CONVERSATIONAL ANALYSIS OF TOURISTS AND TOURIST GUIDES

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Surya Prasad Devkota

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2011

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DECLARATION

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

Date: 2067/12/14

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Surya Prasad Devkota

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Surya Prasad Devkota** has prepared this thesis entitled **Conversational Analysis of Tourists and Tourist Guides** under my guidance and supervision.

I recommend this thesis for acceptance.

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Dedicated to

My father and Brothers

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suitable environment to record the speech events.

Also, I wish to thank my friends **Mr. Khem Raj Joshi**, **Mr. Gokul Paudel**, **Mr. Sagar Bhattarai**, who so patiently and cheerfully pushed me into finishing of this thesis.

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Surya Prasad Devkota

ABSTRACT

This study deals with the conversational analysis of tourists and tourist guides. The main objective of this study was to analyze the conversations of tourists and tourist guides in terms of their sex, age, qualification and experience. The data was collected from different parts of Kathmandu and Pokhara. The guides were selected from four different trekking agencies of Kathmandu and Pokhara. I used the non-random purposive sampling procedure. It is found that there are inherent differences in the use of the English language due to the qualifications and experience. To some extent, pronunciation is imitable so anyone can copy the native like pronunciation but the grammatical correctness is not which needs formal study.

This thesis has been divided into four chapters. Chapter one consists of introduction, general background, review of the related literature, objectives and the significance of the study. Chapter two comprises methodology in which sources of data, tools of data, procedures of data collection and limitations of the study. Similarly, chapter three includes analysis and interpretation of the collected data. The final chapter includes the findings and recommendations of the study.

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LIST OF ABBREVIATIONS AND SYMBOLS

Dr.   : Doctor

e.g.   : For Example

etc.   : Et Cetera

ELT   : English Language Teaching

FL   : Foreign Language

i.e.   : That is

M.Ed.   : Master of Education

No.   : Number

P.   : Page

Prof.   : Professor

Reg.   : Registration

SL   : Second Language

SLA   : Second Language Acquisition

T   : First Tourist

T2   : Second Tourist

G   : Tourist Guide

m   : metre

ft   : feet

T.U.   : Tribhuvan University

TESL   : Teaching of English as a Second Language

CUP   : Cambridge University Press

OUP   : Oxford University Press

Vol.   : volume

ed.   : edition

CHAPTER ONE
INTRODUCTION

1.1 General Background

Theoretically speaking, language is taken as a system of human communication via the vocal codes. If we look it from the sociolinguistic view point it is the means of expressing ones ideas, emotions, feelings and so on with each other in a society. It has several functions while put into practice in the society. A number of languages in the world are used to fulfill such purposes. Besides this, even a single language is found to be used in a various number of ways. Such uses of language not only differ from society to society but also from person to person in many of the cases. However, not all the people have the knowledge of all the languages in the world. Still there are many people who are monolingual though the globalization and development of many human readers have made people realize the need of being a bilingual or a multilingual. On the other hand, all the bilinguals and multilingual do not have equal competence and proficiency in both/all the languages that they have achieved knowledge of. This does not imply that bilingual and multilingual use only a single language as a means of communication. This is also true from the findings of several researches that the bilinguals or multilingual have higher proficiency in their first language than the languages that they have achieved as second languages.

So, this difference of proficiency and competence brings difference in the use and usage of language when two or more than two people communicate each other. Despite their knowledge of both (or more) languages, they face a lot of difficulties while communicating through second languages. Due to such difficulties the communicators tend to either deviate or modify or simplify, even to switch their

codes while communicating. The more example of this can be taken from Nepalese trekking guides. Nepal should also have such characteristics with the trekking guides for foreigners.

Among all the language skills, speaking is one of the foremost language skills that is required to develop from the early period of communication. As we know that Nepal is a tourist country; every year thousands of tourist come here to see it's charming scenario on the one hand and, there is the need of facilitators to guide them on their destinations, i.e., we call them guides in other hand . While guiding them the tourist guides must have the speaking proficiency to exaggerate them different things about our culture and custom. How the tourist guides do communicate with them; what aspects of proficiency they should have and why they are required them and as to how they make conversations with tourist etc. are the areas of interest in this study. So the researcher wants to carry out an intensive study on this very topic.

1.1.1 English Language Skills

There are mainly four language skills which are described below:

a. Listening Skill

Harmer (2007, p. 270) takes listening 'as a receptive skill' like several writers. Listening generally refers to the decoding of the speech. According to Underwood (1989), "Listening is the activity of paying attention to and trying to get meaning from something we hear" (p.1). Communication takes place if we can listen successfully. If we cannot do so, there it might give some sorts of misinterpretation between the interlocutors. Even the result might be communication breaking. It is a skill which seems to develop easily for mother-

tongue listening in a foreign language is concerned (ibid). For this, Krashen (1982) focuses on 'comprehensible input' which is responsible environment to develop such ability.

Students can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening materials and procedures (Harmer, 2007, p. 303). Thus, listening of both kinds is especially important since it provides the perfect opportunity to hear voices other than the teachers', enables students to acquire a good speaking habits as a results of the spoken English they absorb and helps to improve their pronunciation.

b. Speaking Skill

Speaking is taken as a productive and primary skill. Every normal/ human beings can speak at a least language though not in the same form and some way. For Harmer (2008, p. 132) "Speaking activities are designed to provoke speaking as a skill, where there is a purpose for talking which is not just linguistics". There is no doubt that it is an active skill of day to day communication.

Lever (1989, as cited in Bygate, 2001, p. 16) mentions four major speech production processes. They are: conceptualization, formulation, articulation and self monitoring. Thus it is though a common skill is a complex activity in the sense that it is difficult to describe how utterance is product.

Lado (1995, p. 24) defines oral production or speaking skill as the ability to use language in essentially normal communication situation. It is the signaling system of pronunciation, process, information, grammatical structure and vocabulary of the foreign language a normal rate of delivery for native speaking of the language. Cross (1992, p. 4) identifies the features of natural speech as purpose,

unpredictably, slips and hesitation. Thus, it also has a number of micro skills too.

According to Kayi (2006 p. 1, as cited in Shrestha, 2008. p. 3):

> Speaking is the primary productive skill in oral mode. It is a thinking process of cognitive type and conveying message in its own right. It demands conscious intellectual behaviors. It is the first human activity which has been practiced by human beings since memorable time. Speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols in a variety of context.

Looking at these statements above, we can say that speaking is a primary need of human beings. Natural speech has some special features than in comparison to conscious speech. It is the native speakers who can speak fluently and naturally. The need of speaking cannot be limited to any textual descriptions since it is the fundamental for all skills.

c. Reading Skill

It is taken as another receptive skill, the one being listening. Reading generally refers to the process of comprehending the written codes via viewing. It is the result of conscious efforts. One's reading ability is dependent upon how one can do labour in learning. Regarding this, Harmer (2008) says, "Provided that students more or less understand what they read; the more they read the better they get at it (p. 99). He also has made a distinction between extensive and intensive reading, the first of which is also called a "joyful reading". The latter one is the reading, for the solve of reading. Harmer (2007, p. 265) takes reading and writing as the productive skills though it does not imply that the rest two are not productive.

It is generally accepted that reading is one of the essential activity for student at

college level. Wallace (2001) takes reading as the activity of practice to produce sound. (p. 21). This is the skill by means of which students not only practice the language but also grasp the meaning through the texts in the process of communication. For some people, it is a secondary skill in that it is the result of conscious learning. Another reason for this is that no all the people can read while all can speak a particular language.

d. Writing Skill

Writing in general, refers to the way of expressing ones ideas, emotions and feelings through the use of conventional written codes in a language. It is also taken as a productive and secondary skill. It is certainly true that to be deprived of the opportunity of writing is "to be excluded form a wide range of social roles, which the majority of people in industrialized society associate with power and prestige" (Tribble, 1996, p. 12, as cited in Harmer, 2007. p. 323).

Besides this, writing is not just an expression of any ideas through orthographic codes; rather it is a creative skill. To mention another way, it is the writing by means of which people reflect creativity in a language. But this is also true that only literate people can do so since it is also the result of careful learning. Relating someone's literacy to writing, Hyland (2002, p. 53) says literate people in the past were taken as those who could manipulate ". . . set of discrete, value free technical skills which included decoding and encoding meaning" (as cited in Harmer, 2007, p.323). Manipulating writing tools, perceiving shape sound correspondents etc are acquired through formal education.

Thus, all these four skills are associated with how one makes decoding and encoding in the language system assigned. It becomes redundant to say that such skills are not only necessary for those who attend the formal class but also for

those who communicate beyond such classes.

1.1.2 Introducing Communication

For most people communication is a simple talk. It is taken as a natural event. Students enrolling in an introductory undergraduate communication course will quickly be using references convenient and aging dictionary when asked to destine communication. We can define it "as a process by which information is exchanged between, individuals through common system of symbols, signs, or behavior" (Webster, 1983, p. 266, as cited in Orellana, 2006)

The fundamental problem with defining communication as nothing more than information exchange is that information exchange is only a necessary but not a sufficient condition for understating the complex process of communication. The field of communication focuses on how people use message to generate meaning within and across various contexts, culture, channels, and media. As Orellana (2006) states "communication researchers refer to the process as 'sharing meaning' and prefer to define communication as the management of messages for the purpose of creating meaning".

Communication is, therefore, strayed in as much as it is goal driven Craig (1986, p. 272) writes that "it would be pointless not to assume that discourse is in some sense and to some degree intentionally directed towards goals" (as cited in Orellana, 2006). So, looking at all these definitions, communication is the only one goal of languages and the only main means of human beings to express their realities among each other.

1.1.2.1 Language Proficiency

The term proficiency is generally used to refer to one's skills or ability. So, the phrase language proficiency refers to one's capacity to cope with the language. The term 'language proficiency' and 'linguistic proficiency' are used in similar ways and are taken as to mean the ability of an individual to speak or perform in required language. The proficient speakers demonstrate both accuracy and fluency, and use a variety of discourse strategies. Thus, a high number of native speakers of language can be fluent without being concerned to any such variation factors.

1.1.2.2 Communicative Competence

It was the American sociologist, Hymes (1972), who coined the term "communicative competence". Communicative competence is that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts. Hymes was convinced that Chomsky's notion of linguistic competence was a tool limited which did not account sufficiently, for the social and functional rules of language. Hyme's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hyme's view, a person acquires communicative competence acquires both knowledge and ability for language use.

Bachman's (1990, p.84), model of communicative competence deals with 'communicative language ability. According to him, communicative competence involves psychological processing while producing communicative units. He calls it ' language competence' which includes organizational and pragmatic competence where organizational competence includes grammatical and textual competence and pragmatic competence includes illocutionary and sociolinguistic

competence.

Actually, Hymes coined the term "communicative competence" as a reaction to Chomsky's description of the ideal speaker. It is related to one's performance in the communication. Performance in a language means the engagement of an individual, "whether habitually or occasionally" in a particular kind of behavior and competence is the ability to engage in this particular kind of behavior. According to Hudson (1988), communicative competence is "knowledge needed by a speaker or hearer, but is much more broadly based than the 'linguistic competence' of Chomskyan linguistics" (p. 219). Instead of referring only to the linguistic forums, it includes our knowledge- perhaps 'ability' would be a better term of how to use linguistic forms appropriately".

Components of communicative competence

Communicative competence is knowledge that enables a person to communicate functionally and interactively. The term 'communicative competence' is sometimes used to describe the ability that when- somebody learns a language, s/he learns how to use it in order to do certain things that people do with the language.

According to Gumperz (1972):

 …whereas linguistic competence covers the speakers ability to produce grammatically correct sentences, communicative competence describes his ability to select, from the totality of grammatical correct expressions available to him forms which appropriately reflect the social norms governing behavior in specific encounters in changed (p. 205).

Thus, there are a number of definition and regarding communicative competence. Besides, a number of ways of classifications have been presented by several

scholars. A model by Bachman is presented here:

```
   ┌─────────────────────┐        ┌─────────────────────┐
   │  Knowledge structures│◄──────►│ Language competence │
   │                      │        │                     │
   │  knowledge of the world│      │ Knowledge of language│
   └──────────┬───────────┘        └──────────┬──────────┘
              │                               │
              └──────────►┌───────────────┐◄──┘
                          │   Strategic    │
                          │   competence   │
                          └───────┬────────┘
                                  ▲
                                  │
                                  ▼
                 ┌──────────────────────────────┐
                 │ Psycho physiological mechanism│
                 └───────────────┬──────────────┘
                                 ▲
                                 │
                                 ▼
                     ┌───────────────────────┐
                     │  Context of situation  │
                     └───────────────────────┘
```
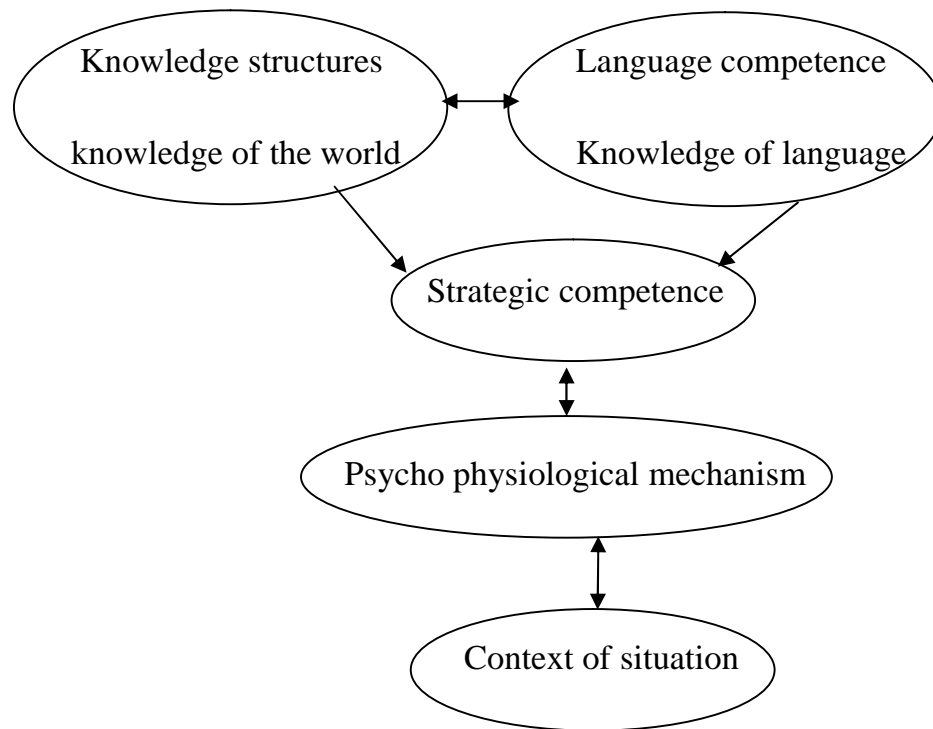
(Bachman, 1990, p. 85, as cited in Brown, 1994, p. 230)

It can be much clear from what Saville-Troike (1996, p. 363) says:

Communicative competence extends to both knowledge and expectation of

who may or may not speak in certain setting, when to speak and when to

remain silent, whom one may speak to, how one may talk to persons of

different statuses and rules, what nonverbal behaviors are appropriate in

various contexts, what the routines for turn taking are in conversation, how

to ask for and give information, how to request, how to offer or decline

assistance or cooperation, how to give commands, how to enforce

discipline and the like in short everything the use of languages and other

communicative dimensions in particular social settings (as cited in Karki,

2006, p. 3).

1.1.2.3 Inter-cultural Communicative Competence

Language and cultures are the two sides of a coin. Culture can not be conserved without language and language can not be sustained without culture. Culture and language are interrelated with each other. Culture can not exist without language and language can not be developed without culture.

According to Brattleboro (2005, p.25):

> Contact with other languages and cultures provides an excellent
> opportunity to foster the development of intercultural communicative
> competence (i.e., or intercultural competence, for short). Once intercultural
> contact has begun, ICC development generally evolutes as an on going and
> lengthy process, occasionally with periods of regression or stagnation, but
> more commonly with positive results and no end print. Different
> individuals bring differing goals and motivations to the intercultural
> experience that result in varying level of competence. Some wish to achieve
> native like behavior in the host cultural acceptance, and for still others,
> more survival may be adequate.

Generally, the more deeply one enters into a second language cultural (LC2) or "lingua-culture", greater the effects on one's native lingua-culture. As a result, individuals often modify their initial perspectives of the world. A willingness to truly engage in the new culture during a cross culture sojourn, promotes both

transcendence and transformation of one's original mode of perceiving knowing and expressing about the world and interacting within it. Developing intercultural competences aids this process. The definition of ICC is that it is the complex of abilities needed to perform effectively and appropriately when interacting with other who are linguistically and culturally different from one self.

1.1.3 Bilingualism and Multilingualism

The term 'bilingual' refers to able to speak two languages equal well or using two languages. In other words bilingualism means being able to use two languages by person or speaker. Bilingual speakers have acquired and maintained at least one language during childhood, the so – called first language. The first language is acquired without formal education, by mechanisms heavily disputed.

At the present, the need of one's ability to communicate via two or more languages has become inherent. This can be clear from what Lyons (2002) says:

> . . . a community cannot be described as a bilingual unless a sufficient
>
> number of its members are bilinguals'. But there are no fixed ways through
>
> which one can be a bilingual. Lyons talks of two types of bilingualism, they
>
> compounds co- ordinate bilingualisms. The compound bilingual learners
>
> learn two languages in the some context so that has a fixed representation.
>
> In the case of the co- ordinate bilingualism a language will be dominant and
>
> other subordinate. Here, the learners lean tow languages in different
>
> environments (p. 281).

Multilingualism on the other hand, refers to one's ability to communicate via more

than two languages. Multilingualism is a wide spread phenomenon. The vast majority of the world has more than one language speaker indigenously within its frontiers. This implies that monolinguals are rare. But the use of two or more languages may not achieve same status. According to McKay and Bokhorst- Heng (2008), "within many multilingual societies today, one language (the high or H – Language) is typically used in formal domains, while other languages (the low or L language) are used in informal domains" (p. 58).

Whenever two people meet, negotiations take place. It they want to express solidarity and sympathy, they tend to speak common features in their behavior. If the speakers wish to express distance towards or even dislike of the person they are speaking to, the reverse is true, and differences are sought. This mechanism also extends to language, as described in the communication accommodation theory by several linguists. Some bilinguals use code-switching, a term that describes the process of 'swapping' between two languages. So, Mckay and Bokhorst- Heng (2008, p. 58) emphasize that many bilinguals develop selective functionality, that is, they develop a level of competence only to the extent needed to fulfill a particular function and within a particular context.

To sum up, it can be said that the ability to communicate through the use of two or more languages at the present context is the day demand. One who can not do so not only gets the problems with communication but also the socialization. When one has to encounter the new person with different language, he/ she might easily feel it.

1.1.4 Ethnography of Speaking

Speech is used in different ways among different groups of people. Each group has its own norms of linguistic behavior. For example, a particular group may not

encourage talking for the sake of talking, and members of such a group may appear to be quite taciturn to outsiders who resh talk, or they feel overwhelmed by the demands made on them if encouraged to the extent that it may even appear to be quite disorderly to an observer who has internalized a different set of 'rules'.

Hymes (1974) has proposed an ethnographic framework, which takes into account the various factors that are involved in speaking. Ethnography of a communicative event is a description of all the factors that are relevant in understanding how that particular communicative event achieves its objectives (Wardhaugh, 2008, p. 247). For conveniences, Hymes uses the word "SPEAKING" as an acronym for the various factors he deems to be relevant. They are as follows:

1. Setting and scene (S)

Setting refers to the time and place, i.e. the concrete physical circumstances in which speech takes place (Wardhaugh, 2008, p. 247). Scene, on the other hand, refers to the abstract psychological setting, or the cultural definition of the occasion.

2. Participants (P)

It includes the various combinations of speaker or listener, addressor, addressee or sender- receiver. The participants generally fill certain socially specified rules. A two person conversation involves a speaker and hearer whose rules change; a dressing down' involves a speaker and hearer with no role change; a political speech involves in speaker and a receiver, Holmes (2008, p. 366) emphasizes on the characteristics of those present and their relationship in term of sex, age, social status, rule and role relationship (e.g., mother daughter).

3. Ends (E)

Ends refer to the goal or purpose and outcome of the communication. Some goals have conventional outcomes and some have not. Individual goals in a peace of conversation are very important because it happens in the real life.

4. Act sequence (A)

Holmes (ibid) calls it "the ordering of speech acts". For Wardhaugh (2008, p.248), it refers to the actual form and content of what is said; the precise words used, how they are used, and the relationship of what is said to the actual topic at hand. This is one aspect of speaking in which linguists have long shown an interest, particularly those who study discourse and conversations.

5. Key (K)

According to Wardhaugh (2008), "It refers to the tone, manner or spirit in which a particular message is conveyed". The types of such might be serious light hearted, precise, pedantic, mocking, sarcastic, pompous, and so on.

6. Instrumentalities (I)

It is used to refer to the choice of channel e.g. and written, or telegraphic, and to the actual forms of speech employed, such as the language, dialect , code, or register that is chosen, formal written , or else. The way one chooses the channel of communication is dependent upon the context and the interlocutors.

7. Norms of interaction and interpretation (N)

It refers to the specific behaviors and properties that attach to speaking and also to how these may be viewed by someone who does not share them, e.g. loudness, silence, gaze return, and so on. For example, there are certain norms of interaction with regard to church services and conversing with strangers.

8. Genre (G)

This, final term, refers to the clearly demarcated types of utterances, such thing as poems, proverbs, riddles, sermons, prayers, lectures and editorials. These are marked in specific ways in contrast to casual speech.

The components of Hymes are the basic characteristics. One when involved in communication is adopting these features. English language while used to communicate, like other language, also bears these features.

1.1.5 English as an International Language

By the end of twentieth century, English was already well on its way to becoming a genuine lingua franca, that is a language used widely for communication people who do not share the same first language. Just in the middle ages Latin became for a time a language of international communication   (at least in Roman Empire). So, English is now commonly used in exchanges between, say Japanese and Argentinean business people, or between Singaporeans and their Vietnamese counterparts (Harmer, 2007, p.1). Though it is also a mother tongue language of many people in the world, there more other people then them who use English. English is taught or learnt as an SL or FL language in many parts of the world.

Kachru (1986) estimated that there were between 320 and 380 million people speaking English as a first language and anywhere between 250 and 380 millions of English as a second language that might change. It was also predicted that it might change. He had said, if the speed of English continues at the current rate by the year 2000 its non native speakers will outnumber is native Speakers (1983, p.3, as cited in Harmer, 2007) Now it has proved to be true.

Despite these uncertainties, it is clear that English is special, and for many people

it inexorable rise has been something to celebrate, though for other it causes real unease (Harmer, 2007, p. 1). The status of English as one language is challenged by the many different English's being used around the world, and the ownership of English has shifted dramatically.

A major factor in the growth of English has been the spread of the global commerce, pushed on by the dominance of United States as a world economic power. Regarding this, Harmer (2007) further status:

> The English language traveled in the wake of this success, so that now, whatever countries are involved, it is one of the main mediating languages of international business. This phenomena of 'globalization' described by the journalist John Pilger (at the mid of twentieth century) as . . . .a term which journalists and politicians have mad fashionable and which often used in a positive senses to denote a "global village" of "free trade "(p.15).

There are no limited lists of reasons for which English has succeeded to achieve the greatest status as an international language. It has commonly been observed that besides the reason above, it is also due to the increasing interests to learn English. This is again because of the increased and well established status of English and the native countries. In the context of Nepal too, English has achieved the greatest status of an international language. It is not only used as a linguafranca, but also is taught as SL and FL under the curriculum of different programmed schools and universities. It is used as the main language to talk to the international personalities and agencies. Taking these things in mind the current study is on the use of English by the tourist guides to communicate with native (or

some non- native too) speakers through the main focus is on speaking proficiency.

1.1.6 English for Specific Purposes (ESP)

Hutchinson and Waters (1987, p.19) defines ESP as "an approach to language teaching in which all decisions as to content and method are based on the learners reason for learning" (as cited in Gatehouse, 2001, p.9). English over the world has been found to have been used for the several purposes. Notably, there are three reasons common to the emergence of all English as specific programmes (ESP): the demands of a brave new world, a revolution in linguistics, and focus on the learner (Hutchinson and Waters, 1987, as cited in Gatehouse, 2001, p.2). According to them, the two key historical periods breathed life into ESP; first, the end of the second world war brought with it an . . .age of enormous and unprecedented expansion in scientific, technical and economic activity. On an international scale for various reasons, most notably the technical and economic power of United States in the post- war world, the role (of international language) fell to English. Second, the oil crisis of the early 1970s resulted language of this knowledge became English (Gatehouse, 2001, p.2).

These events exerted pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers. Evans and John (1998) identify five key roles for the ESP practitioner:

- Teacher

- Course designer and materials provider

- Collaborator

- Researcher

- Evaluator

Stevens (19v88, pp.1-2, as cited in Gatehouse, 2001, pp.3-4) defines ESP in terms of these characteristics. They can be mentioned in brief as follows:

I. Absolute Characteristics

ESP consists of English language teaching which is:

- designed to meet specified needs of the learner,

- related in content (i.e., in its themes and topic) to disciplines, occupations and activities,

- centered on language appropriate to those activities in syntax, lexis, discourse, semantics etc., and analysis of this discourse.

II. Variable Characteristics

- restricted as to the language skills to be learned (e.g., reading only),

- not taught according to any preordered methodology.

On the other hand, Anthony (1977, as cited in Gatehouse, ibid) takes ESP as the field related to or designed for specific disciplines which may be in terms of the needs of the learners or institutions.

Carter et al (2001) identify ESP in terms of three types. They are:

1. English as a Restricted Language

The language used by air traffic controllers or by waiters are the examples of English as a restricted language. This is because the repertoire required by the controller is strictly limited and can be accurately determined situational, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted language would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment.

2. English for Academic and Occupational Purposes

English for science and technology, English for business and economics and English for social studies are the examples of this type. In other words, English for occupational purposes is for technicians of particular field. While in case of English for academic purposes, at the same time people may study and at the same they may work. So, the first case is the example of first type above and second case of the second above. English for tourism can also be included here.

3. English with Specific Topics

Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English, needs of, for example, scientists requiring English for postgraduate reading studies, attending studies, attending conferences or working in foreign institutions. This type according to Gatehouse (2001, p. 6) focuses on the situational language. This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings.

1.1.7 Trekking

 Trekking is a type of walking/ hiking in places without any business which consists of more than a day's trip. According to Nepal travel guide (2009, p.230), trekking- hiking along the trails that from the main links between Nepals' isolated villages and settlements- is one of the country's main attraction. The world "trekking" was almost up heard of in Nepal until the sixties but many of today's visitors come to Nepal solely to trek. Similarly, free dictionary.com defines' trekking as:

- to make a slow or arduous journey

- to journey on foot, especially to hike through mountains areas.

- South African to travel by ox wagon.

Likewise, dictionary. net defines trek as follows:

- journey on foot, especially in the mountain

 - make a long or difficult journey.

- any long or difficult trip.

1.1.7.1 The History of Trekking

Brown (2006) says:

> The history of trekking in Nepal is surprisingly short until 1948 the borders of this mysterious Himalayan kingdom remained firmly closed to outsiders

and the race to climb Mt. Everest, which had begun in the 1920s was conducted from Tibet. As the first mountaineers entered the country reports of their exploits were widely publicized. The first peak is over 8000m. or 26000 ft. To be climbed was Annapurna, by Frenchman Maurice Herzog in 1950. Everest was queered by Edmund Hillary and Tenzing Norgay with a British team in 1953 (p. 1).

The ensuring blaze of publicity focused world attention of Nepal and in 1953 Thomas cook organized the first guided tour to Kathamndu. The tourists were welcomed and entertained by Boris Lissanevitch, the legendry white Russian who ran the only western- style hotel in the country. They were met by late king Mahendra who is reported to have watched in disbelief as the tourists haggled amongst of her to buy dip as the curious they were shown. The king immediately recognized a source of foreign exchanged of rich potential and the experiment in tourism was declared a success. An industry was born that is now the country's top foreign currency earner.

While Boris Lissarevitch is often credited with being the father of tourism in Nepal the man who initiated the sport of trekking is colonel Jimmy Robers. He led a small party of American tourists on a short trek in 1964, with porters, tents and all the paraphernalia of mountaineering expedition. This set the style for guided treks and is essentially how they are organized today. The word 'trek' is derived from the 'vortrekkers' the Dutch pioneer who traveled across South Africa in their oxcarts.

The trekking routes themselves are nothing new, having existed as a network of paths ever since there have been people in the mountains. Some, such as that trails up the Kaligandaki, are old trade routes leading to Tibet. For as long as there have

been traders driving their pack animals along these routes there have been 'bhattis', tea houses where they could get a meal and spend the night. Discovered by budget the travelers in the 1960s, tea house trekking is now the most popular way to trek in Nepal.

Had Robett Louis Stevenson lived today and had the opportunity to go trekking his, 'to travel hopefully is a bitter thing than to arrive ' might well have emerged as that favorite misquotation. It is better to travel than to arrive. Trekking is most emphatically not about arriving; the interest and employment is along the way trekking is about walking at whatever speed suits you, slow or fast , for as many or as few hours per day as give you time to enjoy the scenery and to experience something of the culture; here an ancient Tibetan culture. There could surely be no better place to do this that among the highest mountains and deepest valleys in the world, with some of its most friendly and welcoming people.

1.1.7.2 Who are the Tourist Guides?

Tourist guides are those people who take the tourists to the different places and inform or interpret about mountains, culture, environment flora-fauna, religion, etc. to the clients. In other words, tourist guides are like the non-paid ambassadors who inform everything about the country to the different nationalities of tourists. Moreover, tourist guides not only guide the tourists but also function as an organizer, manager, caretaker, interpreter or functions as a source of information, like the teachers.

To guide the tourists, language is the most which the tourist understands. So, tourist guides are the real user of foreign or international languages.

1.1.8 Conversational Analysis

Conversation is simply a talk which needs at least a speaker and a hearer, where the speaker speaks and the hearer responds accordingly and vice-versa. To be a good and fruitful conversation, there should be equal participation of the speaker and respondents regularly which takes place turn by turn. Talk tends to occur in responsive pairs, however, the pairs may be split over a sequence of turns is known as adjacency pairs. In other words, conversation analysis is an approach to the study of conversation especially with a view of determining the following:

1. The participants' method of:

   - turn taking

   - constructing sequences of utterances across turns

   - identifying and repairing problems and

   - employing gaze and movement

2. How conversation works in different conversational setting.

According to Yule (2000), "Conversation is like a dance with the conversational patterns co-ordinating their movements smoothly" (p.71).

In this regard Paul (1999) says:

     Conversational analysis is the study of talk in interaction. It generally

     attempts to describe the orderliness, structure and sequential patterns of

interaction, whether this is institutional or casual conversation. It is a disciplined way of studying the local organization of interactional episodes; its unique methodological practice has enabled its practioners to produce a mass of insights into the detailed procedural fountains of everyday life.

Thus, conversational analysis is the study of talk in interaction. It tries to describe structure and patterns of interaction, whether this is institutional or casual conversation.

1.1.8.1 Classification of Conversation

Most conversations can be divided into four categories according to their major subject content.

a. Conversations about subjective ideas, which often serve to extend understanding and awareness

b. Conversations about objective facts, which may serve to consolidate a widely held view

c. Conversations about other people, which may be critical, competitive or supportive. That is gossip about absent.

d. Conversations about oneself which sometimes indicate attention seeking behavior.

A. Pause, Overlaps and Backchannel

Conversation mostly consists of two or more participants taking turns, and only one participant speaking at any time. Smooth transitions from one speaker to the

next seem to be valued. Transitions with a long silence between turns or with substantial overlap are felt to be awkward. When two people attempt to have a conversation and discover that, there is no 'flow' or smooth rhythm to their transitions; much more is being communicated than is said. There is a sense of distance, an absence of familiarity or ease. In all cases, they are used to get the regular exchange of turn process suspended and allow one speaker to have an extended turn. Within an extended turn, however, speakers still expect their conversational partners to indicate that they are listening. There are many different ways of doing this, including head nods, smiles and other facial expressions and gestures, but the most common vocal indications are called back channel signals or simply back channel.

B. Turn Taking Organization

This term refers to the nature by which a conversation is done, in and through turns. Turn taking is one of the fundamental organizations of conversation. It is one of the three basic components out of which conversation is constructed. Participants in conversation talk one at a time.

C. Turn Constructional Organization

The turn constructional components are the basic units out of which turns are fashioned. Unit types include word/lexical item, clause/ phrase and sentence. All unit types may not exist in all languages.

D. Sequence Organization

Sequence organization concerns how actions are ordered in conversation.

E. Adjacency Pairs

Talk tends to occur in responsive pairs, how these pairs may be spilt over a sequence of turns. There may be many automatic patterns in the structure of conversation. These automatic sequences are called adjacency pairs. They always consist of first part and second part produced by different speakers.

F. Pre-sequences

It refers to the use of sequences of talk prior to purposeful talk.

G. Preference Organization

There are structural preferences for some types of actions in conversation over other actions. The term is used to indicate a socially determined structural pattern and does not refer to any individuals' mental or emotional desires. Preference is an observed pattern in talk and not a personal talk.

H. Repair

Repair addresses problems in speaking, hearing or understanding in conversation. Repair has two broad classes they are self repair and other repair.

I. Action Formation

This concerns the description of the practices by which turns at talk are composed and positioned so as to realize one or another actions.

1.1.9 Speech Act

'Speech act' is a term derived from the work of the philosopher J. L. Austin (1960). Speech act refers to a theory which analyses the role of utterances in relation to the behaviour of speakers and hearer interpersonal communication.

According to Yule (2000), "Speech act is an action performed by the use of an utterance to communicate" (p. 47). Simply saying, a peace of utterance is a speech act. While speaking, we make use of utterances. It is not an 'act of speech', but 'a communicative activity' defined with the reference to the intentions of the speakers while speaking and the effects they achieve on listeners. It is a communicative activity often serving a communicative function and discourse unit just as phoneme, syllable, tone, etc. of phonology. A speech act contains various cognitive and linguistic elements which serves various functions. There are two types of meaning of a speech act:

(a) Propositional (Locutionary) meaning: It is the direct meaning of a speech act.

(b) Illocutionary meaning: It shows the effect of an utterance. Speech act is a piece of utterance which works as a functional unit in communication.

Austin's approach:

Austin published a book "How to do things with words" in 1962 in which he talked about speech acts. He has explained three facets in speech act which are simultaneously performed in a single speech unit, i.e., concomitantly.

(i) Locutionary: It has locutionary meaning, i.e., direct meaning. It is concerned with the meaning aspects of an utterance.

(ii) Illocutionary: Illocutionary act has illocutionary force. It is always a communicative function. This is the act of making statements, offers, promise, etc. by uttering a sentence. It is done with performative paraphrase.

(iii) Perlocutionary: Perlocutionary act is concerned with perlocutionary effect. It

brings about an effect on the audience. The circumstances make the effect more explicit.

However, there is no one to one correspondence between a class of speech acts and the grammatical form of an utterance. Almost any utterance can have any function in the context and situation. Austin has classified five different performative acts they are: verdictive, executive, commissives, behavitives and expositives.

1.1.10 Speech Event

Speech event simply a communicative exchange, it is defined as a piece of linguistic interaction, a communicative happening consisting one or more utterances. Speech event is neutral as to the medium and its constituent utterances may be written as well as spoken. According to Yule (2000) "A speech event is an activity in which participants interact via language in some conversational way to arrive at some outcome" (p. 57). The examples are: a conversation, a notice, an enquiry, an exchange of greeting, sending a telegram, etc. Therefore, speech refers to language which may be spoken as well as written. Thus, speech event may take place in the form of speech or writing.

There are three types of speech event:

(a) Monologue: Monologue refers to a long speech in a conversation which prevents other people from talking.

(b) Dialogue: Dialogue refers to the written or spoken conversation involving two persons turn by turn. A dialogue involves two participants in form of speaker- listener.

(c) Multiple participants: It is a discussion among people on any issue or subject matter can be regarded.

A speech event mainly has the following components:

1. Participants and their role relationship

2. Message

3. Channel

4. Code

5. Setting

6. Topic

7. Key

1.1.11 Discourse Analysis

Discourse analysis ('DA') in short is a general term for a number of approaches to analyze written, spoken, sign language use or significant semiotic event. The objects of discourse analysis – discourse, writing, talk, conversation, communicative event, etc are variously defined in terms of coherent sequences of sentences, propositions, speech acts or turns at talk. Discourse analysts not only study language use but 'beyond the sentence boundary', but also prefer to analyze 'naturally occurring' language use and not invented examples.

In other words, the analysis of the functions of language can be referred to as discourse analysis to capture to notion that language is more than a sentence level phenomenon. A single sentence can not be fully analyzed without knowing its

context.

Discourse analysis is a way of understanding social interactions. The focus of discourse analysis is any form of written or spoken language, such as a conversation or a newspaper article. The main topic of interest is the underlying social structures, which may be assumed or played out within the conversation or text. It concerns the sorts of tools and strategies people use when engaged communication. According to Yule (2007):

> When we concentrate on the description of a particular language, we are normally concerned with the accurate representation of the forms and structures used in that language. However, as language users, we are capable of more than simply recognizing correct versus incorrect form and structure (p.139).

While it used to be generally held that mere exposure to language is sufficient to the child's language generating machinery in motion, it is now clear that, in order for successful first language acquisition to take place, interaction, rather than exposure, is required; children do not learn language from over-hearing the conversations of others or from listening to the radio, and must, instead, acquire it in the context of being spoken to. Berko-Gleason(1982, p. 20 as cited in Brown, 1994, p. 41).

In this regard Levinson (2003) says:

> Discourse analysis employs both the methodology and the kinds of theoretical principles and primitive concepts (e.g. rule, well formed

formula) typical of linguistics. It is essentially a service of attempts to extend the techniques so successful in linguistics, beyond the unit of sentence (p. 288).

1.1.12 Interaction Analysis

Interaction analysis is a system for describing and analyzing teacher-pupil verbal interaction. Although this particular approach has been used for classroom research for nearly twenty years, its use has become widespread only during the last four years. It has found its way into many different kinds of educational programs both research and developmental. Basically, interaction analysis has been used to help quantify teacher verbal behavior. The system can also be used to study the relationship between teaching style and pupil achievement.

A recent application of interaction analysis has been in teacher education. It has proven useful in educational psychology and education courses as a tool for analyzing teacher behavior. Research on teacher-pupil interaction patterns has also provided the basis for education or educational psychology courses concerned with the teacher's role and behavior in the classroom. It is also a valuable tool in courses concerned with observation skills. The greatest use of interaction analysis has probably been in student teaching or teaching internships. In such activities, the tool is used for several basic purposes:

(1) developing skill in observation of teaching

(2) providing a tool for the analysis of teaching

(3) providing a tool for feedback about one's teaching

(4) setting a framework for practicing and learning specific teaching skills and

(5) providing a framework for conceptualizing and developing various teaching styles.

In-service teacher education projects employing interaction analysis are also geared toward these objectives.

Projects testing interaction analysis in teacher education have demonstrated that the use of interaction analysis as a teacher training tool results in specific changes in teacher behavior. Teachers have usually become more accepting and less critical. Their classes are also characterized by a greater number of student initiated comments.

In interaction analysis observation, all teacher statements are classified as either indirect or direct. This classification gives central attention to the amount of freedom granted the student by the teacher. Therefore, in a given situation, a teacher has a choice. He can be dive it, minimizing the freedom of the student to respond, or he can be indirect, maximizing such freedom. His choice, conscious or unconscious, depends upon many factors, among which are his perceptions of the classroom interaction and the goals of the particular learning situation.

To make total classroom behavior or interaction meaningful, interaction analysis also provides for the categorizing of student talk. Such a system allows the individual teacher to understand more clearly the degrees and kinds of influences he exercises in the classroom through the activity in which he is most often engaged talking.

According to Labov and Fanshel(1977, p. 70) obligatory sequencing is not to be found between utterances but between the actions that are being performed. (as cited in Levinson, 2003,p.288)

1.2 Review of the Related Literature

A number of researches related to speaking proficiency have been carried out in Nepal. Some of them are as mentioned below.

Adhikari (1977) in his working paper to the first convention of T.U. English teachers presented a paper" on the importance , purpose and problems of teaching English in Nepal" where he suggested received pronunciation model of pronunciation, teaching of vocabulary with 'roots and affixes' syntax in ESP courses.

Kansakar (1977), in his paper "The Teaching of Spoken English in Nepal" states that the syllabus of certificate level should not take the speech training at the school for granted, but should develop a remedial type of course in spoken English.

Giri (1981) carried out the research on 'English language proficiency' and found that the urban school students had greater proficiency in the English language than the rural school students. According to him the secondary level students of urban schools had better ability in reading and comprehending English.

Baral (1999) conducted a research on language used in the field of tourism. It was found that the language used in the field of tourism is highly influenced by the social etiquette and paralinguistic features such as nodding of the head, eye contact, etc.

Kamiya (2004) conducted a research on the role of communicative competence in L2 learning. He found that the L2 learners' proficiency is hardly compare with the proficiency of native speakers in communicative arena.

Renart (2005) carried out a study in communicative competence in children; a bilingual study of English and Spanish children. He found that bilingual education is widely used but its reaches differ significantly from one country to another.

Timisina (2005) carried out a research to determine the students' ability to communicate orally in English and to compare the achievements of students in terms of different variables. He found that although the syllabus of compulsory English was communicative, students' performance was not satisfactory. There was no significant difference between make and female students' skills in communicating English.

Oli (2007) conducted a research to find out the impact of information gap activities developing speaking skills. It was found that the information gap activities have relatively a better and positive has relatively a better and positive impact in teaching speaking.

Pandey (2007) conducted a research about 'teaching of speaking at the secondary level'. It was found that teaching speaking was more problematic because of less time allotment, large number of students, inhibition, lack of physical facility, etc.

Paudel (2007) carried out a research about 'testing quantity of speaking test' it was found that the SLC speaking test was not of high quality in terms of content, contexts, materials and process. It was also that the students of government school felt the language problems to understand the content, but the students of private schools felt easy to answer the question.

Poudel (2007) carried out a research in speaking skill. It was found that the situation of speaking skill proficiency of students in Nepal is not satisfactory and adequate to meet the specified objectives of English curriculum.

Shrestha (2008) had done a research on proficiency of grade ten students in speaking skill. What he had found is the proficiency of the students in speaking skill is not satisfactory.

Walker (2008) carried out a field study on bilingualism and multilingualism; language diversity and he found that the distribution of the population and the number of languages in the world are often coinciding and the later language twists the previous one in multilingual community.

Although a number of attempts have been made in order to find out the conversational analysis in different academic area; none of the studies deals with the conversational analysis of tourist and tourist guides. Therefore, the present researcher selected this topic for study.

1.3 Objectives of the Study

The main objectives of this study were:

   a. to analyze the conversation between tourists and tourist guides in terms of their

- sex

- age

- qualification and

- experience

   b. to suggest some pedagogical implications.

1.4. Significance of the Study

Though this study is not directly helpful to the students; it will be helpful to those who are involved in the field of travels and tourism. The analysis and findings of this study will be the factors of motivation for them. This is in the sense that if they can go through this study; they obviously will realize the need of improvement in the use of their language as a trekking guide. Besides, it will be beneficial for those who want to be involved in this field later on. They can overview the language bits used by the trekking guides in the actual fields. Further, taking the recommendations (that will be provided after the study) into considerations, they might perform better in such fields. So, this study will be beneficial directly or indirectly to those involved in such fields.

1.5 Definitions of the Specific Terms

Communication: Communication is the sharing of ideas, experiences, feelings, mission and visions through the linguistic or non-linguistic way.

Proficiency: skill or ability to do something.

Communicative Competence: It refers to that aspect of our competence which enables us to convey and interpret messages and to negotiate meanings interpersonally within specific context.

Tourism: Tourism refers to the commercial organization and operation of holidays.

Trekking: It refers to a journey in places which consists of more than a day trip without any business.

Guides: Tourist guides are those people who take the tourists to the different places and inform or interpret about mountains, culture, environment flora-fauna, religion, etc.

Conversational Analysis: It refers to an effort to examine the conversations from the different prospects and presenting the findings.

CHAPTER TWO

METHODOLOGY

2.1 Sources of Data

I used both primary and secondary sources for data collection. They were as follows:

2.2 Primary Sources of Data

The primary sources of data were the tourist guides selected from different parts of Pokhara and Kathmandu.

2.1.2 Secondary Sources of Data

The secondary sources were the books like: Lyons (1981), Harmer (2007, 2008), Mckey and Bokhorst- Heng (2008), Wardhaugh (2008), Holmes (2008) were consulted. Also, I consulted the articles, journals, magazines and internet searches related to the research topics as the secondary sources of data as mentioned in the 'references'.

2.2 Population of the Study

The population of this study were the tourist guides from Kathamndu and Pokhara valley.

2.3 Sampling Procedure

For the purpose of this study, the following sampling procedure was applied:

a.   I selected purposively the trekking guides from Katmandu and Pokhara.

b.   Then, I selected 30 such trekking guides from Kathmandu and 10 from

Pokhara valley following the same methodology.

c.   For this, I selected three agencies from Kathmandu and one from Pokhara.

d.   Among them, 10 were the ladies and the rest were the gents.

e.   Besides, 40 speech events were recorded and the guides' details i.e., name, age, sex, experience, and qualification were received.

2.4 Tools for Data Collection

The main tools for this study was the non-participant observation and the video recording of the 40 speech events between the tourists and the tourist guides.

2.5 Process of Data Collection

I used the following processes or steps for the data collection:

a.   First of all, I selected the four trekking agencies for the study.

b.   Then, I visited the trekking agencies and talked about my purpose

c.   After that established rapport with all the concerned people (especially tourist guides).

d.   To achieve the recorded data, I visited the real fields and recorded their speech events.

2.6 Limitations of the Study

This study had the following limitations:

   a. It was limited to Kathmandu and Pokhara valley.

   b. It was limited to the trekking guides that were selected.

   c. The collected data was limited to the speech events that were recorded.

d. It was only limited to the four trekking agencies and 40 trekking guides.

e. The recorded data was in the video form.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The systematically collected data was codified first to make it friendly for analysis. After that, the data was analyzed and interpreted descriptively. The detail of it is presented in this chapter. I have analyzed the data on the following basis:

i. sex

ii. age

iii. qualification and

iv. experience

3.1 Analysis of the Conversation on the Basis of Sex

On sex basis, the different features used by the male guides and the female guides are analyzed separately. Further, each of them are analyzed into two specific categories, namely; linguistic and non-linguistic.

a) Linguistic Features of Male Guides

Analyzing the linguistic features, i.e., the language used by the male guides, some significant differences have been found. Among such significant differences, the male guides are found to be using statements with certain features. Most of their statements were found complete. Grammatical correctness and the pronunciation were good. In general, language command was good and the male guides were

found to be more energetic and active. Normally, their performance was clear and confident.

Example:

> G: You don't need to pick any clothes tomorrow morning.
>
> T: Okay.
>
> G: And we start quarter to five for the Poonhill?
>
> T: What can we see from the Poonhill?
>
> G: Great view, sunrise view, mountains…
>
> T: Ok. What mountains?
>
> G: Ten or twelve mountains.
>
> T: Do we see Annapurna 1st?
>
> G: Annapurna first, Annapurna south, Hiunchuli and
>   Machhapuchhere and mostly our biggest mountain is Dhauligiri, we
>   see that also.
>
> T: Ok. What is the altitude of Poonhill? How high is it?
>
> G: Ah… Poonhill is 3200 meters.
>
> T: Ok. Our highest point.

b) Linguistic Features of Female Guides

Analyzing the linguistic features of the female guides, they were found to be more hesitating and shy in most of the speech events. They were found to be more oriented with related subject matter. Language command and grammatical correctness were poor in most of the cases. Most of the utterances of ladies guides were found incomplete. They had given less emphasis on minor word classes with lots of fillers and pauses.

Example:

G: Beautiful in the morning.

T: Yeah.

G: You see the good view.

T: Yeah. I hope so. Does it take many cloud?

G: Yeah. Normally cloud is in the evening, afternoon. In the morning is clear there.

T: Will we have breakfast after we go to the Poonhill?

G: Yeah… No, after the Poonhill and back here.

T: How long will we stay at the hill?

G: After sunrise coming we will back to down.

T: Oh.

G: Until we wait the sunrise.

T: (Laughing), then many people there?

G: Yeah. Then good, hope too.

T: Yeah. Marvelous, many people there I never seen many people.

c) Non-linguistic Features of Male Guides

Analyzing the non-linguistic features of male tourist guides, most of the guides of this group were found to be energetic and active. Their performance was satisfactory in general. In other words, most of them were using linguistic and non-linguistic features of language together. So, the conversation found to be understandable. Facial expressions like eye twitching, nodding the head, etc., and physical movements like shaking hands, surging shoulders, shaking hands,etc., were matched with spoken situations and found to be appropriate. They were found to be using linguistic features in support of non-linguistic features in majority of the cases.

d) Non-linguistic Features of Female Guides

Except the use of language, female guides also had used paralinguistic features of language instead of language. In very cases, they were using such features when they do not remember the particular words or sentences. Many of them were found to be more hesitating and shy, so their performance was not seemed to be natural. Normally, they were found to be less confident in conversations. In many of the cases, they were found to be less interactive and informative.

e) Linguistic Features of Guides in Comparison and Contrast to Male and Female Guides

Analyzing the linguistic features, i.e., the language used by the guides, some significant differences have been found. Among such significant differences, mostly males are found to be using more statements in comparison to the female guides, while female guides have made the use of fillers such as yeah, so, then, ok, etc. On the other hand, the male guides have used such feature to less extent. Also, the female guides made more use of the adjectives such as good, nice, beautiful, etc.

f) Non-linguistic Features of Guides in Comparison and Contrast to Male and Female Guides

Analyzing the non- linguistic features, i.e., except the use of language, facial expressions such as eye twitching, clucking, nodding, surging the shoulders, hands movements, etc.; some significant differences have been found in this case. Mainly, male guides are found to be using more non-linguistic features, while female guides are found to be sitting in a place and making briefings only. But the male guides have made different expressions, using body language and informing

the tourist through the map also. On the other hand, the female guides were found to be less active in the conversations. Analyzing the video records, this might be because of their sense of hesitation in many of the cases; they showed their poor confidence while talking to the tourists. They felt it odd to talk to the tourists. This might also be because of the cultural differences. More precisely, since all the styles and behaviors that the tourists practiced are not easily acceptable in the culture of guides.

3.2 Analysis of the Conversation on the Basis of Age

The guides, for the ease of the researcher are roughly categorized into three groups. The guides below the age of twenty are taken as teenagers, below forty the early adults and above forty the late adults. The use of linguistic and the paralinguistic features of the guides under different age are categorized. The observation of such features used by different age groups is described under the headings below:

3.2.1 Conversational Analysis of Teenager Guides

The different features used by the teenagers while working as a guide of foreigners again can be analyzed and interpreted in terms of the following two aspects:

a) Linguistic Features

There are also some differences in the use of language features of teenager guides in comparison to the other guides. They have frequently used the fillers like yeah, ah, ok, etc. Observing the sentence patterns, they used the short sentences, most of which are found to be incomplete. Moreover, their explanations about the new

things are much fact. They are less involved with the extra gossips. More important feature observed is their use of the formal language in most of the cases. The example below shows these features:

> T: Yeah.
>
> G: Gradually up then flat.
>
> T: Yeah. Very good okay.
>
> G: And we stop for tea in Chuile.
>
> T: Chuile?
>
> G: And we stop for lunch in Gurjung.
>
> T: And how long the way is?
>
> G: Today, actually five hours.

The above example also shows the simple use of language. In other words, mostly the guides of this age used the simple sentences. Also, some of their utterances contained the complete sentences.

b) Non-linguistic Features

The guides of the teenage were found to be more shy and hesitating while talking with the tourists. They were found to be using less gestures and body movements that can be due to the lack of confidence and experiences. Most of the guides of this group were found to be briefing with the tourists like making the speech which consists of one way flow of speech. They were found to be more careful and attentive in every conversation. The guides of this group were found less interactive and the use of non-linguistic features was poor and unmatched with natural conversation.

3.3.2 Conversational Analysis of Early Adult Guides

The guides who were in between the age of twenty to forty were taken as the early adult guides. The guides who participated in recorded speech event had some special features. Most of the guides of this group were found to be more natural while talking to the tourists, because of more work experience, confidence and good academic qualification than the teenagers. Such features of adult guides can be analyzed in the following two aspects:

a) Linguistic Features

The guides of this group were found to have good command over language, more informative, clarity in sentence structures, more professional and organized in their performance with tourists. Though most of the guides of this group were also using short statements with fillers of acceptance, their conversation was much natural and easily understandable to the tourists. They were found to be talking about many things such as guide training procedure, Culture, religion, health and festivals of Nepal as well. Most of the guides they were found to be using pauses with fillers like yeah, you know, okay, etc. For example:

> G: Yes. We are very lucky yeah yeah… we already see the sunset tomorrow morning we are going to see the sunrise view and with altogether.
>
> T: Hum … hum... And there was no cloud today.
>
> G: Yeah.. yeah.. Definitely hopeful tomorrow morning will be the same.
>
> T: Yeah. Hopeful.
>
> G: Yeah yeah yeah…

b) Non-linguistic Features

The early adult aged guides who participated in the recorded speech event were found to be more active and informative in every matter. They were informative not only by the language use but also from the use of non-linguistic features such as: facial expressions like smiling, nodding the head, handshakes, body movements, etc. to make the conversation fruitful and live. They were found to be describing places by using and consulting the maps also. Some of the guides were describing about the trails and settlements by pointing out the index finger in the map board. Some of the guides were using hand gestures to inform about like resting time, lets keep on walking, feeling hungry, tired, etc. In comparison to other grouped guides the early adult aged guides were found to be more active and attentive to the tourists.

3.3.3 Conversational Analysis of Late Adult Guides

The guides more than forty in age were taken as the late adult guides. The late adult guides were found to be more professional in comparison to others. They were found to be capable to deal with every matter. The turn taking system, emphasizing the important matters and commanding of language were found to be appropriate. Such features of late adult guides can be analyzed in the following headings:

a) Linguistic Features

The late adult aged guides were found to be more skilled in every matters of communication. Due to the long experience on the related field they were found to be talking more about experiences, happenings and about the contemporary situations in a funny way. They were found to be using statements with less fillers.

Language command was good with complete statements. They were found to be not only talking with the tourists but also asking equally to the tourists so there was equal participation of the both guide and tourists. In comparison to other groups, the late adult aged guides were found to be more simple and natural in the use of language. The following example clarifies the linguistic features of the late adult guides:

> T: What time will we start in the morning?
> G: Yeah. As usual around 8 o'clock.
> T: So breakfast at seven?
> G: Yes. May be 7:30 breakfast but better if you order your breakfast now and give time.
> T: Yeah. Sounds good.

b) Non-linguistic Features

The late adult guides were found to be more accurate in physical movements. Most of the guides were shaking their hands simultaneously while talking to the tourists. Their attention and eye contact to the whole group was equal to all the people of the group. So, most of the people of the group found to be more attentive and participating to the group conversation. The late adult guides were found to be better in controlling the group through the non-linguistic features.

3.3 On the Basis of Qualifications

Analyzing the qualification of the tourist guides, they are found to have made the different use of language. There were the guides having the qualifications under SLC and also up to the Masters degree. Depending upon the qualifications, their

different features of language use have been found. On this basis, for the researcher's ease, they have been categorized into four categories namely: up to SLC, up to higher secondary, up to diploma and above diploma. Their use of linguistic and non-linguistic features can be described as below:

3.3.1 Conversational Analysis of Guides up to SLC

The guides with qualifications up to SLC have some different features used in language. Also there are some differences in the use of non-linguistic features. They can here be analyzed into further two headings:

a) Linguistic Features

The guides with academic qualification up to SLC and guiding as an English speaking tourist guide were found to be using simple statements. Their language command was poor. Mainly, they were found to be focusing only on the related subject matters. Conversation seemed to be like readymade responses. They frequently used the fillers and pauses. They were found to be hesitating while talking with tourists. Most of the guides of this group were mainly using the major class words and grammatical correctness was less in their utterances. Some guides of this group, who had long experience in this field, had better pronunciation than the newer guides. For example:

>
> T: It was more harder than yesterday but I appreciated it a lot.
>
> G: Thank you.
>
> T: And now is good to be here at the guest house. I appreciate my guide.
>
> G: Thank you.
>
> T: Very good. She explained me a lot of things while walking so I

appreciate her a lot.

G: K bhanne dai (what to say)

T: (Big laugh).

G: Ok, tomorrow morning we wake up at 4:30.

T: Okay.

G: And at five O'clock we arrive there to Poonhill 45 minute if there is a clear weather we can see a lots of mountain.

T: Okay? What I need to take with me?

G: Ok, wear a warm clothes and your stick and take a light because we are going in the dark way.

T: Is there a trail?

G: Yes, there are a lot of stairs.

b) Non-linguistic Features

The guides who had completed their school level education and were working as a tourist guide were taken under this group. They were found to be using some special features while taking part in conversation. Most of the guides, when they wanted to explain a particular thing and they could not clarify with the suitable word or sentence, were found to be using the non-linguistic features such as shaking hands, surging shoulders, etc. When they talked about the simple things, they were found to be using less gestures and physical movements. Most of the guides of this group were found to be using non-linguistic features in conversations when they do not remember the particular word or sentence, so that was not match able in conversations.

3.3.2 Conversational Analysis of Guides up to Higher Secondary Level

The guides of this group were found to have some different features than the other

groups in some cases, such different features of the guides academically having up to higher secondary or intermediate level qualifications can be analyzed in the following two headings.

a) Linguistic Features

The guides of this group were also found to be using simple and short statements in their conversations. Most of the guides emphasized on important matters of the conversation. Their language command was poor but the clarity of the utterances was found better. In general, the guides of this group were more informative, less hesitant and more careful for the grammar and pronunciation than the previous group. Most of the guides used only the major words in their responses to the tourists. The following example clarifies the features of the guides of this group:

> T: Why one hundred eight goats killed? Why?
>
> G: For Sacrifice.
>
> T: Sacrifice?
>
> G: Yeah. Sacrificed to the god then they cut. They sacrificed the mountain goat to the god and we eat that meat.
>
> T: And what would they do with blood?
>
> G: Yeah. They give it to the god and meat we eat. We gather all our relatives too.

b) Non-linguistic Features

The guides of this group were found to be using some physical movements, gestures, etc. Specially, when they were talking on some different matters then they were found to be using facial expressions, shaking hands, etc. In comparison to others, the guides of this group are better than the previous group who had less

academic qualifications. The use of gestures and physical movements does not match well with their conversations. Their daily briefings to the clients looked to be like giving a speech to the mass from a place.

3.3.3 Conversational Analysis of the Guides up to Bachelor Level

The guides who had studied up to bachelor degree and working as a tourist guide were taken under this group of guides. This group had some different and special features in comparison to other groups. This group was found to be more matured; professional and more informative than others. Such features of the guides of this group can be described in the following headings:

a) Linguistic Features

The guides of this group were found to be using complete statements in their conversations. They were found to be using less fillers and long utterances containing both major and minor class words. Their use of language was clear and polite. Most of the guides were found to be using grammatically correct utterances with suitable tone and pronunciation. Their language command and turns were well-formed while using the conversation. Socializing functions of language was used correctly from this group. For example:

> G: Ha… ha…. Ha.. (Laughing)
>
> T: We need fifty bucket Dal Bhat.
> G: Dal Bhat is pretty good.
> T: Is it?
> G: Actually, Dalbhat is really good, a balanced diet. You know you have rice lots of calories and you got a dal lentil you know.

T:	Protein
G:	Protein and you got vegetable you got Vitamins.
T:	Ha.. ha… ha(Laughing)

b) Non-linguistic Features

The guides of this group were found to be frank and funny while analyzing their recorded speech events. Most of the guides of this group were found to be making laughs, physical movements, gestures, etc. for the different purposes. They were found to be more interactive than the previous other groups. Due to the good academic background and the confidence, they were found to be interacting about different subject matters. Their use of non-linguistic features was found to be suitable and appropriate to the context. They were found to be interacting naturally without hesitation and difficulty. In short, their performance with their clients was good and there was not difficult to understand each other.

3.3.4 Conversational Analysis of the Guides up to Master Degree

There was a group of guides who had studied up to master degree and working as a tourist guide from the different travel agencies. The guides of this group were found to be matured, experienced, organized and professional to the job. Their service and hospitality to the clients was good. The guides under this group were also found to have some different features than the other groups. Such features of the group of the guides are described under the following to headings:

a) Linguistic Features

The guides under this group were found to be far better in the use of language than the other groups. They used complete sentences without hesitation and mostly their language was found to be polite and appropriate to the context of speaking.

Clarity in the voice and the correctness in the utterances made it easy to make them understand. Thus, in conversations, their participation with their clients was like interview because of the balance in their questions and answers, so they were found to be making well-formed turn takings. Politeness, command of language and good pronunciation made it easy to understand each other in their conversations. For example:

T: …. …. …
G: Yeah.
T: Quite nice people here.
G: One more question, in the future do you have any plan when you will be back to your country or another. How do you remember us?
T: Yes.
T2:   Ah…. lots of landscapes, lots of smiles and humor. Really, good feeling, I think people are really welcoming here.
G: And one day we will have chance to re-welcome to you again in our country, yeah?
T, T2: (Laughing).
G: (Laughing).

b) **Non-linguistic Features**

The guides of this group were also found using paralinguistic features while making conversations with the tourists. Analyzing the recorded speech events, the guides under this group were found to have good physical performance while talking with the tourists. The main features were; emphasis on the important matters, promptness on their responses to the tourists, involves more people of the group in conversations or in the briefings. Importantly, they paid equal attention to all the people of the group and had eye contact with them. There was good

combination of linguistic and non-linguistic features in their conversations. Their performance to the tourist was found to be natural. Physical movements, facial expressions like smiling, eye twitching, etc., shaking hands were easily understandable to their clients. So, the guides under this group were found to be more matured, professional, organized and natural in performance.

3.4 Analysis of the Conversation on the Basis of Experience

The final rough category of the recorded speech event was on the basis of experience. The guides participated in recorded speech event were different in terms of their work experience also. There was a big variation on the experiences of the guides. The forty guides were one year to twenty five years of job experience on this basis. For the researcher's ease, the guides were roughly sub-categorized under the three groups on the basis of their experience. Their experiences were categorized as up to ten years group, up to twenty years group and above twenty years group.

3.4.1 Experience up to Ten Years

The group of guides whose experience was up to ten years was categorized under this group. The guides of this group were found to have some different features. Those different features are described under the following headings:

a) Linguistic Features

The guides under this group were found to be more hesitant in comparison to other groups. Most of the guides of this group were found to be using very simple utterances in their conversations. Some of the guides of this group were found to be not completing their utterances. Their grammatical correctness was found to be

poor. They were found to be using lots of fillers and adjectives like yeah, okay, good, etc. In some cases, turn taking was not well-formed. Most of the guides of this group were not using language politely and language command was found to be poor. For example:

> T: You….you.
>
> G: Me… me?
>
> T: Yeah.
>
> G: I have been ten times.
>
> T: Ten times.
>
> G: Yeah.
>
> T: But you are from Jiri?
>
> G: Yeah….. Yeah. I know what you mean (laughing)
>
> T: And how old are you?
>
> G: No (laughing)…

b) Non-linguistic Features

The guides under this group were found to be more hesitating. Most of the guides of this group were not good in the use of non-linguistic features because they were not found to be using much non-linguistic features like physical or facial expressions were not together with the pace of speech. On the other hand, the guides of this group were found to be less active in conversations. The video records, shows their sense of hesitation in many of the cases. Besides this, they had shown their poor confidence while talking to the tourists. They felt it odd to talk to the tourists.

3.4.2 Experience up to Twenty Years

The group of guides who had worked more than ten years and up to twenty years was roughly categorized under this group. Most of the guides of this group, who did not have good academic qualification, due to the long experience, they were found to be confident and clear in performance while talking with tourists. Such different features of this group of guides can be analyzed and interpreted in terms of the following two aspects:

a) Linguistic Features

While analyzing the recorded speech events, it was found that whatever they spoke with their clients, their utterances were found to be short and simple but meaningful. In comparison to the previous group, this group was found to be less hesitating, more confident and the use of language was found to be simple and clear. It was found that they were also using fillers and pauses but was less than the previous group. They were using polite language terms with good pronunciation. Their utterances were not grammatically correct but understandable to the tourists. For example:

 T: Five o'clock in the morning.

 G: From Ghorepani, it takes about one hour to get to the top.

 T: (Nodding).

 G: From the top we can arrive around six to quarter past six between from there you. Can see many panoramic view. Mountains as a Dhaulagiri, Tukuche, Dhampus, Nilgiri north, Nilgiri south, Barah shikhar, Hiunchuli, Fishtail, Annapurna two, Lamjung himal, Manaslu, Ganesh himal. These mountains are beautiful and very nice panoramic view. Kaligandaki also we can see from there. That is the

deepest George in the world because of Dhaulagiri and Annapurna. These mountains are higher than 8000 meter.

b) Non-linguistic features

The guides of this group were found to be non hesitant with fair performance while taking part in conversations. Most of the guides of this group were found to be showing facial expressions such as twitching eyes, clucking tongue, face to face conversations, and equal eye contact to all the people of the group. They were found to be smiling and shaking hands simultaneously with their talks. Most of them were found to be making laughs and informing their clients in a funny way. Showing the mountain peaks or explaining about the trails, they were found to be using lots of non-linguistic features with linguistic features.

3.4.3 Experience above Twenty Years

This was the highly experienced group of this research. Most of the guides of this group were not highly educated but their performance was good. The guides under this group had some special features which are given under these sub-headings:

a) Linguistic Features

The guides of this group were found to be using complete structures. There was good participation of the other speakers in most of the recorded speech events. Their speaking performance was found to be natural with same pace. Their responses to the questions were simple and much automatic. Most of the guides of this group were using simple utterances and major class words were frequently used. Pauses and fillers were less in comparison to other groups. Their language politeness was good. Some guides who had good academic background and long experience of work, they were found to be very good in pronunciation and grammatical correctness also. Most of the guides of this group were found to be

talking about various subject matters. For example:

> G: Will be very-very good.
>
> T: Yeah.
>
> G: … and the money goes to the company. Whatever you pay over there that the money goes to the company because they organize daily over there and yeah I mean actually good idea because we have taken so many things up the hill.
>
> T: Oh.. Yeah yeah…
>
> T2: Every child have to go School?
>
> G: Pardon?
>
> T2: Could every child have to go School?
>
> G: No…. no … no….

b) Non-linguistic Features

The guides of this group were found to be excellent in their performance. They were found to be non-hesitating with simultaneous eye contact with the listeners. They were found to be fewer users of pauses and fillers. Their pronunciation of the utterances was found to be more like influenced by the foreigners because of the long informal exposure to the English language. Most of the guides of this group were not found to be aware of the grammatical correctness. Most of the guides of this group were found to be making laughs and their performance was natural in conversations. Facial expressions and physical movements were appropriate with the subject matter that had been used simultaneously.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The following findings and recommendations have been derived from the analysis of data.

4.1 Findings

The following are the major findings of this study:

1. After the thorough analysis of the data, it is revealed that female guides used more fillers and adjectives while their counterpart used more statements. Likewise, female guides showed poor confidence and used less paralinguistic features than males.

2. The teenagers were found to be less informative but factual in their talks. They were much shy in their conversations so were less interactive. The early adults had better use of language in comparison to the teenagers while the guides of the late adult group performed best in both the use of linguistic and paralinguistic features.

3. In majority of the cases the guides with higher qualifications performed better. The guides below SLC and +2 had poor use of language- their sentences were short and incomplete in many of the cases. Their use of body features was also weaker.

4. Experience is found to play the most important role in the use of language by tourist guides. The best performers were those who had the experience above twenty years. Less experienced guides used more fillers, adjectives and

pauses in their speech. Looking at the non-linguistic features, the experienced guides made better use of physical movements confidently.

4.2 Recommendations

After analyzing the findings, the following recommendations are suggested from this research. This could be important for the tourist guides. Similarly, the recommendations would be useful in further researches and studies to be carried out by different organizations, institutions, as well as the related bodies in tourism and the students of tourism. I would like to put the following suggestions to the tourist guides and the Nepalese agencies of such field:

1. Unnecessary use of fillers and pauses in conversation may signify the poor linguistic ability and its knowledge. So, to build the knowledge and confidence, the guides should be aware of the important things of the particular area or route of trekking. They should consult the available materials as guidebooks, maps, etc., to be exact and specific to the information.

2. Women empowerment has become the need of the country now. Only a few companies employ the female guides in Nepal. They were also found to be less interactive and hesitant. That might be the influence of the local culture. So, if there is proper counseling about the service and hospitality to the female guides, they would inform or interpret frankly about all the related matters. If they could think a guide as a global person, they would improve their habits and behaviors.

3. It would be better if all the guides would use linguistic features simultaneously with non-linguistic features. This would help them to clarify and explain the subject matter easily.

4. Informal exposure and practice may help the guides to improve their performance and pronunciation. But for the grammatical correctness, language politeness, appropriate use of linguistic and non-linguistic features of language they should raise their academic qualifications or attend language classes.

5. Learning never ends, if all the guides who have less experience would share their experiences and difficulties with the seniors (i.e., much experienced) that might help them to improve the knowledge, maturity and personality.

6. No doubt, tourism is a growing industry in Nepal. If the travel/ trekking agencies would organize programs like workshops, special classes for language, cultures, health, environment, religion, etc. for their guides, it might help the guides to be more professional, knowledgeable, informative and good guides for the tourists. This will help us to promote the tourism in Nepal.

7. To develop the sustainable tourism industry in the country, well educated manpower should be involved in tourism and there should be the provision of advance study for the guides about the tourism in Nepal.

8. I would also like to suggest the guides not only to be money centered but learn more and gather the experiences that are useful throughout their life.

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Appendix- I

Recorded Data

Speech Event 1

T: 5 o'clock in the morning

G: From Ghorepani it takes about one hour to get to the top.

T: (Nodding)

G: From the top we can arrive around 6 to 6:15 between from there you can see many panoramic view mountains as a Dhaulagiri , Tukuche, Dhampus, Nilgiri north, Nilgiri south, Barah shikhar, Hiunchuli, Fishtail, Annapurna two , Lamjung himal, Manasalu, Ganesh himal. These mountains are beautiful and very nice panoramic view. Kaligandaki also we can see from there that is the deepest George in the world because of Dhaulagiri and Annapurna these mountains are higher than 8000 meter.

Speech Event 2

G: Beautiful in the morning.

T: Yeah.

G: About 5 o'clock we start from the hotel then 45 minute till reach the Poonhill then …

T: Yeah.

G: You see the good view.

T: Yeah. I hope so. Does it take so many cloud?

G: Yeah, normally cloud is in the evening, afternoon. In the morning clear there.

T: We will have breakfast after we go to the Poonhill?

G: Yeah. No, after the Poonhill and back here.

T: How long will we stay at the hill?

G: After sunrise coming we will back to down.

T: Oh.

G: Until we wait the sunrise.

T: Laughing, then many people there?

G: Yeah, then good hope to.

T: Yeah. Marvelous many people there   I never seeing many people.

G: Yeah, around sometime different season but not the season so normally people there 200 people.

T: Yeah.

G: 150 to 300 people sometime.

T: Yeah. I saw the tower is little bit no?

G: Yeah, but only some people like to go there but most of the people. They stay in the down even if they like stay in the tower, no need to go up.

T: Oh.

G: Yeah. Anyway good view from the down also some people like to stay in tower.

T: Yeah. Oh...   I think that going before is on the tower and down tower okay?

G: Yeah Yeah.

Speech Event 3

T: Back to the where?

G: Yes. Tadapani here.

T: Yeah.

G: And Ghandruk and one night staying here and.......

T: Is that possible   to go from here to there one day?

G: One day? You if you can walk no problem may be may be...

T: Yeah, of course. How many hours?

G: May be Ghorepani to Ghandruk in one day is possible.

T: Ahh....

G: Because it is a from Tadapani to Ghaudruk is all the way down.

T: Yeah, try to Nayapul okay?

G: Yeah.

T: For me like this go there tonight and back and tomorrow trek. . ?

G: This way? Or this way? Way to Ghaudruk?

T: Yeah. Yeah! If it is possible, to go with in one day all people?

G: Yeah, possible. True.

T: Too long, Yeah?

G: Yeah, somebody can go this way

T: Somebody? We are not a kind of somebody, we are not somebody.

G: Ha ha ha … (Laughing)

T: Ha ha ha…. (Laughing)

Speech Event 4

G: Available you don't need to pick any clothes tomorrow morning?

T: Okay.

G: And we start quarter to five for the Poonhill.

T: What can we see from Poonhill?

G: Great view, sunrise view, mountains . . .

T: Ok. What mountains?

G: 10 or 12   mountains.

T: Do we see the Annapurna one?

G: Annapurna one, Annapurna south, Hiunchuli, and Machhapuchhare
        and mostly the our biggest mountain is Dhaulagiri, we see that also.

T: Ok. What is the altitude of Poonhill? How high is it?

G: Ah... Poonhill is 3200m.

T: Okay. Our highest point.

G: That is our highest point for the six days.

T: Okay. And how high are we here?

G: We are 1800m.

T: 1800 meters.

G: Yeah. In Ghorepani.

T: I think 2800 meters, Right?

G: Yeah.

T: Okay. And after Poonhill where are we going?

G: We back the hotel we have a breakfast here.

T: Okay.

G: Then we try to go to Ghandruk.

T: Ghandruk?

G: To the Ghandruk.

T: How long to walk?

G: Six- seven hours.

T: Six- seven hours. Okay and what places we going through?

G: With Tadapani on the way.

T: Yes.

G: Banthaniti.

Speech Event 5

T: You are in this area from Kathmandu?

G: No come   from   Pokhara, yeah.

T: Ok. You are a guide of that group?

G: Yes, I'm a guide of 11 group, Germany group.

T: Hum hum.

G: We have a 14 days trek.

T: Oh 14?

G: Yeah. Going for Annapurna base comp.

T: Yeah.

G: Today is the second.

T: Second? Is it harder?

G: Yeah.

T: We are coming for tomorrow morning.

G: Yeah.

T: And what is the company you work for? All ladies, right?

G: Ah…I work for, there are three ladies who has their own company and only for female for female.

T: Oh. So you only work for female clients?

G: Yeah. Female client, female guide and female porter.

T: Oh…and what is the cause behind that? Do they support women or …..?

G: Oh. Support women I also there we have lots of 75 districts. We have already all are 45 districts and ladies all are remote area too.

T: Okay.

G: I think our company only to promote ladies and only to the ladies.

T: Yeah. Good good.

G: Yeah. Seven years I start 1994.

Speech Event 6

G: Advance advance level.

T: Yes.

G: Then what kind of . . . So you?

T: You know. Does he make like this before?

G: Of course he does he does.

G: So which team you may like… like my sister …. Or...? Ha ha ha…..

T: No no no no.

G: (Laughing).

T: Unfortunately I have looking corruption problems are…..

G: Where?

T: Still football corruption though they are not very good.

G: Yeah. Because they fail each world cup, United is my favorite team because.

T: Right, they were poor as well.

G: Yeah, unfortunately this happened.

T: Yeah, unfortunately it happened, it was. It very often happens in England. They taken a lot about very important to with UK.   They go to world cup and they don't' do well.

G: But still they did very well because we   never know which year you know, how many years later we would? Brazil preparing for world

cup.

T: Yeah. Especially seventeenth in England was you know French is very but…

G: Yeah. Any way world cup is full, next and is looking for the European.

G: 2012.

T: Yeah. Thank you.

G: May be   between.

T: Right, where will you be?

T: How does   it rank in your opinion?

G: I've a friend of me Dr. William Lebny. Teaching   he love to teach him Nepali.

T: well.

G: I don't know that . . .

T: Ok.

G: They lived in Peru then Nepal, Thailand.

T: Have you been to Peru?

G: Not yet but I would like to go.

Speech Event 7

T: That's the way.

G: Ha ha ha (laughing). He is my friend.

T: Could you tell me what he makes though?

G: I teach for her about Nepali.

T: Yes.

G: Namaste, and Buddhist flag white is mountain , red is fire, yellow is land, Green is jungle, blue is sky.

T: Yeah.

G: So I teach everyday for the my guest.   Ochi you like Nepali? Or.. Love Nepal?

T: I love Nepal.

G: He is my friend and very good guide.

I: I've very good guide, he gives me many Nepali Vocabs. like a how many words for about…

G: Every day two words.

T: Namaste, dhanyabad for thank you, and pickle.

G: Do you like dal bhat?

T: I love dal bhat.

G: Did you see some mountains there? You really enjoy in Nepal?

T: Yes, I really enjoy it and looking for tomorrow Poonhill and then to Ghandruk.

Speech Event 8

T: It was more harder than yesterday but I appreciated it a lot.

G: Thank you.

T: And now is good to be here at the guest house I appreciate my guide.

G: Thank you.

T: Very good, she explained me a lot of things while walking. So I appreciate her a lot.

G: K bhanne dai (what to say brother?).

T: (Big laugh).

G: Ok, tomorrow morning we wake up at 4:30.

T: Okay.

G: And at five O'clock we arrive there to Poonhill 45 minute if there is a clear weather we can see a lots of mountain.

T: Okay. What I need to take with me?

G: Ok, wear a warm clothes and your stick and take a light because we are going in the dark way.

T: Is there a trail?

G: Yes, there are a lot of stairs.

T: Ok (Laughing).

G: (Laughing).

Speech Event 9

T: She must be always laughing.

G: No sometime.

T: Mountains are cold in Germany Austria and Switzerland.

G: Oh…

T: They call Alps.

G: How do you call it?

T: Alps, that in Germany, they are not so high.

G: No high?

T: Oh, not that much. Most of them are three or four thousand meters like at here. I think the highest mountain in Europe.

T$_2$:   Mobloa, Kathithi

T: What is this?

T$_2$:   Four thousand meters.

Speech Event 10

T: How is it called, is it very famous in Nepal?

G: Yes, it is our great festival in Nepal.

T: Ah… yes.

G: In our festival you can take a tika and our fathers they can given us tika, and money.

T: Ok that's good

G: And good good.

T: Only families?

G: No, family and their relatives also.

T: If your friends like a Korean friends and your dad give the

money too?

G: Yes (Laughing).

T: (Laughing) I'll try go there take the Tika and the money.

G: Ok, you're welcome, you are heartly welcome. If you want we will go together.

T: Oh…

G: Yes.

T: In this festival to celebrate or to cerebrate to the god?

G: It is actually for god.

T: Ok. Is it the more important festival?

G: Yeah, it is the biggest festival, Hindu biggest festival.

T: Oh.

T: Why 108 goats killed, why?

G: For sacrifice.

T: Sacrifice?

G: Yeah, sacrificed to the god then they cut they sacrificed the mountain goat to the god and after we eat that meat.

T: Okay.

T: Sacrifices mountain goat?

G: Yes.

T: Mountain goat or sheep?

T2:   And why 108?

G: It doesn't mean 108 no but each people they have their own goat and they sacrifice on their house.

T: And what would they do with blood?

G: Yeah, they give it to the god and meat we eat. We gather all our relatives to gather at that day.

Speech Event 11

T: You… you.

G: Me … me?

T: Yeah.

G: I have been ten time.

T: Ten times?

G: Yeah.

T: But you are from Jiri?

G: Yeah   yeah , I know what you mean (Laughing).

T: And how old are you?

G: No (Laughing).

T: No because give you know my grand   oh . . . how do you say . .ha . . my ancle?

G: Ancle ?

T: it's very difficult ah… you know my son and his son?

G: Uncle, grand son?

T: My grandson could be my grand son?

G: Grand daughter.

T: Yes, grand daughter.

G: (Laughing)

T: It's awful.

Speech Event 12

G: How are you? Good?

T: I'm fine thanks. I am really enjoying the trip too.

G: Yeah . . . yeah tomorrow we are going to Poonhill you know?

T: Oh yes. The name actually I knew before I came to Nepal but the poonhill is the great view and definitely have to go to Poonhill.

G: Yeah yeah...

T: To see all the mountain, all the range.

G: Ok. Ok. Are you excited to go Poonhill?

T: Oh yeah.

G: I think there is very cold?

T: I like it, I like it. We thought there might be some more excitement.

G: Okay.

T: Yeah, we are going with the lamp yeah?

G: Yeah, we need the head lamp and there will be five star hotel we have to having   chicken schizaller ha.. ha… (Laughing).

T: (Laughing).

G: Okay all the people.

T: What we will see the sunset, sunrise?

G: Sunrise are already see the sunset from another side, we are aging to see the sunrise.

T: Yeah, ok we can see the both sunset and sunrise.

G: Yes. We are very lucky. Yeah yeah we already see the sunset and tomorrow morning we are going to see the sunrise view and with all together.

T: Hum hum, and there was no clouds today.

G: Yeah yeah definitely, hopefully tomorrow morning will be the same.

T: Yeah, hopefully.

G: Yeah yeah yeah.

Speech Event 13

G: (Laughing).

T: (Laughing). Yeah, with your Korea plan because you have plan to go Korea?

G: Yeah. I have to plan go to Korea, I need to work in Korea and I need lot of money ha ha. . (Laughing).

T: To having good money?

G: Yeah that's why I want to go out of Nepal.

T:	Can you make you think is possible to make money in Korea?

G:	Yes possible but takes a long time yeah?

T 2:	So you plan to go work before you go?

G:	Yeah, in Korea mostly I need Korean language.

T:	Hum yeah. You just go to Korea and is there anyone that there in Nepal can help you?

G:	No, no.

T:	You have friend there?

T2:	Girl friends, girl friend?

G:	Yeah girl friend.

T:	Do you like there? Do you like working in there?

G:	Yeah.

T:	Yeah.

G:	I need more. . No (Laughing).

T:	See she happy (Laughing).

Speech Event 14

G: Hum hum…

T: An old and old and old record that always the highest of that area?

G: How high is Machu Piccu?

T: 3000, 3000 meters.

T2:   Yes.

T: And the shape tropical mountain the shape plain and the belt is like scheduled order.

G: Hum hum…

T: Is beautiful, that's why we all love Machhapurchre.

G: Is there lots of show in Machhupiccu?

T2:   I know I don't think that much because of warm there is some Inka trail of valley that is called Inka trail because all Inka they used to go there with the doctors to trek.

G: Hum hum.

T2:   To be there or you can I think I don't know effective or with hard but you can go up to Machhu Piccu.

G: Unfortunately hum hum.

T2:   Yeah, it's not all the time going up going like this up and down up
        and down … (shaking the hand)

G: Hum hum.

T2:   But not like this yeah?

T: And lots of blocks in between.

G: Yeah.

T2:   So how far do we go today?

G: Four hour.

T2:   Four hours to Ghorepani?

G: I think we can go little bit faster yeah, Ghorepani one hour short.

T2:   Yeah, I remember it now.

G: (Laughing).

Speech Event 15

G: How did you decide to come to Nepal and make the trek to
Annapurna?

T: Yeah two months before wanted to do a trek.

G: Yeah.

T 2: Heard many good things about the Annapurna.

G: Yeah.

T: We are normally mountain guides so we know the normally what it is?

G: Yeah.

T: So we come; nice stay, nice scenery and short and we want it more.

G: Yeah.

T2: So far will be fun lots of mountains.

G: Yes.

T: Up and down.

G: Yeah, what did you found what you heard and the reality have is there difference is there deference than in your imagination or…..?

T: May be what one point by Nepal I think took more but not find such as I heard more drier, more green…..

G: Yeah.

T: No body change, no body change the forest like Chitwan National Park. Yeah, very good surprise but you know, Nepal people found here are very-very nice, welcoming people really.

T2: Yeah, we been welcomed.

G: Yeah.

T: Quite nice people here.

G: One more question, in the future do you have any when you will be back to you country or another how do you remember us?

T: Yes.

T2:   Ah… lots of landscapes ,lots of smiles and humor really good feeling really good feeling I think people are really welcoming here.

G: And one day we will have chance to re-welcome to you again in our country yeah?

T, T2:   ha ha…. (Laughing).

G: (Laughing).

Speech Event 16

T: Up there two black coffee?

T2:   And what's the different between American salad and potato salad?

G: I think potato salad does not have butter sauce.

T2:   Butter sauce? Yes I think.

G: Mayonnaise, I have to talk to him about the difference.

T: This is mine.

T2:   Indra, are you playing?

G: No no he is busy for a moment.

Speech Event 17

 T: Oh yes, ha ha ha …………

T2:   No flash?

G: I think he is making video.

T: He is not taking pictures ha ha… ha (Laughing).

T2:   I want Glacier special.

G: Gangapurna glacier or himalayan glacier?

T2:   I take this one, Spaghetti?

T: No, this one.

G: Oh ...veg., Spaghetti?

T2:   Yes veg., Spaghetti.

T: Good.

G: Good?

T: Good.

G: Porridge?

T: No Poridge.

T,T2: Yes (Laughing).

G: (Laughing)

Speech Event 18

G: So, You like to be there?

T: No no I mean for the trail.

T: May be do they have …?

G: Hat?

T: Yeah.

G: You want to buy?

T: Yeah, they only have those.

G: Yeah yeah, better there?

T: Yeah, yeah better.

G: I'll ask to them.

T: Okay, may be I have little bottle in my bag.

G: Ha ha (Laughing).

T: Do you have anything else?

G: Everything is good man.

T: Yes.

G: How you feel?

T: Yes fine.

G: Yeah?

T: Yeah. You having a good time?

G: Yeah good time and definitely yes.

T: (Laughing), very good guide man you have depression with Americans right?

G: Yeah, oh yeah definitely.

T: You think you take Americans impression? Americans must be right now?

G: Yeah, i know.

G: You like this one?

Speech Event 19

G: Ha ….. ha…

T: We need 50 bucket dal bhat.

G: Dal bhat is pretty good.

T: Is it?

G: Actually dal bhat is really good a balanced diet you know you have rice, lots of calories and you got a dal, lentil you know?

T: Protein.

G: Protein and you got vegetable, you got vitamins.

T: Hum, hum.

T2:   And Rakshi?

G: Rakshi.

T: And sometime spicy is made out of a white ah… white peach.

G: White peach?

T: Like a bee as longer one tempo need a long…

G: Yeah.

Speech Event 20

G: Yeah.

T: Oh very good and they will help me with the heavy bag.

G: Yeah, there is problem you know they should come here and…?

T: Does it cost money to be in the hotel too.

G: I think no cost money.

T: No cost very nice.

G: Yes free.

T: How many days will take from here to the pass to the Jomsom?

G: Three days.

T: Three days?

G: Yes, first day from here we go Yah Kharka, Throng fedi then pass.

T: Oh really three days?

G: Yeah.

T: Is it hard, is it hard to climb?

G: Yeah it is hard to climb, lack of oxygen.

T: Is that more hard than it was before?

G: ha ha ha yeah, harder because of the altitude.

Speech Event 21

T: You will do what you will like to do; you will be like you BBS.
        your trun.

G: ha ha ha ah .. . after after   after 3 years.

T: You not work here not completely?

G: Yeah,   ha ha ha ……

T: Tomorrow?

T2:   Yes.

G: Breakfast at seven?

T: Seven breakfast?

G: Yeah and we will move at half past seven.

T2:   Seven thirty, okay good.

T: Because we go and climbing the mountain.

G: No no for tomorrow is like five or five and half hour walk.

T 2:   We go up or ….. ?

G: No, we have down or straight like a hour or one and half   hour of the
       two then there is plain is quite long.

T: (Laughing).

G: Yeah, hence we will have some stairs like you know forty to fifty in
       the day then we come.

T: Oh yeah.

T2:   It would be cold tomorrow morning for the hiking?

G: Yes, mozi will see in the way.

T: mo: zi mo: zi (French code)

G: mo zi maki baku . . . ha ha

Speech Event 22

G: Many hotels, big-big hotels.

T: Yeah.

G: This after five minutes, we are walking from here we have to walk on
       the   jungle way.

T: Yeah.

G: Sometime have to climb up and sometime down and after Deurali, the weather is nice we can see the Dhaulagiri you know?

T: Yeah.

G: Probably not found Dhaulagiri … ha Dhaulagiri.

T: How long Deurali?

G: From here Deurali?

T: Yeah.

G: Three hours it depends aha…from Banthanti we have to clime up, up the hill.

T: Yeah then more up?

G: No just little bit and after that you know like flat way.

T: Yeah, there are lots of moneys trails?

G: Yeah, yeah moneys there ha ha ha.

T: Good.

G: Very long walk.

T: Yeah yeah.

Speech Event 23

G: The Annapurna south.

T: Yeah, yeah how high is it?

G: Ah . . . Annapurna south is 7219 meters.

T: Wow ha . . . ha . . . (Laughing) ….. Very high ha ha ……. And, the Fishtail?

G: ah ………Fishtail is 6993 meters.

T: Ah … and what's that Nepali name?

G: Machhapuchhre?

T: Machha ……..?

G: Machhapuchre.

T: Machhapuchhre very good and could I walking down?

G: Yeah we walk down down down.

T: Yeah.

G: After cross the river the we walk little bit up, up gradually up.

T: Yeah.

G: Gradually up then flat.

T: Yeah, very good okay.

G: And we stop for tea in Chuile?

T: Chuile?

G: And we stop for lunch in Gurjung.

T: And how long the way is?

G: Today   actually five hours.

T: Five hours?

G: Yeah.

T: Okay, not so bad today ha . ha…. ha (Laughing)

G: Yeah …….. but way is up and down; up and down.

T: Yeah   ……..up and down up and down bistarai -bistarai (slowly - slowly in Nepali) .

G: Ha aha ha.. (Laughing).

T: ha aha ha (Laughing)

G: How do you feeling today?

T: Good, a little, a little swollen my leg but but fine yeah fine.

G: Yeah?

T: Yeah, yesterday was a good day nt too much time.

Speech Event 24

G: Will be very-very good.

T: Yeah.

G: And the money goes to the company. Whatever you pay over there
       that the money goes to the company because he organizes daily over
       there and yeah, I mean actually good idea because we have taken
       so many things up to hill.

T: Oh yeah yeah.

T2:   Every child has to go school?

G: pardon?

T: Could every child have to go school?

G: No no no there is no any rules, the child have to go school but not
       this time they given the value of education. So they are sending their
       children because of the government   school are free so they are
       sending schools.

T: Yeah?

G: Yeah.

T: what about this area?

G: People have a lot of money so they send their children to private schools and big colleges.

T: Yeah.

G: Most students, most students are coming out from the villages because they know hard work and labor.

T: Do they have to go and stay in the cities for the study?

G: No there are lots of roads in villages and people like to stay in the villages right now.

T: Is that okay?

G: Even they are halfly free, they like to be in Canada, Australia People having good money they back again, the build the roads without the help of government in my village. It used to be when I was very young it's good you know?

T: Yeah.

G: But the young -young generation, you know the main manpower is going outside.

Speech Event 25

G: And is got.

T: Hum hum so Chhormong, when we going?

G: Yeah.

T: How long is it?

G: Five hours.

T: Five hours with lunch or without?

G: Ah …. including lunch.

T: So where are we hIking today? We are trying trek all the way down.

G: Today from here two and half hour.

T: To lunch?

G: To lunch yeah.

T: Okay.

G: And we can decedent on down-down.

T: Ah hum ……..

G: And then we can cross the bridge, hanging bridge.

T: Ah.. hum.

G: And then after bridge, we can got there place after thirty minutes.

T: Hum hum that is two and half hour for lunch.

G: Yeah.

T: Whatever we fee,l if not hungry then we can keep walking.

T: Hum hum.

T: Will see, may be we go all way to Chhomrong. So will have a break, will have a lunch and then we go all the way to Chhrmong. To get there for lunch in Chhomrong.

G: Yeah yeah pretty one.

T: Let's see how we feel?

T2:   If we not hungry even though we can keep going.

G: Yeah, as you like, you can think about it.

T: Yeah, let it go full stomach.

G: Ah ha ha.

T2:   If he likes serving the dal bhat.

G: Yeah and if you feel hungry you can take a dry food we can get the

Chhomorong.

T: So is Chhomrong, gonna be busy tonight do you think?

G: Ah… there is ah from hotel more than here. So i think population is more.

T: So you won't have to round together.

G: Ha ha ha you can free on the way.

T: Ha ha ha (Laughing)

G: Ok anyway….

Speech Event 26

 T: Nepali?

G: Nepali Machhapuchhere.

T: Machhapuchhere?

G: Yes 'machha' is fish and 'puchhere' is tail.

T: Ok thank you. So it is Macchapuchhere.

G: Yeah.

T: Ok there are so many mountains yeah? You have to find the name?

G: Yeah.

T: Very easy by name this mountain.

G: Yeah.

T2:   Ok lets' talk about something ha ha ha do you like Nepal?

G: Yeah, yeah of course.

T: You know, come here tell me your first point. This is your first trekker, is this something that are you surprised or something that you call or going to be like that?

T2:   I knew that in Nepal, there are many mountains.

G: Hum hum.

T2:   But I did not like what gonna be that part when we walking you have to up me down and until here and before yeah that's why I was aspect by.

G: It would be something ……

T2:   Yeah with you and my Anna.

G: Okay. It's always have to go up then down.

T: Yeah, we can make it.

G: Yeah, we can make it. We are doing so far so good.

T: Yeah, we have a good guide.

G: Oh thank you.

T: She very often forget the name. She comes us after the truth.

T2:   But she keep coming forgetting the mountain ha ha ….

T: Ha ha ha (Laughing)

G: Sorry for that.

T: You have to drawn then.

G: I just come once, they ordered just got my ring it from Ruby.

T: Ah ah hum.

G: I know the culture and explain about it only the thing is mountains name.

T: Prefer to hear from you?

G: Ok thank you.

Speech Event 27

G: I was little bit injury but the big group was there and taking to then
        hospital and unfortunately the doctor who was working in Japan.
        Every year, he \went to the Japan for training and we referred him and
        because of not he feel noisy and quite ah then after when they given

some water to him and he fell good and good.

T: Hum hum.

G: And at the last we discharging him from the hospital and i taking to the hotel but at the last what was the last that's why, I said the few people are greedy.

T: Greedy?

G: Even he didn't say me thank you.

T: Oh really?

T2: No ……

G: Yeah, it was the bad experience in my life. Since ten years it was the bad experience.

T: Yeah.

T2: How long was it two, four years or?

G: Yes

T: From where was he from?

G: From Japan.

T: Okay.

G: Then next day I went to visit him I buy a juice from sugarcane, the doctor the told him to bring that juice he feel quite hard and I take one little juice and when I gave him he said thank you but he did not' say thanks for… .

T: For the recovering in my life a for…

G: Doing everything. All the things caring of me it was the bad experience in my life. That was the first and last i think.

T: ha ha ha hopefully are names the last experience but we can not promise, it may be the lost other are of the future too so.

G: But on the trekking there is a normal problems some have a swell muscle, some have a fever. . .

T: Yeah.

G: I can make massage myself, that's why I have that idea for deal and next day they feel okay but…

T: But unknown major injuries you need help to get them.

G: Okay, they have a little medicine for two. Of course, but in my first aid kid box i need doctor how can i provide the others?

T: Yeah.

G: Medicines, for them is the best way rescue back to Pokhara.

T: Yeah yeah, back to Pokhara by helicopter.

Speech Event 28

G: Ha…ha… ha… (Laughing).

T: Ha… ha… ha… (Laughing).

T: Nepal holy feel able paradise, you made me several time in Nepal.

Speech Event 29

G: Regarding the noon, what you like to do?

T: Holyday …… to sometime….

G: That would be the good idea.

T: Right.

G: Normally, let's do such a good one, 2500 from Manang called Ice-lake.

T: Also long walk, isn't it?

G: Like the four hour till up and another two and half to three hours to come down and leave all the thing, carry like drinks, tea, cookies or snacks.

T: Right, we don't need all stuff because coming down again.

G: No a bag, warm clothes for windy, really windy in the pass you need to get some wind proof jackets.

T: I know.

G: Why not; really great view.

T: I was thinking, you know there are a lot of Tibetan people who stay in Manang.

G: Yes.

T: Have they been here before hundreds of year or they are new arrival or do they come few years ago when you know the problems at Tibet?

G: Well, normally before the problem in Tibet before was migrated from Tibet to Nepal.

T: Right.

G: For their like cap, oh ……

T: Like trade ridge?

G: Yeah like that some and the Manang was not that much well established. There is very wildest area in mange that is called Nar and Phu. That is really too mystic the area unknown until the two people came up then make a some movement from there to another side of the Manang district people slowly start to move they make.

T: So this is tradition and it is something like a name is new village?

G: It's like a you can not say new and its like hamlet.

T: Right the tradition of this area is generally for that being.

G: Yeah. Most all the Tibetian.

T: Yeah, because we were thinking about the Chinese, you know the Chinese tourists are up to. Well yesterday, today were been walking ah…   I don't know how they I don't know what they do now in that Chinese. Chinese made big problem to these Tibetian villages.

G: Well my opinion, I have never been in china some part of Tibet. My opinion what I feel from the tourist problem in Nepal from china, those who support the Tibet or who want to be a free Tibet but they like to travel such a wonderful place like the mountain area I don't know how they feel? How they do it? But the Tibetian people are much more friendly, much more.

T: Than to people rather than Chinese people in my opinion.

Speech Event 30

T: Deepak how do the people bring goods here?

G: Normally, they bring the goods by the people specially in hotels they have regular porters and they carry the goods.

T: Oh yeah.

G: We had seen so many people carrying on the way.

T: I see, how many kilos can they carry?

G: Normally one porter carry fifty kilos.

T: How long does it take to bring here?

G: It takes two days to go Syabhru Bensi and four days to come here.

T: Difficult?

G: Yes, very difficult.

T: Strong, they are strong.

Speech Event 31

T: Is it difficult?

G: No if you want to work you need good English, then you can take training.

T: Okay, how long do you have to take training?

G: Two month.

T: Two months?

G: Yes, they teach first aid, environment, geography, culture and religion and English.

T: Ok.

G: After that they teach about climbing.

T: Oh climbing?

G: Yes. They take us to climb the small rock mountain yeah?

T: good.

G: That is the practical.

T: Okay, do you like this work?

G: Yes, I like this job and working.

T: Good

G: Yeah (Laughing).

Speech Event 32

T: Yes i live in America.

G: How many years you been there?

T: I was born there.

G: Oh… ok.

T: But my grandparents were moved there from Korea, so I am Korean.

G: Oh good-good you speak Korean? Korean language?

T: Yes i speak. My friends say I speak very good Korean. You know when I was child my parents they used to speak Korean in my home, so I learned Korean.

G: Ok that's good. You go Korea sometime?

T: Yes last year I was there. I think I'm tired.

G: Tired?

T: Yes, need to go bed soon.

Speech Event 33

G: You wanna drink something?

T: No I think I gonna have some water.

G: And you?

T2:   Yes, i think black tea.

G: Black tea ?

T2:   Yeah.

T: How long do we need to walk more?

G: ah …one hour.

T2:   An hour only?

G: Yeah, we need to walk around thirty minute up and then flat.

T: Yeah always up and down.

T2:   You are on trek man?

T: Yes, I know but I don't like stairs?

G: Yes there is not so much stairs today.

T: Not so much?

T2:   Ha ha….(Laughing).

G: Little up but not much stairs.

T: Without straits is good. Don't worry, take your time then we go slowly -slowly.

T2:   Yes, okay.

Speech Event 34

T: Is it always like this cloudy?

G: No no no. this is winter time and some time cloudy, but in the morning it is good no cloud and sun.

T: Ok when is the best weather? When is the best time for the trekking?

G: For the god weather autumn like October, November yes from September that time is good.

T: Okay.

G: You know in spring also here is good weather and many flowers.

T: okay when is the high season?

G: Yes spring and autumn these are high season.

T: Good.

G: If you want to see flower like, rhododendron and other flowers better to coming at that time.

T: Oh yes we saw big trees of rhododendron on the way.

G: Yes there is forest, rhododendron forest.

T: Yeah.

G: In spring this forest becomes beautiful with different colour of Rhododendron flower.

T: Oh …

G: Some are pink red, somewhere white you known.

T: Okay.

Speech Event 35

T: Yeah, Pokhara is lovely I like Pokhara.

G: Yes Pokhara is beautiful, clean than Katmandu.

T: Katmandu is polluted, noisy and busy every time.

G: How long you been there?

T: At Katmandu?

G: Yeah.

T: Three days.

G: Oh three days?

T: Yeah, I arrived at Katmandu in the evening and stayed at hotel.

G: In Thamel?

T: Yes then next day I went to Pashupatinath, Monkey temple and Durbar square.

G: Yes that's nice. How did you visit there?

T: Yeah, my hotel had arranged me a car.

G: Ok.

T: That was nice tour but I don't like pollution and crowd.

G: Yeah.

T: I feel like …

G: Yes, Pokhara is very different.

T: Yes mountains also good, peaceful, fresh air so I like mountains.

G: People also nice yeah?

T: Yeah of course, lovely people smiling.

G: Yes.

T: Yeah you have beautiful country.

G: Thanks.

Speech Event 36

G: How did you decide to come Nepal?

T: Yes, I changed my plan and come here.

G: Ok.

T: From Japan I went to south Africa and I wanted to go to south American countries but .. .

G: So you come from South Africa?

T: Yes

G: You like South Africa?

T: Yes nice country and very warm there.

G: Ok then, why you didn't go South America?

T: There is expensive, everything is more expensive than here.

G: Yes Nepal is cheap.

T: Yeah, some how you know I stay there about one month and spent a lot money and changed the plan.

G: Ok, where do you go after Nepal?

T: I think I go to china and back to Japan.

G: You go Tibet too?

T: No I want to go some cities of china and then Japan.

G: you brought this book from Japan?

T: No I met a Japanese guy in South Africa and he gave me.

G: Yes, good.

T: Yeah good book.

Speech Event 37

T: Yeah, here is cold. Does it snow here?

G: No… sometime in winter.

T: Ok. Does it stay long?

G: When it snows and it melts soon three, four days. Sometimes eight, nine days also.

T: Does it snow in low altitude also like Pokhara , Birethanti?

G: No no snow is only high mountains and in Pokhara , Birethanti and small mountains is hail stone.

T: Oh hailstone?

G: Yeah, it thunder, rain with hailstone and lighting.

T: Ok is it in winter?

G: Yes, in winter time. In summer it rains a lot and people plant rice in rice fields.

T: Okay. Do many people come for trekking also at that time?

G: Yes some people come for trekking very few people.

T: Ok is it good to trek in mountains at that time?

G: Yes some place are good like Manage, Mustang area but not all the places.

T: Is it difficult to walk?

G: Yeah, some places there may be flood, and path becomes muddy and leaches also.

T: Oh no no leaches. I don't like to walk I scare from leaches.

G: Not in winter.

Speech Event 38

G: Is she good now?

T: Yeah, feeling better now.

G: If she need medicine I have?

T: No, thank you Ram thank you very much I had some medicines. I have given her already.

G: Ok.

T: Don't worry, she will be okay soon.

G: I hope.

T: Yeah let's hope.

G: I think better to given her garlic soup?

T: Garlic soup?

G: Yeah, garlic soup is better.

T: But I don't think its altitude sickness.

G: No garlic soup work for stomach also.

T: Okay.

G: And soup makes her warm.

T: Okay I'll ask her.

G: Ok and tell her to drink a lot water?

T: Yeah, may be boiled water is good?

G: Yes boiled hot water, ok I ask them for water?

T: Ok, thank you Ram.

Speech Event 39

T: Yeah, yeah of course …….

G: Yes tomorrow we gonna get hot shower.

T: Oh really?

G: Yeah, at Chhomrong we get hot shower.

T: Okay, that's great.

G: I think you are hurry to have shower.

T: Yes. It's four days, I haven't taken shower.

G: Yes and next day, day after tomorrow we are going to hot spring.

T: Hot spring? Where is it?

G: After C.hhomrong, next day from chhomrong we go down about thirty minute and we get there at Jhinu.

T: (Looking the map) where is it?

G: Yes, this is Chhomrong and..yeah, this is Jhinu.

T: Do we stay there day after tomorrow?

 G: No after breakfast we go Jhinu from Chhomrong.

T: Ok.

G: Then we make lunch break there and we go hot spring and back again to hotel and head toLandruk.

T: Hum hum sounds good. How far is it from Jhinu to Landruk?

G: Yeah, normally three hours.

T: Ok.

G: After Jhinu little bit down then flat and we go little bit up.

T: So the last part is climbing?

G: Yeah not so steep up, that's gradual-up after crossing the river.

Speech Event 40

T: So what time will we start in the morning?

G: Yeah as usual, around eight.

T: So breakfast at seven?

G: Yes may be half past seven breakfast but better if you order your breakfast now and give time .

T: Yeah, sounds good.

G: Yes they can prepare breakfast at that time and you can come seven thirty.

T: Ok can I see the menu?

G: Ok why not?

T: Thanks.

G: You welcome.

T: Can I have Tibetian bread with omelet?

G: Yeah sure, omelet single or double?

T: Single please.

G: Ok, and drinks, anything to drink?

T: ah …… masala tea is it possible?

G: Yeah.

T: Yes finished, thank you.

G: So seven thirty?

T: Exactly, I need water now?

G: Okay one or two bottle?

T: One is enough.

Places Selected

The data were collected from the following places:

a) **From Pokhara:**

   I.   Ulleri, Kaski

   II.   Ghorepani, Myagdi

   III.   Tadapani (Ghandruk VDC), Kaski

   I.   Dovan (Chhomrong VDC), Kaski

   II.   Manang, Manang

   III.   Yak Kharka (Manang VDC), Manang.

b) **From Kathmandu:**

   IV.   Chisapani, Sindhupalchowk

   V. Langtang, Rasuwa

   VI.   Thulo Syabru, Rasuwa.

Appendix- III

List of the selected Guides

S. No.	Name of Guides	Sex	Age	Qualification	Experience
1.	Naina Bahadur Jero	M.	32	I.Com	15 Years
2.	Krishna Thakuri	M.	35	S.L.C.	10 Years
3.	Bishnu Prasad Regmi	M.	32	B. Com	13 Years
4.	Ghana Shyam Bhusal	M.	30	I.A.	8 Years
5.	Sheela Pariyar	F.	24	I.A.	4 Years
6.	Padam Bahadur Nepali	M.	39	S.L.C.	15 Years
7.	Dharma Nepali	M.	42	I.A.	15 Years
8.	Hira Kumari Malla	F.	30	S.L.C.	3 Years
9.	Saraswati B.K.	F.	27	S.L.C.	7 Years
10.	Bishnu Maya Mahatara	F.	19	12	2 Years
11.	Sunita Das	F.	21	+2	1 Year
12.	Laxmi Kumari Bharati	F.	25	B.A.	3 Years
13.	Pasang Sherpa	M.	29	S.L.C.	5 Years
14.	Prashanta Lama	M.	45	I.A.	9 Years
15.	Tulasi Ram Paudel	M.	33	M.A.	10 Years
16.	Himal Tamang	M.	35	I.A.	12 Years

17.	Nanda Lal Amgain	M.	28	I.Com.	5 Years
18.	Nava Raj Bhantana	M.	22	+2	4 Years
19.	Ram Kumar Shrestha	M.	33	B.B.S.	11 Years
20.	Bikram Rai	M.	23	I. Ed.	4 Years
21.	Bhim Bahadur Gurung	M.	24	B.B.S.	5 Years
22.	Bishwa Raj Ghale	M.	30	I.A.	12 Years
23.	Susma Nepali	F.	23	+2	2 Years
24.	Pema Wangdi	M.	46	B.A.	25 Years
25.	Chetan Lama	M.	35	S.L.C.	11 Years
26.	Gita Gurung	F.	22	B.A.	4 Years
27.	Ramesh Acharya	M.	28	I.A.	6 Years
28.	Nara Bahadur Bohara	M.	42	S.L.C.	17 Years
29.	Ramchandra Dhakal	M.	30	I.A.	10 Years
30.	Deepak Dhungana	M.	26	I.A.	4 Years
31.	Uma Kunwar	F.	28	I.A.	7 Years
32.	Furti Man Tamang	M.	32	I.A.	11 Years
33.	Dev Bahadur Kadaria	M.	34	B.A.	13 Years
34.	Bir Bahadur Tamang	M.	30	I.A.	8 Years
35.	Bishnu Prasad Paudel	M.	37	S.L.C.	12 Years
36.	Dhan Bahadur Rai	M.	26	S.L.C.	5 Years
37.	Bina Thapa Magar	F.	24	B. Ed.	3 Years

38.	Ram Dhamala	M.	29	I.A.	7 Years
39.	Lak Man Tamang	M.	42	10	22 Years
40.	Ambika Sitaula	M.	34	I.Com	12 Years