he argues, "Strategies of communication are essentially to do with the relationship between the means and the ends". This implies that communication strategies are employed by $L_2$ learners when faced with problems in communication in the target language.

Similarly, Gass and Selinker (2008, p. 285) define communication strategy as "A deliberate attempt to express meaning when faced with difficulties in second language." According to Ellis (2003, p.74), "Speakers employ communication strategies when they have to communicate meanings for which they lack the requisite of linguistic knowledge." In dealing with communication strategies, Gass and Selinker (2008,p.286) state :

> Researchers have included three components in a definition of
>
> communication strategies: problematicity, consciousness and
>
> intentionality. Problematicity means that the learner, in using a
>
> communication strategy, must have first recognized that there is a
>
> problem of communication that must be overcome. Inherent in the
>
> notion of consciousness is the idea that learners must be aware that they
>
> have encountered a problem and be aware of the fact that they are, in

fact, doing something to overcome that problem. Including intentionality as a part of a definition of communication strategy implies that learners have control over various options and make choices about which options will have a particular effect.

Poulisse (1987, p. 141) talks about different foreign language learning strategies. She defines communication strategy quite simply as "The strategy which the learners employ to solve the linguistic problems." Bailystock (1980, p. 35) believes that communication strategies overcome obstacles of communication by providing the speakers with an alternative form of expression for intended meaning.

## 1.1.4 Communication Strategies as Strategic Competence

The importance of strategic competence in communication has been widely recognized since it is a major element in the construct of communicative competence. According to Canale and Swain (1980, p. 30), "Strategic competence includes verbal and non-verbal strategies that may be called into action to compensate for breakdowns in communication due to performance variables or insufficient competence." The concept of strategic competence has been used a starting point for defining and classifying CSs in subsequent studies. However, the importance of CSs in strategic competence was later modified and extended by other researchers. The ability to select an effective means of performing act depends on the degree of success or effectiveness of the strategies. The learners' skills in transforming message successfully to the listener or understanding  the information depends on the use of communication strategies by both speakers and listeners that solves the problems that arise during the course of communication. In this way, communication strategies are viewed as the basis of strategic competence since they help learners to cope with their communication problems.

In addition, Faerch and Kasper (1986, p. 180) argue that strategic competence comprises learners' ability to solve problems which may derive from gaps in their linguistic and pragmatic knowledge. They explain that strategic competence consists of two types of strategies. Communication strategies and learning strategies: Communication strategies are procedures that enable learners to solve their problems they encounter when using foreign language for communicative purposes.

Another attempt to define strategic competence in communication has been made in Bachman (1990). He defines strategic competence as "The capacity that relates competence or knowledge of language to the language user knowledge structures and the features of the context in which communication takes place" (Bachman, 1990, p. 107). The concept of communicative competence is further explained by other researchers in SLA.

Strategic competence involves strategies used when communication is difficult to prolong between the interlocutors. It is important for foreign language learners because it is the way the learners compensate for breakdowns in communication and use them to meet their communicative goals. To develop strategic competence, the students may be taught communication strategies and trained how to use such strategies in real life situations.

## 1.1.5 Major Aspects of Communication Strategies

Generally, communication strategies are used to negotiate meaning to maintain the conversation or to handle difficulties or communication breakdowns. Researchers have studied CSs from two major perspectives: the interactional view and psycholinguistic view. These two approaches of conceptualizing CSs have been acknowledged to be the most influential in the field of CS studies. "The interactional view of CS emphasizes the interaction process between language learners and their interlocutors especially the means by which meaning is negotiated by one or both parties" (Nathalog, 2003, p. 92).

According to him, psycholinguistic view on the other hand, focuses on the language learners' problem solving behavior dealing with lexical and discourse problems.

The interactional view is mainly based on the interaction process between language learners and their interlocutors and the negotiation of meaning. Tarone (1980, p. 419 ) suggests that CSs have to fulfil all the following criteria:

1) A speaker desires to communicate meaning to a listener.
2) The speaker believes that the linguistic or sociolinguistic aspect designed to communicate meaning is unavailable or is not shared with the listener.
3) The speaker chooses to:
   a) avoid to communicate meaning
   b) attempt  alternate means to communicate meaning. The speaker stops trying alternatives when it seems clear to the speaker that there is no shared meaning.

Psycholinguistic view considers CS as the cognitive process of the speaker himself/herself with a focus on comprehension and production. According to Nathalog (2003, p. 95), "CSs are inherently mental procedures, therefore, CS research should investigate the cognitive process underlying strategic use". He further states: "CSs are viewed as potentially conscious plan for solving what to an individual presents himself/herself as a problem in reaching a particular communicative goal." The above arguments imply that the psycholinguistic view of CS has been mainly associated with the strategies for overcoming the limitation in lexical knowledge. This view mainly focuses on the problems solving behaviors that are the result of the gaps in the lexical knowledge of the language learners.

## 1.1.6  Learning Strategies

Learning strategies are actions or attempts of the learners to learn the features of target language. These include all the actions (both cognitive and metacognitive) that the second language learners employ to attain the better proficiency in the target language. Cohen (1998, p.4) defines learning strategy in the following way:

> Learning strategies are the processes which are consciously selected by the learners and which may enhance the learning and the use of the TL through storage, recall, hypothesizing, etc. Selection of learning strategy is influenced by the nature and the type of the motivation, personality and interest of the learner.

Similarly, Oxford (1999, p.520) defines learning strategy as "The behavior or actions which learners use to make language learning more successful, self-directed and enjoyable."

The definitions presented above imply that learning strategy is the attempt employed by the $L_2$ learner to acquire the features of the target language. In this sense learning strategies are different from the communication strategies.

## 1.1.7  Communication Strategy Vs Learning Strategy

Ellis (1994, p. 530) makes distinctions between communication strategy and learning strategy. According to him, "Communication strategies are the deliberate attempts made by the speakers to achieve the communicative goals when they lack the linguistic knowledge of target language." On the other hand, he views learning strategies as the deliberate actions taken by the learners to acquire the features of target language. This implies that communication strategies are intended to promote effectiveness of communication unlike learning strategies which are intended to promote the acquisition of target

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language features. Similarly, communication strategies basically deal with productive communication of the information using both verbal and non-verbal tools, whereas, learning strategies deal with receptive aspect such as intake, memory, storage, etc. Some of the examples of communication strategies are literal translation, code switching, mime, paraphrasing, etc. Cognitive, meta-cognitive and socio affective strategies are the examples of learning strategies.

### 1.1.8 The Arguments on Teaching Communication Strategies to Second Language Learners

The teachability of communication strategies for promoting learners' communicative competence has been widely discussed in terms of its usefulness. Regarding the usefulness of teaching communication strategies Nathalog (2003, p. 68) states:

> More recently researchers have turned their attention to the relationship between communication strategies and the pedagogical issues. Two different conception regarding communication strategies have been categorized as 'pros' and 'cons'. Several researches support and advocate teaching of communication strategies. On the other hand, the 'cons' favors a much more constrained and limited taxonomies of communication strategies and they do not advocate teaching communication strategies.

According to him, many researchers make pedagogical recommendations and support the idea that it is possible as well as desirable to teach communication strategies to develop learners' strategic competence. According to Faerch and Kasper (1983) as cited in Nathalog (2003, p. 74), "It is possible to teach communication strategy in the foreign language classroom. Whether to teach

communication strategy or not depends on the purpose of the teaching." He opines that if teaching is for passing the new information only it is unnecessary to teach communication strategy. Foreign language learners already have implicit knowledge regarding communication strategies and they can apply this knowledge while communicating with others. However, if the purpose is to make the learners conscious about the aspects of their already existing strategies, it is necessary to teach them about strategies particularly how to use communication strategies most appropriately.

The views discussed above imply that explicit instruction of communication strategies help learners to identify the effects associated with individual strategies and determine procedure to strengthen the impact of communication strategies on their learning process.

Nathalog (2003, p. 70) also supports the view that communication strategies can be taught through more focused and explicit approaches. According to him, The use of need analysis tools in the task-based methodology can be incorporated in language instruction which is aimed to support the view that the teacher should provide actual instruction regarding the use of communication strategies and the opportunity should be provided so that the learners can get enough practice of such strategies.

In this way, the researchers encourage and support the promotion of communication strategies for various reasons. They view that communication strategies help the learners to be aware of their own oral performance and realize their limitations. On the other hand, the practice also helps to improve their oral communication. Finally, a formal instruction can also enhance learner's sense of security and self-confidence when they try to communicate with what linguistic resources they have while communicating in the target language.

### 1.1.9 Different Classifications of Communication Strategy

The researchers have provided various typologies of communication strategy. Various typologies have been provided by Tarone (1980), Faerch and Kasper (1990), etc. However, most of the classification system divide communication strategies into the following groups: (a) Communication strategies based on language functions (O' Malley, 1990) ;(b) Communication strategies based on $L_1$ and $L_2$ (Tarone, 1980). Because of the variety in typology it creates problem in the research of communication strategy. There is lack of universally accepted typology of describing the strategies.

**Tarone Taxonomy**

Tarone (1977) taxonomy is based on the earlier research by herself. The taxonomy is presented in five categories:

1. Avoidance
   a. Topic avoidance
   b. Message abandonment
2. Paraphrase
   a. Approximation
   b. Word coinage
   c. Circumlocution
3. Conscious transfer
   a. Literal translation
   b. Language switch
4. Appeal for assistance
5. Mime

**Faerch and Kasper Taxonomy**

Faerch and Kasper (1986) divide communication strategy in term of reduction strategy and achievement strategy. The learners attempt to avoid a problem is

reduction strategy and their attempt to achieve a solution is known as achievement strategy. Reduction strategy can be further divided into two sub-categories. The typology can be described as following:

1. Reduction Strategies
    a. Formal reduction
    b. Functional reduction
2. Achievement Strategies
    a. Compensatory strategy
    b. Non-cooperative strategy
        i. Code switching
        ii. Interlingual transfer
        iii. Intralingual transfer
    c. IL-based strategies
        i. Substitution
        ii. Paraphrase
        iii. Word-coinage
        iv. Restructuring
    d. Non-linguistic strategies
        i. Mime/gesture
3. Retrieval Strategies
    a. Waiting
    b. Using semantic fields
    c. Using other language

We can find many similarities between the two taxonomies by Tarone (1977) and by Faerch and Kasper (1986) because both of them provide general categories for avoidance and co-operative strategies.

**Bailystock Taxonomy**

Bailystock (1983, p. 103) provides the following taxonomy for the communication strategy.

1. $L_1$-based Strategies
    a. Language switch
    b. Foreignising
2. $L_2$-based Strategies
    a. Semantic contiguity
    b. Description
    c. Word-coinage
3. Non-linguistic Strategies

**Ellis Taxonomy**

Ellis (2003, p. 75) classifies communication strategies as follows:

1. Reduction Strategies
2. Achievement Strategies

Achievement strategies are further divided into following sub-types:

    a) Approximation
    b) Literal translation
    c) Paraphrase
    d) Word-coinage
    e) Mime

**Other Taxonomies**

According to Nathalog (2003, p. 27), Hastrop and Philopson (1983) provided the taxonomy of communication strategy, however, they have concentrated superficially on achievement strategy where the learner attempts to solve the

problem of communication expanding the communicative resources instead of reducing the communicative goals. The study involved the native Danish learners of English. The subject were asked to converse with the native speakers of the $L_2$ about various topics related to their everyday life. Thus the taxonomy provided by Hastrop and Philipson (1983) are closely related to those of Bailystock (1983).

According to Nathalog (2003, p. 28), Chen (1990) conducted a study to derive various communication strategies employed by the learners. She has proposed two major communication strategies: (1) Analysis based strategies (2) Control based strategies. These communication strategies are further classified into various other sub categories:

i)   Linguistic based strategies
ii)  Knowledge based strategies
iii) Repetition strategies
iv)  Paralinguistic strategies
v)   Avoidance strategies

Nathalog (2003, p. 29) further views that these taxonomies were not intended to be the final classification of all communication strategies. These were simply elicited from the EFL learners who were required to perform a particular communication task in a specific situation. According to him, this hypothesis was reflected because no obvious $L_1$ based communication strategies were elicited in this particular study. He views "This greatly reduces the learners' tendency to use $L_1$- based communication strategies because they realize that the strategy will not work for them."

In the same way, Poulisse (1987, p. 48) talks about the taxonomies employed by Nijmegen project conducted at the university by herself. According to her, the communication strategies employed by Dutch learners of English was the main focus of her study. The project was written up at several strategies. She

puts forward the argument that study of communication strategy was beyond the description to predictors and explanation. This study regards the communication strategies as primarily mental event. This project formulated simple taxonomies of communication strategy which are given below:

i)  Conceptual: The learner decides to compensate for a missing word through conceptual knowledge.

ii) Linguistic: The learner attempts to compensate for a missing word through linguistic knowledge. She further divides this strategy into various sub-categories. She also makes distinction between the verbal and non verbal behavior saying that they should not be simply arranged to explicit communication strategies.

Ellis (1994, p. 125) also comments on the taxonomies used by Nijmegen project. He states, "Clearly Nijmegen taxonomy has a great importance in that it locates the description of communication strategy within a parsimonious cognitive framework." This study mainly aimed to investigate the compensatory strategies employed in the $L_1$ and $L_2$ by Dutch learners of English at three level of acquisition which she categorized as the advanced, intermediate and the low performance of the learners. The main achievement of this study was that compensatory strategies are not specific to second language learners since they use compensatory strategies rather than the achievement strategies.

According to Nathalog (2003, p. 38), Faerch and Kasper (1983) and Dornei (1995) used the same system to classify communication strategies. Dornei (1995) also adds another type of strategy, that is time gaining strategies which is divided into five types: avoidance, paraphrase, conscious transfer, aspect for assistance and mime. However, avoidance is a sub-type of reduction strategy of Faerch and Kasper (1983) who have used this taxonomy in a more clear way. As mentioned earlier, Bailystock (1990) classifies communication strategies in a different way. In this respect, Nathalog (2003, p. 39) argues, "The

classification of Dornei and Scot (1997) can be taken as the extreme form of communication strategy research." Dornei and Scot (1997) as cited in Nathalog (2003, p. 40) view, "There has been no consensus on definition and classification of communication strategies taxonomies. The selection of target strategies can be derived from several main strategies." This implies that there are various taxonomies employed by various researchers and it is very difficult to adopt a particular framework for the research related to communication strategies.

In this way various researchers have categorized communication from different perspectives. We can find overlapping in some of these classifications.

**1.1.10 Taxonomy of Communication Strategies Used in this Research**

Based on the synthesis of the taxonomies employed by the above mentioned researches, the communication strategy for the purpose of this research has been classified in the following way:

A. $L_1$ based Strategies
   i)   Literal translation
   ii)  Language switch
   iii) Foreignising
B. $L_2$ based Strategies
   i)   Paraphrase
   ii)  Approximation
   iii) Word coinage
   iv)  Restructuring
C. Message Adjustment Strategies
   i)   Topic avoidance
   ii)  Message abandonment
   iii) Message reduction

The detailed description of the above mentioned strategies is given below:

**1. Literal Translation**

The $L_2$ user uses the features of native language that do not exist in the target language.

**2. Language Switch**

The $L_2$ user uses a language other than the target language to express an idea.

**3. Foreignising**

In this type of communication strategy, the $L_2$ user uses $L_1$ word slightly adjusting with the $L_2$ features phonologically or morphologically.

**4. Paraphrase**

In this type of communication strategy, the $L_2$ user uses different words or phrases to express the idea in the target language. In other words, the $L_2$ user describes or explains the meaning or function of the target language.

**5. Approximation**

In this type of communication strategy, the $L_2$user uses the vocabulary or structure which is not absolutely correct in target language but shares enough semantic features in common with the desired item so that the interlocutor can easily guess the intended meaning.

**6. Word-Coinage**

The $L_2$ user creates a new word based on the supposed rule that does not exist in the target language.

**7. Restructuring**

The L$_2$ user rephrases or simplifies his or her structures in a clear way.

**8. Topic Avoidance**

The L$_2$ user avoids the topic or ideas that pose difficulty. In other words, he or she tries not to talk about the concept that he or she feels difficult to express.

**9. Message Abandonment**

The L$_2$ user lives the message unfinished because he or she lacks the word or structure that is needed to convey the message.

**10. Message Reduction**

In this type of communication strategy, the L$_2$ user speaks less than or less precisely than what is intended. It is often perceived to be vague general talk.

## 1.2  Review of the Related Literature

I have gone through some of the researches related to my study. A brief review of those researches is given below:

Dahal (2008) conducted a research on "Communicative Strategies used by Secondary level English Teacher and Students". The objective of her study was to find out the types of communication strategies used by the secondary level students and teachers.  She used interview and observation as research tools. According to her findings, circumlocution was the most frequently used communication strategy employed both by the secondary level teachers as well as the students.

Similarly, Huang (2008) carried out a study on "Intercultural Communication of Professional Tour Guides." Her objective was to investigate the intercultural communication strategies used by Chinese tour guides of Yunnan Province.

Observation was the tool she used for the collection of data. Her findings indicate that faced with the prospect of conflict with tourists, the tour guides adopt varied strategies according to the roles, relationship and identities. The roles, relationship identities and context are important factors that determine the type of strategies that the tourist guides use for intercultural communication.

Yang (2010) conducted a research on "Communicative Strategy Used by the Chinese EFL Learners of English." His objective was to find out the attitude of Chinese students towards the communication strategy. Questionnaire and interview were the methods he used for data collection. His findings indicate that the learners with high language proficiency prefer $L_2$ based strategies and the learner with low language proficiency prefer $L_1$ based strategies.

Similarly, Ghimire (2011) conducted a research on "Communicative Strategy Used by the Secondary Level Students." Her objective was to analyze the communication strategies used by secondary level students. Questionnaire was the method she used to collect the data. She found that majority of the students use mime and gestures while communicating in $L_2$ inside the classroom.

In this way, various researches have been carried out on communication strategy. However, there are no researches on communication strategies employed by Nepalese tourist guides. Therefore, this research is distinct from the previous researches.

## 1.3 Objectives of the Study

The study had the following objectives:

  i. To find out the type and frequency of the communication strategies of Nepalese tourist guides.
  ii. To identify the relationship between their language exposure and the communication strategies they employ.

iii. To suggest some pedagogical implications.

## 1.4  Significance of the Study

Nowadays, English speaking ability has become a necessity for establishing linkage with the rest of the word, in conducting international trade, diplomatic exchanges and the use of new technology. The ability to communicate in English clearly and efficiently contributes to the success of the learner not only in classroom but also in every phase of life. In order to carry out conversations, basic ability is grammar and vocabulary is not enough to be able to communicate properly and effectively. The learners need communicative competence which enables them to communicate successfully and effectively in real-life situations. However, speaking in a foreign language is very difficult and competence in speaking takes long time to develop. This is because speaking involves a variety of processes. Speaking requires not only the knowledge of vocabulary but also negotiation of meaning in various socio-cultural contexts.

Tourism is one of the main sources of income in Nepal. Thousands of tourists visit Nepal every year. It is important that they should be informed with various aspects of our geographical condition, culture ,custom and religion. Communication strategies are very important to the guides so that they can prolong the interaction between them and the tourists without breaking the communication. Effective communication yields satisfaction between interlocutors. It also helps to develop language proficiency of tourist guides.

Another significance of the research is that Nepalese tourist guides are the EFL learners who get more language exposure than that of the EFL learners in instructed learning situation do in various respects. A study of the types and frequency of the communication strategies they employ while communicating can yield an important contribution in the field of second or foreign language teaching pedagogy. In this sense, the study has pedagogical value. Furthermore,

the study is expected to be useful for the teachers, students, teacher trainers language specialists, textbook writers, syllabus designers as well as curriculum developers.

# CHAPTER TWO

# METHODOLOGY

## 2.1  Research Design

Survey research design has been employed in this resesrch. According to Nunan (1992, p. 14), "The main purpose of survey is to obtain snapshots of the condition attitudes and events at a simple point of time." This design represents quantitative research procedure through which the researcher can administer a questionnaire or other research tools who are the samples of the study. Since the objective of my research was to study the trends of the use of communication strategies by Nepalese tourist guides survey design was the most appropriate research design for this particular study.

## 2.2  Source of Data

I used both primary and secondary sources of data for this study.

### 2.2.1  Primary Sources

This study was primarily based on the primary source of data. Thirty tourist guides working in different parts of Kathmandu and Patan were observed and interviewed to elicit the data.

### 2.2.2  Secondary Sources

The secondary sources were selected literatures, books, journals, newspapers, magazines, etc. Some of them are: Tarone (1977), Krashen(1985), Kumar (1996), Kaplan (2002), Ellis (2003) etc. Some theses approved by Department of English Education were also consulted to facilitate the study.

## 2.3 Population of the Study

Tourist guides working in various places of Kathmandu and Patan were the population of this study.

## 2.4 Sampling Procedure

I used purposive sampling procedure which is one of the non-random sampling type for this study.

## 2.5 Tools for Data Collection

I used two types of tools to collect the data for this study: participant observation and structured interview.

### 2.5.1 Observation

I observed the conversation between the tourists and the guides and recorded the type and frequency on the observation table. The conversation of each tourist guide which had the duration of approximately (3-5) minutes was observed. Altogether, thirty conversations (speech events) between the different guides and tourists were recorded on the observation table.

### 2.5.2 Interview

I interviewed the tourist guides just after the observation of their conversation. Altogether, thirty tourist guides were interviewed. The questions for the interview were also predetermined. The diary was used to record the interview.

## 2.6 Process of Data Collection

i) First, I went to some travel agencies and explained my purpose to them.
ii) Then, I met some guides working for those agencies and arranged time to observe their conversation with tourist.

iii) Then, I went to the spot where the tourist guides were guiding the tourists such as Basantpur, Thamel, Patan Durbar Square etc.

iv) Then, I explained my purpose and requested the tourists for their permission to observe their conversation with guide.

v) After getting permission, I observed their conversation and recorded on the observation table.

vi) Then, I requested the guides to answer my pre-determined questions.

vii) In this way, the data was collected from various tourist guides in different times.

## 2.7  Delimitations

The study has the following delimitations:

i) The study was limited only to the Nepalese tourist guides who used English as a foreign language.

ii) The study was limited to only the communication strategies used by the tourist guides.

iii) The study was limited to only thirty tourist guides working in different parts of Kathmandu and Patan.

iv) Only two types of tools (i.e. observation and interview) were used to collect the data.

v) No electronic device was used to record the conversation and interview with the guides.

# CHAPTER THREE

# ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the data obtained from the observation of conversation between the tourist guides and the tourists as well as the data obtained from the interview with the guides. The collected data were analyzed separately to find out the type and frequency of the strategies they employed and their relationship with the period of exposure in $L_2$. The analysis and interpretation of data has been carried out in the following sub topics:

3.1 Use of Communication Strategies

3.2 The Problem Faced by the Guides while Talking with the Tourists

3.3 Perception of Tourist Guides on their Language Proficiency

## 3.1  Use of Communication Strategies

Thirty conversations between the tourist guides and the tourists were observed in the natural setting. The strategies used by them are analyzed and interpreted using various statistical tools such as mean, range ,standard  deviation,etc .The  analyzed  data are presented in tables and graph.

**Table No. 1**

**The Statistical Analysis of Communication Strategies Employed by Individual Subjects**

| Minimum | Maximum | Range | Average | Standard Deviation |
|---------|---------|-------|---------|--------------------|
| 4 | 10 | 6 | 6.9 | 1.709 |

The table shows that minimum frequency of use of communication strategy by some subjects was four. Similarly, some other subjects used communication

strategy with the maximum frequency of use of ten. Hence the range of the use of communication strategy was six. The average use of communication strategy per subject was 6.9 with the standard deviation of 1.709.

**Table No. 2**

**Use of Communication Strategies by Individual Subjects**

| Subject | L1 based Strategies | L2 based Strategies | MA Strategies | Total |
|---------|---------------------|---------------------|---------------|-------|
| 1. | 1 | 5 | 1 | 7 |
| 2. | 1 | 3 | 1 | 5 |
| 3. | 2 | 1 | 2 | 5 |
| 4. | 1 | 6 | 0 | 7 |
| 5. | 0 | 4 | 4 | 8 |
| 6. | 1 | 2 | 4 | 7 |
| 7. | 1 | 2 | 1 | 4 |
| 8. | 1 | 5 | 4 | 10 |
| 9. | 2 | 3 | 0 | 5 |
| 10. | 2 | 5 | 1 | 8 |
| 11. | 2 | 3 | 1 | 6 |
| 12. | 2 | 5 | 3 | 10 |
| 13. | 0 | 4 | 0 | 4 |
| 14. | 3 | 3 | 3 | 9 |
| 15. | 1 | 4 | 2 | 7 |
| 16. | 3 | 2 | 1 | 6 |
| 17. | 1 | 5 | 1 | 7 |
| 18. | 1 | 5 | 2 | 8 |
| 19. | 4 | 3 | 0 | 7 |
| 20. | 0 | 5 | 2 | 7 |
| 21. | 1 | 2 | 3 | 6 |
| 22. | 2 | 1 | 1 | 4 |
| 23. | 1 | 3 | 3 | 7 |
| 24. | 1 | 6 | 0 | 6 |
| 25. | 2 | 1 | 2 | 5 |
| 26. | 2 | 5 | 2 | 9 |
| 27. | 1 | 4 | 2 | 7 |
| 28. | 1 | 5 | 2 | 8 |
| 29. | 3 | 5 | 1 | 9 |
| 30. | 4 | 5 | 0 | 9 |
| **Total = 30** | **47** | **112** | **49** | **208** |

The given table shows that subject no. 1 used one $L_1$ based stratregy, five $L_2$ based strategies and one MA strategy. Altogether, he used seven communication strategies during observation period. Similarly subject no. 7, 13and 22 used the minimum number of strategies. They used only four strategies each. Likewise, subject no. 8 and 12 used the communication strategy with the maximum frequency. Each of them used ten communication strategies. Subject no. 5, 13 and 20 never used $L_1$ based strategy whereas subject no. 19 and 30 used $L_1$ based strategy four times each. In the same way, three subjects used $L_2$ based strategy with the lowest frequency. Each of them used this strategy once. Six of the subjects never used MA, whereas three other subjects used this strategy four times each. Altogether there were 30 subjects and they used $L_1$ based strategies with the frequency of 47, $L_2$ based communication strategies 112 times and MA strategies 49 times. Altogether they used the total of 208 communication strategies.

**Table No. 3**

**Statistical Analysis of Communication Strategies in Terms of the Use by Each Subject**

| Type | S.N. | CS | Min. | Max. | Range | Mean | S.D. |
|------|------|------|------|------|-------|------|------|
| $L_1$ – Based | 1. | LT | 0 | 2 | 2 | 0.8 | 0.761 |
| | 2. | LS | 0 | 2 | 2 | 0.7 | 0.702 |
| | 3. | For. | 0 | 1 | 1 | 0.1 | 0.305 |
| $L_2$ – Based | 4. | Par. | 0 | 3 | 3 | 1.6 | 1.066 |
| | 5. | App. | 0 | 3 | 3 | 1.3 | 0.927 |
| | 6. | WC | 0 | 1 | 1 | 0.03 | 0.182 |
| | 7. | Res. | 0 | 2 | 2 | 0.6 | 0.711 |
| MA | 8. | TA | 0 | 2 | 2 | 0.5 | 0.727 |
| | 9. | M Ab. | 0 | 2 | 2 | 0.7 | 0.702 |
| | 10. | MR | 0 | 3 | 3 | 0.3 | 0.764 |

The given table shows that some subjects never used LT while some others used this strategy with maximum frequency of two during their conversation. Hence this strategy was used with the range of two. The mean score of the use of this strategy was 0.8 with standard deviation of 0.76%. Similarly, another $L_1$ based strategy LS was never used by some subjects while some others used this strategy with the frequency of two. This strategy was used within a range of two. The mean score and standard deviation of this strategy was 0.7 and 0.702 respectively. In the same way, For. was never used by some subjects while some others used this strategy once. Hence this strategy was used with a range of one. The mean score and standard deviation of For. were 0.1 and 0.305 respectively.

Another $L_2$ based strategy Par. was never used by some of the subject while some others used this strategy with the maximum frequency of three. Hence this strategy was used with a range of three. The mean score and standard deviation of this strategy were 1.6 and 1.066 respectively. Another $L_2$ based strategy App. was never used by some of the subjects while some others used this strategy with a maximum frequency of three. Hence this strategy was used with a range of three. The mean score and standard deviation of this strategy were 1.3 and 0.927 respectively. Similarly, WC was used with a range of one and the mean score and standard deviation of this strategy were 0.03 and 0.182 respectively. The next strategy Res was used with a range of two which had the mean score and standard deviation of 0.6 and 0.711 respectively. The next strategy TA was used with a range of two and the mean score and standard deviation of this strategy were 0.5 and 0.727 respectively. The next strategy M Ab. was used with a range of two which had the mean score of 0.7 and standard deviation of this strategy was 0.702. Finally, MR was used with a range of three which had the mean score and standard deviation of 0.3 and 0.764 respectively.

<center>**Table No. 4**</center>

<center>**Frequency and the Percentage of Communication Strategies Employed by the Subjects**</center>

| S.N. | C.S. | Frequency | Per % | Rank |
|------|------|-----------|-------|------|
| 1. | LT | 23 | 11.05 | 3 |
| 2. | LS | 21 | 10.09 | 4 |
| 3. | For. | 3 | 1.44 | 8 |
| 4. | Par. | 49 | 23.55 | 1 |
| 5. | App. | 41 | 20.19 | 2 |
| 6. | WC | 1 | 0.48 | 9 |
| 7. | Res. | 20 | 9.61 | 5 |
| 8. | TA | 17 | 8.17 | 6 |
| 9. | M Ab. | 21 | 10.09 | 4 |
| 10. | MR | 11 | 5.28 | 7 |

The given table shows that 'Paraphrase' was the most frequently used CS among all CSs employed which was used with the frequency of 49 accounting for 23.55 percent. Similarly, 'Approximation' was the second most frequently used CS which was used with the frequency of 41 accounting 20.19 percent. The third most frequently used CS was 'Literal Translation' which was used with frequency of 23 accounting 11.05 percent. The fourth most frequently use CSs were 'Language Switch' and 'Message Abandonment' strategy. Each of these strategies were used with the frequency of 21 accounting for 10.09 percent.

In the same way, 'Restructuring' was the fifth most frequently used CS which was used with the frequency of 20 accounting for 9.61 percent. 'Topic Avoidance' was the sixth most frequently used CS which was used with the frequency of 11 accounting 5.28 percent followed by 'Foreignising' which was eighth most frequently used CS which was used with frequency of three

accounting 1.44 percent. The least frequently used communication strategy was 'Word Coinage' which was used just for once accounting 0.48 percent.

Among L1 based strategies, literal translation was the most frequently used strategy whereas foreignising was the least used strategy. Similarly, paraphrase was the most frequently used $L_2$ based strategy whereas word coinage was the least used $L_2$ based strategy. Furthermore, message reduction was most frequently used MA strategy whereas message abandonment was the least used CS in this category. The use of communication strategy is also shown in the following graph:



**Figure No. 1: Graphical Representation of the Frequency of the Use of Overall Communication Strategies**
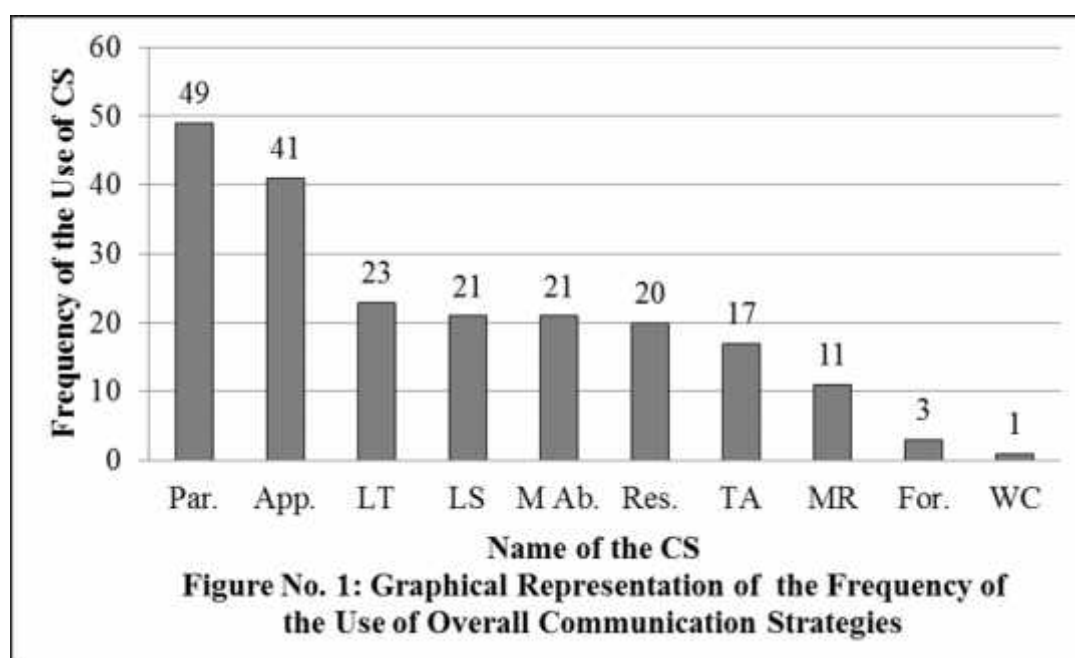
**Literal Translation**

Literal translation was the most frequently used communication strategy. However, in overall ranking it falls on the third rank. The subjects used this strategy for 23 times which accounts for 11.05 percent of the total strategies used by the subjects. According to the frequency distribution, six subjects used this strategy two times, twelve subjects used this strategy once and other twelve subjects never used this strategy. The followings are some of the examples of LT used by the tourist guides:

i.    These are clothes expensive. (For expensive clothes)

ii.    The statue is not so *high*.(For tall)

iii.    You liked them? (For did you like them?)

iv.    We don't have *electric stairs* here. (For escalators)

v.    Let's see in that *bag shop*. (For store)

**Language Switch**

Language switch was used with the frequency of 21 which accounts for 10.09 percent and falls in the fourth rank among all strategies used by the tourist guides. Among $L_1$-based strategies, it was the second most employed strategy. In terms of frequency distribution, four of them used this strategy two times, thirteen used for once and the rest thirteen guides never used this strategy during the conversation. Some of the examples of LS employed by the guides are followings:

i.    The temple has got a beautiful *gajur* on the top. (For Pinnacle)

ii.    On this day, people come here to do *puja*. (For pray/worship)

**Foreignising**

The tourist guides used foreignising strategy only three times accounting for 1.44 percent during the observation period. According to frequency distribution per subject, three subjects used this strategy once and twenty-seven of them never used this strategy. It was the least used $L_1$ based stratregy. The following is an example of this strategy used by one of the subjects:

i.    We can see the idol of *devatas*. (For deities)

**Paraphrase**

Paraphrase was the most frequently used strategy among all the strategies used by tourist guides. This strategy was used 49 times accounting for 23.55 percent during the observation period. According to frequency distribution per subject,

seven subjects used this strategy three times, eleven subjects used twice, six of them used once and the other six subjects never used this strategy. Some of the examples of paraphrase used by the subjects are given below:

i.   The hat that the king wears. (For crown)
ii.  *The people who try to sell the things* will disturb you. (For hawkers)
iii. The long string of flowers that we use around our neck.( For garland)

## Approximation

Approximation was used 41 times accounting for 19.80 percent of the total communication strategies used during the observation period. It was the second most frequently used strategy among all communication strategies. According to frequency distribution per subject, three subjects used this strategy three times, eleven of them used for two times, ten of them used once and six subjects never used this strategy. Some of the examples of approximation used by the subject are given below:

i.   You must carry *a light.* (a torch)
ii.  The old temple was *damaged* .(broken down)
iii. Let's *clean* our hands here.(wash)
iv.  This restaurant *sells* Chinese food also.(serves)
v.   On this occasion,people pull the *cart* of Kumari.(chariot)

## Word Coinage

Word coinage was the least used strategy among all communication strategies. Only one subject used this strategy once. The rest of the subjects never used this strategy during the conversation. The given example is an instance of this strategy used by one of the subjects.

i.   The doors on the back side are *unmove.*

**Restructuring**

Restructuring was used 20 times accounting for 9.61 percent among all strategies used during the observation period. Four of the subjects used this strategy two times, twelve of them used once and fourteen subjects never used this strategy. Some of the examples of restructuring used by the subject are given below:

i. The boy ride ……er….. riding on a motor bike.
ii. Most people ……I mean many people come to see this place.
iii. Jams …um…traffic jams are very common here.
iv. You lost…got lost…yesterday?

**Topic Avoidance**

Topic avoidance was used 17 times accounting for 8.17 percent among all the strategies used during observation. This is the second most frequently used strategy among message adjustment strategies. Four subjects used this strategy twice, nine subjects used once and seventeen subjects never used this strategy. Some of the examples of topic avoidance noticed during observation is given below:

i. This is famous style of architecture which we……..(for pagoda style)
ii. He cast lotus seeds which ……..(bloomed later)

**Message Abandonment**

Message abandonment was the most frequently used strategy among message adjustment strategies. This strategy was used 21 times accounting for 10.09 percent among all strategies. Four subjects used this strategy twice, thirteen subjects used once and the rest of the thirteen subjects never used this strategy.

Some of the examples of this strategy used by the subjects are following:

i)   There are many ……….(monuments).
ii)  This is the house of valuable…………. (artifacts)

**Message Reduction**

Message reduction was used only 11 times accounting for 5.28 percent among all strategies used during the observation. This is the least used communication strategy among MA strategies. Only one subject used this strategy three times, two of the subjects used twice, four of them used only once and twenty-three subjects never used this strategy during the observation period. Some of the examples of message reduction employed by the subject are given below:

i)   They are protesting …um... coz…….the government their… demands.
     (not responding)
ii)  I wanted to study more …………..but my condition was not good.
     (economic condition)
iii) We call them thanka…they are the special *painting*.(scroll painting)
iv)  This palace is an example of *skill* of Nepalese people.(architectural skill)

**Table No. 5**

**Use of Communication Strategies in terms of Period of Exposure**

| Group | No. of sub | Duration of work | $L_1$- based strategies | | $L_2$- based strategies | | MA | | Total | |
|-------|-----------|------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | | Freq. | Per. | Freq. | Per. | Freq. | Per. | Freq. | Per. |
| A | 8 | 0-24 m | 31 | 43.65 | 18 | 25.00 | 23 | 31.94 | 72 | 100 |
| B | 11 | 25-59 m | 28 | 32.55 | 36 | 41.86 | 22 | 25.58 | 86 | 100 |
| C | 11 | 60 or above | 15 | 30.00 | 23 | 46.00 | 12 | 24.00 | 50 | 100 |

The table shows that there were 8 subjects in group 'A' who had working experience as tourist guides upto 24 months. This group used the total of 72 communication strategies ,out of that they used 18 $L_2$-based strategies accounting for 25 percent, and 23 message adjustment strategies accounting for 31.94 percent.

Similarly, there were 11 subjects in group B who had the working experience from (25-59) months.This group used the total of 86 communication strategies ,out of that they used 28 $L_1$-based strategies accounting for 32.55 percent, 36 $L_2$-based strategies accounting for 41.86 percent and 22 message adjustment strategies accounting for 25.38 percent.

There were 11 subjects in group C who had the working experience 60 or more months.This group used the total of 50 communication strategies, out of that they used 15 $L_1$-based strategies accounting for 30 percent, 23 $L_2$-based strategies accounting for 46 percent, and 12 message adjustment strategies accounting for 24 percent.

The data imply that subjects who had less exposure of communication with tourists preferred $L_1$-based strategies. On the other hand, the subjects who had more exposure of communication with tourists preferred more $L_2$-based strategies. There is a sharp fall in the use of $L_1$-based strategies and message adjustment strategies as the period of exposure increases. There is gradual increase in the use of $L_2$-based strategies as the period of exposure increases.

## 3.2   The Problems Faced by the Tourist Guides while communicating with Tourists

All the tourist guides who were observed had studied English as a subject for (8-12) years in school. However, according to them the communication with the native speakers is quite challenging in the initial phase since they are not quite familiar with the culture of the native speaker which makes intercultural communication more difficult. As the duration of exposure of English with

native speakers increases, they gradually become aware of the cultural differences which has direct effect on language they use.

Similarly, some subjects found it difficult to perceive accents and the colloquial English in the beginning. However, as the exposure spoken language with the tourist increases they reported that they gradually learnt those features.

Sometimes the tourists would ask them too much information related to some specific field. In such situation, they lacked the words to convey the meaning to convey their idea .According to the subjects, in the beginning phase they did not have enough air training to recognize the strings of language the tourists produce. The poor listening skill also posed difficulty during the conversation. On the other hand, the tourist guides did not have good speaking skills and they also could not use various communication strategies since they were not habitual with them. The noise in natural speaking environment also frequently posed problems to perceive the speech of the tourists as well as to produce the utterances.

## 3.3  Perception of the Tourist Guides on their Language Proficiency

The tourist guides' perception indicate that effective and appropriate communication is context –based .To a large extent,  they are trying to achieve their goal of communication using appropriate and effective language which can satisfy the tourist.

Most of them are aware of the fact that they have to adapt to the cultural difference and in order to have effective and appropriate communication in such situation communication skills are essential. They viewed that it was very difficult to express some ideas in English that are related to the cultural aspects such as custom religion and tradition. Some of them even found it difficult to satisfy the tourist with their expression and frustrated when they could not express the ideas properly.

Nevertheless, they viewed that they did not feel much difficulty in using colloquial language after they got exposure of spoken language communicating with the foreigners. Most of them opined that their overall English language proficiency was good while some others viewed that they needed some formal language courses especially on cultural terms.

# CHAPTER FOUR

# FINDINGS AND RECOMMENDATION

## 4.1  Findings

This study was conducted primarily to find out the types and frequency of the communication strategies used by Nepalese tourist guides. It was found that tourist guides employ various communication strategies when they lack proper words or structures to express some ideas in English. The major findings of this study have been listed below:

a) The Nepalese tourist guides employ a variety of communication strategies while communicating with the tourists.

b) There is no consistency in the use of communication strategy used by tourist guides.

c) There are altogether ten communication strategies employed by the tourist guides while communicating with the tourists. They are: literal translation, language switch, foreignising, approximation, paraphrase, restructuring, topic avoidance, message abandonment and message reduction.

d) Paraphrase is the most frequently used communication strategy among all communication strategies employed by the tourist guides.

e) Word coinage is the least frequently used strategy among all strategies employed by the tourist guides.

f) Literal translation is the most frequently used $L_1$-based strategy whereas foreignising is the least frequently used strategy among all $L_1$ based strategies by the tourist guides.

g) Paraphrase is the most frequently used communication strategy among all communication strategies employed by the tourist guides.

h) Literal translation is the most frequently $L_1$-based strategy whereas foreignising is the least frequently used strategy among all $L_1$ based strategies by the tourist guides.

i) The tourist guides who have less exposure of target language tend to use more $L_1$ based strategies and less $L_2$ based strategies. On the other hand, who have more exposure of TL use more $L_2$ based strategies.

j) The use of MA strategy decreases as the period of exposure in TL increases.

k) $L_2$ based strategies are more beneficial compared to message adjustment strategies since they involve more positive attempts to tackle difficulty faced by the tourist guides during their communication.

l) Communication strategies are extremely useful for the tourist guides to avoid communication breakdown and to prolong their communication with the tourists.

m) Cultural difference between the tourists and the guides pose main problem while communicating with the tourists. Some other problems are accent and intonation patterns of the tourists.

n) Most of the tourist guides think that their language proficiency is good and they are capable enough to communicate in English so they do not need take any language courses.

## 4.2 Recommendations

a) The language learners should be encouraged to use various communication strategies so that they can prolong their communication with the interlocutors.

b) Language teachers should be aware of the advantages of communication strategy. They should encourage the learners to use appropriate communication strategy when the learners face difficulties to communicate in the target language.

c) The language learners should be provided with the opportunity to use various communication strategies inside and outside the language classroom.

d) It is useful to incorporate a formal instruction on communication strategies along with some awareness raising activities in language teaching curriculum.

e) The teachers should discourage the use of avoidance strategies and should encourage the use of $L_2$ based strategies as the proficiency of the learner increases.

f) The teacher should create the interactive environment in the language classroom where the students can get enough exposure (both listening and speaking in the target language).

g) The language classroom should be more interactive rather than presentation-based so that the learners can be more confident to communicate in the target language.

h) Dialogues and role plays are very important and useful techniques that help the learners to learn the colloquial features of target language. So that the teacher should frequently use these techniques in the language classroom.

i) Tourist guides should be trained with various aspects of intercultural communication to communicate with the foreigners successfully.

j) The teacher should incorporate the cultural aspects of target language in language teaching program so that the learners may get chance to acquire the cultural features and communication in target language becomes more effective.

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# Appendix I

# Observation Table

Informant No.:3

| S.N. | Communication Strategy | Frequency |
|------|------------------------|-----------|
| 1. | Literal Translation | 1 |
| 2. | Language Switch | 1 |
| 3. | Foreiginising | |
| 4. | Paraphrase | |
| 5. | Approximation | 1 |
| 6. | Word Coinage | |
| 7. | Restructuring | |
| 8. | Topic  Avoidance | |
| 9. | Message Abandonment | 1 |
| 10. | Message Reduction | 1 |

Types and examples of the CS Used during Conversation

| Types of CS | Examples |
|-------------|----------|
| Approximation | i.  You must carry a light. |
| Language Switch | ii.  The temple has got a beautiful gajur on the top. |
| Literal Translation | iii.  These are clothes expensive. . |

Informant No.:10

| S.N. | Communication Strategy | Frequency |
|------|------------------------|-----------|
| 1. | Literal Translation | 2 |
| 2. | Language Switch | |
| 3. | Foreiginising | 1 |
| 4. | Paraphrase | 2 |
| 5. | Approximation | 1 |
| 6. | Word Coinage | |
| 7. | Restructuring | 2 |
| 8. | Topic  Avoidance | |
| 9. | Message Abandonment | |
| 10. | Message Reduction | |

Types and examples of the CS Used during Conversation

| Types of CS | Examples |
|-------------|----------|
| Restructuring | i.    The boy ride…..er……. riding on a motor bike. |
| Foreiginising | ii.   We can see the idol of devatas. |
| Paraphrase | iii.  The hat that the king wears. |

Informant No.:19

| S.N. | Communication Strategy | Frequency |
|------|------------------------|-----------|
| 1. | Literal Translation | 2 |
| 2. | Language Switch | 2 |
| 3. | Foreiginising | |
| 4. | Paraphrase | 1 |
| 5. | Approximation | 2 |
| 6. | Word Coinage | |
| 7. | Restructuring | |
| 8. | Topic  Avoidance | |
| 9. | Message Abandonment | |
| 10. | Message Reduction | |

Types and examples of the CS Used during Conversation

| Types of CS | Examples |
|-------------|----------|
| Literal Translation | i.   The statue is not so high. |
| Language Switch | ii.  On this day, people come here to do puja. |
| Paraphrase | iii. The people who try to sell the things will disturb you. |

Informant No.: 24

| S.N. | Communication Strategy | Frequency |
|------|------------------------|-----------|
| 1. | Literal Translation | |
| 2. | Language Switch | 1 |
| 3. | Foreiginising | |
| 4. | Paraphrase | 3 |
| 5. | Approximation | 1 |
| 6. | Word Coinage | |
| 7. | Restructuring | 2 |
| 8. | Topic  Avoidance | |
| 9. | Message Abandonment | |
| 10. | Message Reduction | |

Types and examples of the CS Used during Conversation

| Types of CS | Examples |
|-------------|----------|
| Language Switch | i.   The statue is not so high. |
| Approximation | ii.  The old temple was damaged. |
| Paraphrase | iii. The long string of flowers that we used around our neck. |

Informant No.: 29

| S.N. | Communication Strategy | Frequency |
|------|------------------------|-----------|
| 1. | Literal Translation | 1 |
| 2. | Language Switch | 2 |
| 3. | Foreiginising | |
| 4. | Paraphrase | 3 |
| 5. | Approximation | 2 |
| 6. | Word Coinage | |
| 7. | Restructuring | |
| 8. | Topic  Avoidance | 1 |
| 9. | Message Abandonment | |
| 10. | Message Reduction | |

Types and examples of the CS Used during Conversation

| Types of CS | Examples |
|-------------|----------|
| Topic  Avoidance | i.   This is famous style of architecture which we ……….. |
| Language Switch | ii.  On this day, people come here to do puja. |
| Literal Translation | iii. We don't have electric stairs here. |

# Appendix II

## Questions for Interview

Informant No.: 3

Age: 25                                           Academic Qualification: IA

1) How long have you been working as a tourist guide?

   ⇨ More than two years

2) Where and how long did you learn English?

   ⇨ In school and college - later with practice

3) What kinds of problem do you face while talking with the foreigners?

   ⇨ Their accents/ pronunciation and to convey some cultural words

4) What do you do if you do not access the words to express your idea in English while talking with the tourists?

   ⇨ Mostly use the words that denote similar meaning

5) Do you have any experience of communication break down during conversation due to the lack of your knowledge of English? When?

   ⇨ Sometimes – the cultural terms – don't remember actually

6) Do you think you need to take some language classes to be more confident while speaking with tourists? If yes, what should be focused in such class?

   ⇨ No – capable enough to handle

Informant No.: 10

Age: 30                                                    Academic Qualification: BBS

1) How long have you been working as a tourist guide?

   ⇨ 6 years

2) Where and how long did you learn English?

   ⇨ In school and college and training of Nepal Tourism Board

3) What kinds of problem do you face while talking with the foreigners?

   ⇨ Native speakers tend to speak fast. It was difficult to understand their
   pronunciation in the beginning but now I do not feel difficult.

4) What do you do if you do not access the words to express your idea in
   English while talking with the tourists?

   ⇨ I am not aware of that but usually describe the meaning of the words.

5) Do you have any experience of communication break down during
   conversation due to the lack of your knowledge of English? When?

   ⇨ When I started to guide tourists, in the first couple of years I faced such
   problems.

6) Do you think you need to take some language classes to be more confident
   while speaking with tourists? If yes, what should be focused in such class?

   ⇨ I think my proficiency is good.

Informant No.: 19

Age: 21                                        Academic Qualification: +2

1) How long have you been working as a tourist guide?
   ⇨ 1 year

2) Where and how long did you learn English?
   ⇨ In school

3) What kinds of problem do you face while talking with the foreigners?
   ⇨ Sometimes, I do not have enough idea on some subject matter that the
     tourists want to get information. They use different accents depending
     on their country of origin. Their fluency creates the problem. Sometimes
     I can not express the words that are related to our culture in English.

4) What do you do if you do not access the words to express your idea in
   English while talking with the tourists?
   ⇨ Sometimes I use the word of my native language. I also use the words
     that give nearest meaning of the word I wanted to express.

5) Do you have any experience of communication break down during
   conversation due to the lack of your knowledge of English? When?
   ⇨ Really, I used to get frustrated and become nervous in the beginning.
     However, I think my English is getting better now.

6) Do you think you need to take some language classes to be more confident
   while speaking with tourists? If yes, what should be focused in such class?
   ⇨ Some language training programme focused for tourist guides would be
     fine.

Informant No.: 24

Age: 27                                             Academic Qualification: +2

1) How long have you been working as a tourist guide?
   ⇨ 4 years
2) Where and how long did you learn English?
   ⇨ In school
3) What kinds of problem do you face while talking with the foreigners?
   ⇨ In natural speaking environment the noise creates problem to perceive
      their speech. Sometimes cultural terms also create problem.
4) What do you do if you do not access the words to express your idea in
   English while talking with the tourists?
   ⇨ I try to describe the meaning.
5) Do you have any experience of communication break down during
   conversation due to the lack of your knowledge of English? When?
   ⇨ No, I don't remember.
6) Do you think you need to take some language classes to be more confident
   while speaking with tourists? If yes, what should be focused in such class?
   ⇨ I do not think that is essential.

Informant No.: 29

Age: 30                                    Academic Qualification: BA

1) How long have you been working as a tourist guide?
   ⇨ 3 and half years

2) Where and how long did you learn English?
   ⇨ In school and college

3) What kinds of problem do you face while talking with the foreigners?
   ⇨ Their pronunciation was difficult to perceive but now I am getting used to with that.

4) What do you do if you do not access the words to express your idea in English while talking with the tourists?
   ⇨ Sometimes I used to make use of the words of mother tongue. I also neglect it sometimes even now.

5) Do you have any experience of communication break down during conversation due to the lack of your knowledge of English? When?
   ⇨ No, I don't remember.

6) Do you think you need to take some language classes to be more confident while speaking with tourists? If yes, what should be focused in such class?
   ⇨ I do not think so.

# Appendix III

## List of Tourist Guides

1. Min Bahadur Gurung
2. Nirmal Thapa
3. Dal Bahadur Rai
4. Krishna Subedi
5. Kaji Gurung
6. Navaraj Regmi
7. Madhusudan Biswokarma
8. Raj Kumar Yonjan
9. Uttam Shrestha
10. Prakash Kunwar
11. Arjun Devkota
12. Sudan Rana Magar
13. Tanka Dahal
14. Raj Bahadur
15. Basanta Bhandari
16. Kailash Paudel
17. Ashok Maharjan
18. Deependra Thapa
19. Purna Bahadur K.C.
20. Sushil Phuyal
21. Binod Shahi
22. Mukti Ranabhat
23. Som Bahadur
24. Yagya Sunar
25. Subash Ghimire
26. Prakash B.K.
27. Ramesh Karki
28. Hari Dhakal
29. Rajendra Bom
30. Dilliram Basyal

# Appendix IV

# Photographs



**Nepal Himalayan Voyages Pvt. Ltd., Panipokhari**



**Managing Director of Nepal Himalayan Voyage Pvt. Ltd.**

**Nepal Dream Travel Service Pvt. Ltd., Thamel**



**Sukunda Travels & Tours Pvt. Ltd., Thamel**

**Reed Travels & Tours Pvt. Ltd., Thamel**



**Indra Travels & Tours Pvt. Ltd., Thamel**

**A Tourist Guide Guiding a Tourist**