

SPOKEN ENGLISH AT TOURIST SPOTS

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

**Submitted by
Dipendra Kumar Shrestha**

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

2010

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DECLARATION

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

Date: 2067/12/27

Dipendra Kumar Shrestha

DEDICATION

This thesis is dedicated to my parents who spent their entire life to make me whatever I am today.

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Dipendra Kumar Shrestha

ABSTRACT

The title of the present research is 'Spoken English at Tourist Spots of Pokhara Valley'. This study aimed to find out the features of English spoken at tourist spots of Pokhara valley. This study aimed to find out the English language of Nepali speakers in terms of sentence pattern, language functions and vocabularies. To achieve the objectives, the researcher himself visited the different places of Pokhara valley. He recorded twenty-five speech events from the spots. The omission of auxiliaries has been found most frequent while omission of nouns and possessives have been found least frequent. Similarly, a few Nepali words were used instead of its English equivalents.

The study is divided into four different chapters. The first chapter deals with the general background, review of the related literature, objectives and significance of the study. In the same way, the second chapter includes the methodology adopted for the study under which the primary and secondary sources of data, population of the study, tools of data collection, process of data collection and limitations of the study. The third chapter consists of analysis and interpretation of data. The fourth chapter consists of the findings and recommendations . The final chapter is followed by appendices.

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LIST OF ABBREVIATIONS

A.D.	Anno Domini
AV	Average
CDC	Curriculum Development Centre
CUP	Cambridge University Press
EFL	English as a Foreign Language
eg.	for example
etc.	and the rest (for Latin, et cetera)
i.e.	that is
M. Ed.	Master of Education
NELTA	Nepal English Language Teacher's Association
No.	Number
OUP	Oxford University Press
P. N.	Page Number
Per.	Percentage
Pvt. Ltd.	Private Limited
T.U.	Tribhuvan University
T.V.	Television
TESL	Testing of English as Second Language
Viz.	Namely
Vol.	Volume
Vs.	Versus
WTO	World Trade Organization

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the unique property of human beings. It is the system of human communication which consists of the composite form of different units such as sounds, morphemes, words, phrases, sentences and so on which are related to each other in a systematic way. Language is the means of communication which enables us to establish relationship with different people in different situations. It is through the magic of language that man comes eventually to understand an impressive degree of communication, the environment in which he lives and, still more surprisingly, gains an insight into his nature and his own condition.

Language is the most widely used means of communication, which is common to all and is only limited to human beings. It is the unique gift that helps to share ideas, feelings, thoughts, desires, emotions, and experiences, etc. Sapir (1921) provides the same idea adding the main elements, voluntarily produced symbols of language and defines language as “A purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols” (as cited in Lyons, 1992 p. 3). Various scholars have defined language differently but none of the definitions is complete in itself. No language is superior or inferior in terms of its communicative purposes but the dominance of it may vary according to its coverage. However, different definitions given by different scholars share some characteristics of Language. According to Lyons (1992), “It is the possession of language which most clearly distinguishes man from other animals” (p. 2). Language, at its most specific level, refers to the concrete act of speaking, writing, singing in a given situation (Crystal, 2003, p, 255).

Language is a set of structurally related elements for the encoding and decoding of the message. It is also a voluntary vocal system of human communication. There are many languages spoken in the world. Among them, English is the most prestigious and important language. It is not only one of the six languages spoken in the UNO but also the international language.

1.1.1 Language Learning and Communication

Language is a means of communication. Thus, the function of language is to communicate. Language is used in a community for various communicative needs. It is through the magic of language humans are able to establish relationship with people from various backgrounds and in different circumstances.

Learning may be defined as a change in performance that occurs under the conditions of practice. Learning of any skill depends up on the practice. Practice can be defined as the rehearsal of certain behaviors with the objective of consolidating learning and improving performance. Skill means the ability to do something well. According to Ur (2005, p.20), the process of learning a skill by means of a course of instruction has been defined as a three stage process; verbalization, automatization and autonomy.

Practice is the activity through which language skill and knowledge are consolidated and thoroughly mastered. As it is gradually the most important of all the stages of learning: hence, the most important classroom activity of the teacher is to initiate and manage activities that provide students with opportunities for effective practice (Ur, 2005, p.20).

The learning of language has been a problem for non-native learners. The process is a type of learning that involves the establishment of a set of habits

that are both neural and muscular, and that must be well learned so that they function automatically. Thus, language learning is a highly complicated activity. It has psychological, interpersonal and cultural aspects that are indispensable to its acquisition and use. Language learning does not concern problem solving, but the formation of performance of habits. It is a fact that those who already possess a mother tongue apply a very different set of physiological and mental capacities to learn a second language.

1.1.2 The English Language in Nepal

English has become one of the vital means for any person to become successful in local, national and international communication. As the world is getting more and more complex day by day, because of the invention of science and technology, the importance of English is crucial. Undoubtedly, English is the means of international communication and major world language. Thus, we are in such a stage that we must know English if we want to know the world.

As we look at the history of the English language in Nepal, it goes back to the seventeenth century when King Pratap Malla ruled over Kathmandu valley. During the Rana regime, we can find Janga Bahadur Rana, who opened a school in 1854 A.D. in a room of his own palace to share the knowledge of the English language. The school was only to the children of the Rana family which was the first school in the history of formal education of Nepal. Most of the people in the world use spoken form of English rather than written form. But in our context, people use English if only the situation demands. The way of speaking English is different in different places like school, campus, tourist spots and so on. A large number of foreigners or tourists come to visit Pokhara valley to know about the local culture, tradition, geographical status, etc. This is the opportunity through which we can also transmit our culture, tradition and identity worldwide.

1.1.3 Language Skills

Learning a language means to be able to communicate through the language. To take part in any communicative activities, a language user or the participant in communication should be able to use different language skills. The basic language skills include: listening, speaking, reading and writing. In any communicative activities, there are two parties involved; producer and receiver. A producer produces message and that is received and interpreted by the receiver. This can be presented in the following diagram:

<i>Producer</i> Speaker / Writer (speak/write something)	<i>Receiver</i> Listener / Reader (listen/read and interpret)
--	---

Speaking and writing skills are regarded as productive skills. Since the language users seem active while using these two skills, they are also called active skills. Listening and reading, on the other hand, are called receptive skills because these skills are related to the receiving aspect of language. These two skills are also called passive skills because the receiver seems passive while listening or reading. But mental process remains active while one is listening or reading.

These language skills are learned in a proper order: listening, speaking, reading and writing. This is the natural order of language learning. Among these four language skills, listening and speaking are acquired earlier and informally. But some sorts of training are required for learning to read and write. Thus, if we observe our communicative activities, we communicate mostly by using first two language skills: listening and speaking. It is because these are the skills possessed by both the literate and illiterate people. Reading and writing skills are used only by literate people and these also are not less important in the field of daily communication, since in many organizations and institutions, message/information is interchanged through written media as well. The four language skills can be summarized in the following way:

Users	Skills of language
Literate and illiterate	Listening and speaking
Literature only	Reading and writing

Any person to be able to successfully communicate must be able to manipulate all the language skills differently in different situations.

It is clear that language makes communication perfect. To be competent over a language, a language speaker must have a good command over the language skills. So, all these four skills should be learnt while learning a language. Very often, of course, language users employ a combination of skills at the same time. Speaking and listening usually happen simultaneously, and people may well read and write at the same time when they make notes or write something based on what they are reading. We can summarize the four major language skills in the following ways.

1.1.3.1 Listening Skill

Communication begins from listening skill; if there is not good listening then the meaning of speech will be diverted or become meaningless. Therefore, there should be effective listening. In other words, ears should be trained first.

As there are three different stages of listening, it is often at the pre-listening stage that we can ensure the listening activities, as well as the text itself is made as realistic as possible. It is important not only for students to hear language which sounds natural, but also for them to have listening experiences which are as authentic as possible, i.e., to do the kinds of things which listeners do in real life situations, and not merely do exercises on the language which is used. During the time they are listening to the text, they carry out while listening activities. Similarly, post-listening activities embrace all the works related to a particular listening text (whether recorded or spoken by the teacher) which are done after listening is completed.

1.1.3.2 Speaking Skill

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’. Speaking often goes with listening. Listening and speaking are the basic or primary skills of language in the sense that even an illiterate person can communicate using these two skills. In the very beginning of language learning, speaking is impossible without listening. Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience. We can do a lot through interactional activities but there are many other chances for us to use and elicit language which is close to the imperfect norms of day to day speech.

1.1.3.3 Reading Skill

In the hierarchy of language skills, reading comes before writing. It is also clear that without the knowledge of reading no one can write. Reading can be defined in many ways. It is the amalgamation of visual and non-visual experience or behavior, or reading is to understand, interpret or making sense of a given text etc. Reading is the total understanding of a message or a message in a ‘text’. This means the meaning is not merely lying in the text waiting to be passively absorbed. On the contrary, the reader will have to be actively involved and will have to work to get the meaning out. Hence, reading involves an active effort on the part of the reader. Reading is an active skill and a receptive skill.

1.1.3.4 Writing Skill

To communicate through the written medium, reading and writing are essential skills. Reading and writing are the intellectual tasks. Only the literate persons can practice them. Therefore, these two skills, viz. reading and writing are secondary skills. It has been remarked that writing is the most difficult of the language abilities to acquire. It is a skill in which we produce a sequence of

sentences arranged in a particular order and linked together in certain ways. It is a productive skill which involves manipulating, structuring and communicating.

In conclusion, there are four language skills; listening, speaking, reading and writing. Listening precedes speaking. So, listening is the main cause of speaking. Like this, reading precedes writing. Learning language through reading and writing is visual perception. Moreover, listening and speaking precede reading and writing. Hence, there is a hierarchy of language skills: Listening-Speaking-Reading-Writing.

1.1.4 Speaking Skill in Language Learning

Speaking is crucial part of second language teaching and learning. The major objectives of most of the language programs are to prepare the learner for meaningful interaction, making them able to use and understand natural speech forms. Genuine interactional speech differs from classroom discourse in many ways. There are some characteristics of successful speaking ability which are listed below:

-) Learner's talk
-) Participation is even
-) Motivation is high
-) Language is of an acceptable level

Language is learnt for interaction because the teaching of speaking deserves considerable attention. Speaking is a productive skill like writing and a very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking (Khaniya, 2005,p. 15). Speaking takes place in a situation where the speaker is under pressure to produce his utterances without having much time to organize what and how they want to say. Oral interaction is very complex that even a professor of

English who can speak on an academic topic for hours to an audience (monologue) may have difficulty in coping with the situation where he has to get things done orally interacting with English speaking people (ibid). Speaking is based on successful interaction. This process involves both production and comprehension.

Whenever we talk about the speaking skill, it is better to talk about the components of it. There are mainly three components of speaking skill. They are: linguistic, communicative and social components. Linguistic component includes-sounds, stress and intonation etc. Communicative component refers to how to communicate or convey message by using language whereas social component is to serve the function of maintaining social relationship.

1.1.5 Components of Speaking

Since speaking is a productive skill of language, the elements of it cannot be pinpointed. Discussion even what constitutes the speaking ability has raised a number of debatable as well as interesting issues. Speaking ability has often been compared with communication ability and its components are considered to be the components of speaking ability. There is no agreement to what exactly communicative ability consists of. Hymes (1972, as cited in Khaniya, 2005, p . 23) assumes that L2 learners need not only know the linguistic knowledge but also the culturally and socially acceptable ways of interacting with others in different situations and relationship. According to him, communicative competence consists of the interaction of grammatical, psycholinguistic and sociolinguistic components. Cannale and Swain (1980, 1983, as cited in Khaniya, 2005, p 25) state that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence and strategic competence. Bachman (1989, p.84) calls it communicative language ability which includes these components: language competence, strategic competence, and psycho- physiological mechanism. Sthapit (2000, p.7) broadly presents the components such as extended

linguistic competence, the extra linguistic competence and the pragmatic competence or language sensitivity.

Despite the debate on theoretical framework on communicative competence, the ability to speak in a foreign language consists of the following components:

-) Articulation and production of sounds and sound sequences
-) Production of stress and intonation patterns
-) Grammar
-) Vocabulary
-) Communicative competence (grammatical competence, discourse competence, sociolinguistic competence and strategic competence)
-) Connected speech
-) Phatic communion
-) Social components

1.1.6 Strategies for Developing Speaking Skill

Students often think that the ability to speak a foreign language is the product of language learning. Effective instructors teach speaking strategies using minimal responses, recognizing scripts and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. To help develop communicative efficiency in speaking, a teacher can use balanced activities approach that combines language input, structured output and communicative output activities. Some of the strategies for developing speaking skills are presented below:

1.1.6.1 Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen silently while others are talking. One way to encourage such learners to begin to participate is to help them to build up stock of minimal responses that they can use in different types of

exchanging. Using minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt and other responses to what another speaker is saying. Having a stock of responses enables a learner to focus on what the other participant is saying.

1.1.6.2 Recognizing Scripts

Some communication situations are associated with a predictable set of spoken skill exchanging- a script. Greeting, apologies, complements, invitations and other functions that influence social and cultural norms often follow patterns or scripts. The instructor can help students develop speaking ability by making them aware of scripts of different situation. An instructor can help students develop speaking ability by making them aware of the script of different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, an instructor can give students practice in managing and varying the language that contains scripts.

1.1.6.3 Using Language to Talk about Language

Language learners are often very shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. An instructor can help the students to overcome this resistance by assuring them that misunderstanding and need for clarification can occur in any type of interaction. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

1.1.7 Activities for Teaching Speaking

The speaking activities that engage our students should be interactive:

Getting a conversation going in a foreign language class is something like building a fire in a wood stove. First, we have to be sure the fuel is dry and where it needs to be. There is a place for the small kindling and

a place for the large sticks and the place for the logs and the things won't go very well if any of these are out of their place. Similarly, we want to ensure that the necessary word and images are available to students and are responsible for giving clear overall structure to the activity (Stevick, 1986, p. 145).

Students learn to speak in a second language by interacting. Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real life situation that requires communication. For this, the teacher should create a classroom environment where students have real-life communication, authentic activities and meaningful tasks that promote oral language

1.1.8 Importance of Spoken Skill for Tourist Guides

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

English is an international language. So, it is used to communicate between different language speakers. Tourist guide is only the person whose duty is to speak with foreigners and guide them. At that time, he/ she must use English to communicate with foreigner. However, no special attention has been paid on this field. So, this research attempts to find out the features of spoken English and its various aspects of this field. The language used in this field may differ from the other fields in terms of vocabulary, language functions and sentence patterns. Therefore, the researcher attempted to find out the different features, like: pronunciation and spelling, vocabulary, grammar and communicative functions.

1.1.9 Concept of Tourism and Tourist Guide

The word 'tourism' is derived from the French word 'tourism', which means to travel and travel related job. The word 'tour' means journey from place to place. Tourism has been defined in different ways by various writers and related organizations but there is no universally accepted definition of tourism.

Nepal is known as important tourist destination in the world tourism map with its vast potentials of natural attractions, socio-cultural values and archeological heritage. Nepal is land of Mount Everest, cultural diversity and the birth place of Lord Buddha. Therefore, it is referred to 'Shangri-la'.

Tourism industry has been playing significant role in the country's economy. Realizing the importance of tourism, Nepal has taken important initiative to develop tourism by creating necessary institutions and providing priority in the plan and politics. Tourism being a high publicity product and highly competitive industry, should be marked properly.

Acharya (2008, p.11) says, "Tourism is the totally relationship and phenomena arising from the travel and stay of strangers, provided the stay does not imply the establishment of a permanent residence and is not connected with a remunerated activity". In the same way, WTO (1996, p. 24) defines,

Any person who travels to a country other than that in which he/ she / his/ her/ has usual residence, but outside his/ her usual environment, for a period of at least one night but more than one year whose main purpose of visit is other than the exercise of any activity remunerated from within the country visited. This term includes people travelling for: leisure, recreation and holidays, visiting friends and relatives, business and profession, health treatments, religious pilgrimages and other purposes.

1.2 Review of the Related Literature

The study of spoken English is a broad area to carry out researches. For the purpose of this study, many books, theses of previous researchers on related area, articles and journals were consulted. The previous research studies conducted by researchers were as follows:

Cullen (1998) carried out a research to find out whether brainstorming is useful in teaching conversation or not. The result of the study was that brainstorming before speaking task is very useful activity that can be easily introduced into language classes. This study showed that it not only helps the students to become a better learner but also makes them fun.

Similarly, Sook (2003) carried out a research to identify the types and the ways of speaking assessment used in Korean EFL classroom. The result of the study was that several types of non authentic speaking tasks are used by the Korean teachers and the practical constraints due to large classes, excessive work in addition to classroom teaching, lack of training in conducting speaking assessments, lack of effective and efficient instruments and difficulty in eliciting students' responses.

Baral (1999) carried out a research on "Language Used in the Field of Tourism" in terms of vocabulary items, sentence patterns and some language functions related with ESP used only in training classes. His main objective was to identify the special vocabulary used in the field of tourism without taking primary or natural data spoken at tourist spots. His main objective was to find out the type of English spoken in Kathmandu valley. But he has not shown the impact to the educational institutions and has not analyzed the effectiveness in serving different interpersonal comprehensions in relation to the tourists and other aspects.

Chaulagain (2004) carried out a study to find out the effectiveness of applying communicative approach. He found out that lack of physical facilities, large

size of the class and lack of sound knowledge on communicative approach was the serious problem for applying communicative approach.

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

Therefore, the present study aims to take the natural data by recording in natural situations of Pokhara valley at the current time. The researcher has tried show the types of spoken English and their effectiveness in serving different interpersonal comprehensions, grammatical correctness, vocabulary of all the Nepalese and foreign personalities at the time of research in Pokhara valley to whom the researcher meets.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- i. to analyze the language spoken in tourist spots of Pokhara valley in terms of sentence pattern, language functions and vocabularies.
- ii. to provide some pedagogical implications.

1.4 Significance of the Study

This research entitled "Spoken English at Tourist Spots" will significantly be useful to the local people of all the tourist spots of Nepal since the study undergoes the pattern of language by the guide. It will also be helpful to other different sectors and people who are directly or indirectly related to this field. It will be helpful to understand the actual language spoken by the tourists. This research will also be significant for the coming researchers to carryout the research on similar title.

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

This chapter of methodology briefly describes the methods adopted to carry out this study in which the main objectives were to find out the language spoken in tourist spots of Pokhara valley in terms of sentence patterns, language functions and vocabularies.

2.1 Sources of Data

Both primary and secondary sources were used for the data collection. The researcher used the following sources:

2.1.1 Primary Sources of Data

The researcher visited different concerned tourist spots of Pokhara valley such as (Bindabasini, Lake-side, Begnas Lake, Mahendra Cave and some of the hotels and restaurants) to collect the primary data. The researcher recorded 25 speech events. For this, curio sellers, guides, hawkers, religious booksellers, tourists and receptionists were visited for recording their speeches.

2.1.2 Secondary Sources of Data

The researcher studied books, thesis, journals related to the presents research to gain more knowledge and ideas. He also consulted some of the books:

O'Connor (1967), Cullen (1998), Lyons (1992), Yule (1985), Nunan (1992).

Various books consulted mainly belonged to tourism, speaking skills, communicative approach, etc.

2.2 Population of the Study

Different persons (curio-sellers, curio shops, guides, hawkers, tea sellers, etc.) who were directly involved at different tourist spots of Pokhara valley were interviewed. The population of this study comprises 25 Nepali persons directly

involved in tourist industry at different tourist spots (Mahendra Cave, Fewa Lake, Davi's Fall and even some of the hotels or restaurants of Pokhara valley. All of them were randomly selected representing both male and female.

2.3 Sampling Procedure

The sample of the study consisted of twenty five events where the area of study was limited to Pokhara valley only. By using judgmental non- random sampling, the researcher met his required number of guides. At the time of sampling, the qualification of the tourist guides was not taken in consideration but their speech and appropriacy were observed. The selected sample for the study were from various areas as mentioned above (See Appendix-I).

2.4 Tools for Data Collection

The researcher used direct audio recording of the conversations, which took place between Nepali English speakers and their foreign counterparts as tools for data collection in different situations at tourist spots of Pokhara valley.

2.5 Process of Data Collection

The researcher collected data from the primary sources by visiting different places particularly at lakeside in Pokhara. For this, he adopted the following steps while collecting the data:

- i. At first, the researcher himself visited the tourist spots at lakeside in Pokhara valley.
- ii. Having prepared the recorder and other things, the researcher took the permission of them and requested them for help.
- iii. As soon as he took the time, he managed sitting arrangement for them.
- iv. After the management for the recoding, the researcher collected the data.
- v. All speech events were tape recorded

- vi. Then, the detail information about linguistic and communicative analysis was carried out with the help of the tape recorder.

2.6 Limitations of the Study

The limitations of the study were as follows:

- i. The study was limited to spoken English at tourist spots only of Pokhara valley.
- ii. The study was limited to only twenty-five speech events selected as the sample study.
- iii. This study was limited to the guides, hawkers, curio-sellers, waiters, receptionists, tea sellers, religious book sellers and the tourists of Pokhara valley.
- iv. This study was also limited to detail linguistic and communicative analysis carried out only in relation to Nepali English speakers.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

Systematically collected data have been coded, analyzed, interpreted and presented descriptively as well as analytically using appropriate statistical tools. In this research, twenty- five different events were selected and analyzed.

3.1 Analysis of Spoken Language

In this heading, the spoken language has been analyzed from different perspectives. They are sentence pattern, language functions and vocabularies. The detail analysis is done in the sub- headings below:

3.1.1 Analysis of Sentence Pattern

The recorded speech events were analyzed on the basis of sentence patterns such as grammatical correctness and incorrectness.

3.1.1.1 Grammatical Correctness/Incorrectness

The grammatical correctness and incorrectness found in English spoken at tourist spots by Nepali speakers are summed up as follows:

Table No. 1

Grammatical Correctness / Incorrectness

Omission of auxiliary	Omission of determiner
Omission of verb	Omission of co/ subordinator
Omission of noun	Permutation
Omission of possessive	Agreement error
Wrong use of tense and number	Use of inappropriate vocabulary item
Prepositional error	Repetition of the word.
Wrong use of items	
Infinitive/ Gerund error	

These are the grammatical errors spoken at tourist spots of Pokhara valley. Each of the errors are listed below. The following items were mainly dealt with grammatical correctness and incorrectness along with its total number and its percentage.

Table No. 2

Grammatical Correctness / Incorrectness

S.N.	Items	Total Number		Correct %	Incorrect %
		Correct No.	Incorrect No.		
i.	Omission of auxiliary	5	20	20	80
ii.	Omission of preposition	10	15	40	60
iii.	Omission of verbs	1	24	5	95
iv.	Omission of determiner	15	10	60	40
v.	Omission of co/ subordinator	20	5	80	20

vi.	Omission of noun	24	1	95	5
vii.	Omission of possessives	23	2	90	10
viii.	Permutation	7	18	30	70
ix.	Agreement error	15	10	60	40
x.	Use of appropriate vocabulary	10	15	40	60
xi.	Wrong use of grammatical item	17	8	66	33
xii.	Double use of same word	20	5	80	20
xiii.	Gerund / infinitive errors	18	7	70	30

i) Omission of Auxiliary

The following example of speech events shows the omission of auxiliaries

Nepali, Chinese which food ? (Event 16)

How much it ? (Event 18)

These kinds of errors are found in many cases. In each bit of conversation, there is at least one error. Out of the twenty-five samples, 80% speakers committed this type of error while only 20% of them were correct.

ii) Omission of Preposition

Most of the time speakers neglected in using preposition. That is 60% of them were found omitting the prepositions while 40% of them were found using it correctly.

OK please sit. (Event 19)

iii. Omission of Verb

Verbs play vital role in spoken language. So, only in few cases verb has been omitted. Regarding their percentage, only 5% of them omitted using verbs

where situation was highly meaningful and it was replaced by adverbials and others. The following is an example:

Anymore! (Event 17)

Good price (Event 24)

iv. Omission of Determiner

This kind of error has been committed by speakers on expressing uncertainty. So, a few errors were observed, i.e., 60% of them used it correctly and 40% omitted it. For example:

Hello, you want to buy? (Event 24)

v. Omission of Co/ Sub-ordinator

Twenty percent of the speakers committed such type of grammatical mistakes while 80% of them were found using it correctly. For example:

Just look, just look, no problem looking not charge (Event 11) .

vi. Omission of Noun

Speakers hardly did such kind of mistakes while they spoke in the tourist spots. Among the total sample, only 5% of them committed such errors. For example:

How much it ? (Event 18)

vii. Omission of Possessives

Out of the sample taken 10% of speakers committed this type of errors. Others i.e., 90% of them used it correctly. for example:

Name please ? (Event 21)

viii. Permutation

Out of the total sample 70% speakers committed such grammatical errors while speaking. For example:

What type of room you need? (Event 20) .

ix. Agreement Error

Out of twenty five, ten speakers committed agreement errors. That is to say 40% speakers committed this error while 60% of them were found using it correctly. For example:

How much cost ? (Event 6)

x. Use of Inappropriate Vocabulary

Though they were fluent in English, they were found using inappropriate vocabularies. Of the total sample, 60% were in confused in words and committed such type of error. For example:

You start five hundred eighty (Event 9)

xi. Wrong Use of Grammatical Item

Of the total sample, 33% of them committed such error, while 67% were correct. For example:

How much you want ? (Event 9)

xii. Double Use of Same Word

Out of the total percentage of the sample 20% committed such errors, but 80% of them were correct. For example:

Around the second part, you are allowed to take photograph but the second part remains close ... (Event 6)

xiii. Gerund / Infinitive Error

Lack of knowledge of infinitive respondent committed such mistake too. Of the total selected sample, 30% of the speakers committed such errors. For example:
This is from actually, you coming from far you know ? (Event 22)

Among the above mentioned errors the omission of auxiliary was the most frequent. And omission of noun and verb was found to be less. That is, omission of auxiliary was 80% and omission of noun and verb was 5% each.

3.1.1.2 Interpersonal Communication

Analyzing the data obtained, two types of interpersonal communications have been found. The first one is complete interpersonal communication and the second one is partial interpersonal communication.

i. Complete Interpersonal Communication

Partial interpersonal communication means incomplete communication but there is no communication gap between the participants. This sort of communication is complete between the two speakers. The example of this communication is as below.

Guide: No no. You have to pay hundred rupees per person as entry fee for both parts. (Event 6)

Tourist: May we have photo there?

Guide: Around the second part, you are allowed to take photograph but the second part remains close for four months during monsoon.

Tourist: Ok. Let's go in.

Guide: Of course.

ii. Partial Interpersonal Communication

Partial interpersonal communication means incomplete communication but there is no communication gap between the participants.

Guide : Namaste ! (Event 7)

Tourist : Namaste !

Guide : Where are you from?

Tourist : France

Guide : How long are you staying in Nepal ?

Tourist : We stay sixty days in Nepal.

Guide : Sixty days in Nepal?

Tourist : We stay sixty days in Nepal.

Guide : So how long you gonna more in Nepal?

Tourist : Oh sorry, can you repeat please ?

Guide : How long been here, how long you are going to stay in Nepal?

Tourist : Pokhara?

Guide : yeah

Tourist : We visit also Machhapuchhre area.

Guide :Aha ! Aha !

Tourist :Tomorrow we leave pokhara.

Guide : You are going to Machhapuchhre area.

Tourist : Yeah

Guide : Ok, so whats your name?

Tourist : I am Matthew.

Guide : Matthew, I am Ramesh.

Tourist : Nice to meet you.

Guide : Nice to meet you.

Tourist : Thank you.

Both of these types have been found in spoken English at tourist spots. But complete interpersonal communication has been found in 90% of the acts whereas partial interpersonal communication has been found in 10%.

3.2 Analysis of Language Functions

Language is to perform various functions, eg. asking question, request, and command expressing emotion etc. The Major types of functions are as follows:

- i. Everyday functions
- ii. Request and offers

- iii. Directive functions
- iv. Asking about/ expressing
- v. Asking about stating

Among the above language functions, direct functions have been found most frequent while request and offers have been found the least frequent.

i. Everyday Functions

Everyday functions found in the data obtained from field were:

- i. Greeting
- ii. Farewell
- iii. Welcoming
- iv. Apologizing
- v. Introduction

Among the above mentioned everyday functions, greetings were the once found most frequently used functions of language while welcoming was found the least frequent.

ii. Greetings

The forms of greetings found at the tourist areas were as follows:

- i) Namaste
- ii) Hello
- iii) Excuse me
- iv) Hi

All these possible greetings have been found in spoken English at tourist spots. But 'Namaste' has been found almost in 80% of the speech acts. Whereas 'Hi'

has been found in 20% of such events. The following were the common reasons:

- i. Nepali speakers wanted to impress their foreign counterparts by showing their culture, e.g. 'Namaste'
- ii. Nepali speakers wanted to be familiarize (Friendly) with them by saying Hi!

iii. Farewell

The following words were spoken at tourist spot for farewell purpose.

- i) OK
- ii) Thank you
- iii) Bye
- iv) Have a nice . . .

All the words mentioned were found to be used at the tourist spots although 'bye' is the mostly used in lake side area and 'thank you' is used in Mahendra bridge area.

iv. Welcoming

At the tourist spots, formal and polite language was also used to welcome the tourists. For example:

Receptionist: Namaste ! you are welcome here

Tourist: Namaste ! Thank you very much

Receptionist: What type of room you need?

Tourist: Attach bath room, single bed .

v. Apologizing

It has been seen that when the introductory make mistake, they politely apologize for that. For example, let us look at a conversation, which took place between a tourist and curio seller at lake side Pokhara.

Tourist : I am from Germany. Do you know?

Receptionist : Yeah, many people come to our hotel from Germany.
Your name please?

Tourist : Srova. I want to stay here for fifteen days. How is the price?

Receptionist : It's cheap not more than two hundred dollar. You can
have different food with nice taste. please see this menu.

Tourist : Cost for fifteen days?

Receptionist : It's four hundred dollar only.

Tourist : Four hundred but I mean you told two hundred before is it ?

Receptionist : Oh sorry ! It's not new price. You may only two hundred.
Do you need any other servicing?

iv. `Introduction

Introduction is a common phenomenon in the tourist spots. Example, let us look at a conversation, which took place in a hotel. Conversation between tourist and receptionist.

Guide : Namaste !

Tourist : Namaste !

Guide : Where are you from?

Tourist : France

Guide : How long are you staying in Nepal ?

Tourist : We stay sixty days in Nepal.

Guide : Sixty days in Nepal?

Tourist : We stay sixty days in Nepal.

Guide : So how long you gonna more in Nepal?

vii. Requesting and Offering

Some of these language functions have been found in English spoken at tourist spots but they are not very friendly. For example:

- Tea Seller: Good Morning. (Event 18)
Tourist: Ah..... Good Morning.
Tea Seller: Can I make tea for you!
Tourist: How much is it ?
Tea Seller: Ten rupees for a cup.
Tourist: It is pure milk tea ?
Tea Seller: Yeah!
Tourist: Ok, thats very nice. You have a good service.
Tourist: Please have a seat.

viii. Direct Functions

The direct functions which have been found in the speech used in the spoken English at tourist spots are categorized as follows:

- i. Agreeing/ Disagreeing
- ii. Bargaining
- iii. Refusing
- iv. Ordering
- v. Persuading
- vi. Illustrating with example
- vii. Defining
- viii. Qualifying

Analyzing the data obtained from the spots, it has been recorded that these language functions which were used in a particular event at tourist spots Pokhara. The following is an example of it:

Book seller: Look , This book is suitable for you. (Event 25)

Tourist: Yah !

Book seller: The book is about mountaineering written by Andrew Hall.

Tourist: Oh ! Andrew Hall,

Book seller: Nice book.

Tourist : How much?

Book seller: Five hundred

Tourist: No thanks .

Book seller: Ok.

ix. Refusing

The researcher has found this type of language function in some speech events.
For example :

Curio seller: Do you buy something? (Event 11)

Tourist: No, I don't.

Curio seller: Just look, just look, no problem looking not charge.

Tourist: Yes, I understand but I don't need anything.

Curio seller: This is from actually you coming from away you know? You should buy something from Nepal?

Tourist: I have not need anything.

Curio Seller: OK.

Tourist: Thank you

x. Persuading

In some of the speech events, the researcher also found the use of this function. Here is an example:

Tourist: I mean bread with cream (Event 17)

Tea seller: Please sit, I bring ok?

Tourist: No time , No time.

Tea seller: See tea is ready and bread will ready within two minutes

Tourist: Two minutes ?

Tea seller: Yeah, Jeevan fast.

Tourist: Do it fast.

Tea seller : Any more?

Tourist: No, thanks !

x. Defining

Defining was one of the functions used in the speech events. The example here within shows this:

Tea seller: Namaste! (Event 19)

Tourist : Namaste !

Tea Seller: How can I help you?

Tourist: Sorry!

Tea seller: I mean you need something.

Tourist: I want hot water.

Tea seller: Ok, please sit.

Tourist II : I need black tea how much?

Tea seller: It's Ok Black tea cost is fifteen rupees a cup.

Tourist: Ok

Tea Seller: I Provide tea to many tourist. They say good tea.

Tourist: Han, Very nice.

xii. Qualifying

Qualifying, the another function, was also found at the spot. The example for this is:

Hawker: Namaste, how are you? (Event 1)

Tourist: (no response)

Hawker: Excuse me, where are you going? You want this small lock?

(Showing the tiger lock to the tourist)

Tourist. No.

Hawker: It's good one and not expensive.

Tourist: No.

Hawker: where you from? Excuse me, where you from? You don't have a dollar ?

Tourist: No

Hawker: You give me, I will collection you know ?

Tourist: Yes, I know but no .

xiii. Asking about/ Expressing

After the analysis of the data gathered, the researcher also found the use of these types of functions in the field. For example:

Hawker: (showing goods). Do you like this sir? (Event 3)

Tourist: No, we are going trekking tomorrow.

Hawker: So you can put something inside.

Tourist: No it's too heavy.

Hawker: No you can give it as a present.

Tourist: Present ? For what?

Hawker: To your any friends.

Tourist: How much?

Hawker: Two hundred only.

Tourist: One hundred .

Hawker : No one hundred fifty , Ok?

Tourist: Give me next one.

Hawker: Ok Sir.

xiv. Surprise/amazement

This was the another function which the introduction used in the spot communication. The following is one of the examples of that:

(guide describing the Davi's fall) (Event 6)

Guide: You can saw the nice view of Davi's Fall as well as natural rocks.

Tourist : Is it dark inside it?

Guide: No, not at all. Electric light is available there all the way to the down side of Davi' s Fall.

Tourist: O.K

xv. Like /Dislike

The tourists and their guides were found to be using different ways to show their likes and dislikes. Here is an example of there like/ dislike:

Waiter: what about meat? (Event 16)

Tourist: not, not good health

Waiter: it's very fresh.

Tourist: No, no thanks.

xvi. Interest/ Disinterest

In the spot communication, the function of interest and disinterest was also found. Here is an example:

Tourist: Very nice. When was it established? (Event 5)

Guide: Oh! It was established in 2017 B.S. Let's have a rest here.

Tourist: Thank you!

xvii. Anger

Some speech events which was found at the spots show the anger which has been presented as follows:

Book seller: Hello, you want to buy? (Event 24)

Tourist: No, no shopping.

Book seller: Good price

Tourist: No shopping please.

Book seller: See, this book with pictures, very interesting.

Tourist: No, no shopping.

Book seller: See, no shopping.

3.3 Analysis of Sentence Pattern

The tourists and their guides were found to be using different ways to express different sentences. In some of the speech events, the researcher also found this type of pattern. For example:

Tourist: Ah good morning. (Events 18)

Tea Seller: Can I make tea for you?

Tourist : How much it ?

3.4 Analysis of Vocabulary

This section deals with the vocabulary found in the use of English at the tourists spots. Some of the words which are not found in English dictionary were also used at tourist spots.

3.4.1 Categorization of the Vocabulary

The major vocabularies observed and heard during this research study at the tourist spots can be grouped under the following different headings

3.4.1.1 Hesitation Fillers

While analyzing the collected data, 20% of them were found under hesitation fillers in the spot conversation.

Tea seller: Good morning. (Event 18)

Tourist: Ah... Good morning.

Tea seller: Can I make tea for you?

Tourist: How much is it?

Tea seller: Ten rupees for a cup.

Tourist: Is it pure milk tea?

Tea seller: yeah!

Tourist: Ok. That's very nice. You have a good service.

Tea seller: Please, have a seat.

3.4.1.2 Comment Clauses

This type of feature has been found in some of speech events.

So, we are happy what we have you know.

3.4.1.3 Short Questions

Often the speakers used short questions at the spots. The following example is an evidence:

Curio Seller : This one ? (Event 10)

Tourist : Yeah !

3.4.1.4 Écho Question

Short echo question were also found at the spots of communication. Here is an example:

Tourist: What price? (Event 10)

Curio Seller: For this stone?

Tourist: Fifteen.

Curio Seller: fifteen!

Tourist: Tell yours

Curio Seller: Twenty

Tourist: Yaw ! Twenty.

3.4.1.5 Meaningless Use of Sentences / Phrase

This type of feature has been found in some of the speech events. e.g.

Book seller: See, no shopping. (Event 24)

Hawker: Nepal's sign it's a Buddha eyes. (Event 4)

3.4.1.6 Familiar Expression

This type of feature has been found in some of the speech events.

Sir, You like to buy something? (Event 22)

Book seller: Sir you like to buy something?

Tourist: No, I don't want to buy something.

Book seller: Just look, just look, no problem, looking is free you
know?

Tourist: Yes but I don't want to buy something.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter of the thesis consists of the findings and recommendations of the study. The summary of the findings is presented along with some recommendations. Some pedagogical implications are also suggested in the final section.

4.1 Findings

On the basis of the analysis and interpretation of the collected data, the following findings are drawn.

- i. The omission of auxiliary has been found most frequent whereas omission of noun and possessives have been found the least frequent so far it is concerned to grammatical correctness and incorrectness are concerned.
- ii. Regarding the to interpersonal communication, two types have been found in the English spoken by the introduction. They are: complete interpersonal communication and partial interpersonal communication.
- iii. The complete communication has been found most frequently used but the partial interpersonal has been found least frequently. Among these two the rate of using, complete communication very high, i.e., 90% while partial is. 10%.
- iv. The five types of language functions have been found in the spoken English at tourist spots:
 - a) Regarding the language functions, the direct functions have been found most frequent (85%) on the other hand, requesting and offers have been found the least frequent (15%).

- b) Concerning the everyday functions, the greeting has been found to be the most frequent and the welcoming has been found to be used least frequent.
 - c) 'Namaste!' And 'hi!' were the most frequent used exponents for greeting. Have been found most.
- vii. Some of the particular vocabulary items, which are not found in general spoken English, have been found in the language, of the introduction for example, 'tal' for lake, 'dal' for pulse.

4.2 Recommendations

The researcher would like to forward the following recommendations to the speakers concerned, on the basis of his study:

1. In many of the cases, the English spoken by Nepali participants of the was grammatically incorrect. So, I would like to suggest them to be conscious of such aspects.
2. I would also like to suggest these users to use polite and formal form of language depending upon the content.
3. Although the language used in tourism is a special course, i.e. ESP, no attention has been paid towards the development of the course. Therefore, a special course should be designed for the Nepali people who speak English with their foreign counterparts at tourist spots of Pokhara valley.
4. Day by day, the significance of the English language among the people who have been working in the field of tourism is increasing. Therefore, a special focus should be paid while designing the curriculum of school and campus levels to fulfil the communicative purpose.

5. The tourists, their guides and all the English speakers at the spot must pay sincere attention in their communication since many sentence patterns are wrongly used in many of the cases.
6. Language is the means of communication. It should be systematic. If this system is broken, no target can be achieved. So, regarding this, all the Nepali English speakers of this field should be given basic guideline.
7. All the concerned bodies including syllabus designers, trainers guides, curio-sellers and other who are directly related to this field must be conscious enough about the communicative syllabus.
8. Apparently aforementioned recommendations have been made to improve the spoken English at tourist spots at Pokhara. No doubt, if the suggested recommendations the followed sincerely, they will help in improving spoken English at tourist spots effectively.

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APPENDICES

APPENDIX -i

Selected Samples From Different Areas

S. No.	Areas	Number of Speech Events
1	Curio shops	4
2	Waiter	4
3	Tourist guides	4
4	Hawkers	4
5	Receptionists (Restaurant)	3
7	Book sellers	3
8	Tea sellers	3
	Total	25

Appendix-ii
Key Speech events

S.N.	Kinds of Sample (speech events)	Total number
1	Conversation between tourist and guides	4
2	Conversation between tourist and Hawkers	4
3	Conversation between tourist and curio sellers	4
4	Conversation between tourist and waiters	4
5	Conversation between tourist and tea sellers	3
8	Conversation between tourist and receptionist	3
9	Book seller	3
	Total No.	25

Appendix- iii

List of Events and Conversation

S.N. Event	Conversation
1	Conversation between tourist and guide
2	Conversation between tourist and guide
3	Conversation between tourist and guide
4	Conversation between tourist and guide
5	Conversation between tourist and hawker
6	Conversation between tourist and hawker
7	Conversation between tourist and hawker
8	Conversation between tourist and hawker
9	Conversation between tourist and curio seller
10	Conversation between tourist and curio seller
11	Conversation between tourist and curio seller
12	Conversation between tourist and curio seller
13	Conversation between tourist and waiter
14	Conversation between tourist and waiter
15	Conversation between tourist and waiter
16	Conversation between tourist and waiter
17	Conversation between tourist and receptionist
18	Conversation between tourist and receptionist
19	Conversation between tourist and receptionist
20	Conversation Between Tourist and Tea Seller
21	Conversation Between Tourist and Tea seller
22	Conversation Between Tourist and Tea seller
23	Conversation Between Tourist and book seller
24	Conversation Between Tourist and book seller
25	Conversation Between Tourist and book seller

Appendix - iv

List of Conversations

Conversation: One (Conversation between Tourist and Hawker)

Hawker: Namaste, how are you?

Tourist: (no response)

Hawker: Excuse me, where are you going? You want this small lock?

(Showing the tiger lock to the tourist)

Tourist. No.

Hawker: It's good one and not expensive.

Tourist: No.

Hawker: where you from? Excuse me, where you from? You don't have a dollar ?

Tourist: No

Hawker: You give me, I will collection you know ?

Tourist: Yes, I know but no .

Conversation: Two (Conversation between Hawker and Tourist)

Hawker: (showing something) Hundred rupees.

Tourist: I will be back, I will be back.

Hawker: Do you take now?

Tourist: Will you be here after sometime ?

Hawker: No why don't you take it just now?

Tourist: No, no just now.

Hawker: it's very fair price.

Tourist: No. no. we like oranges.

Conversation Three: (Conversation between Hawker and Tourist)

Hawker: (showing goods). Do you like this sir?

Tourist: No, we are going trekking tomorrow.

Hawker: So you can put something inside.

Tourist: No it's too heavy.

Hawker: No you can give it as a present.

Tourist: present ? For what?

Hawker: To your any friends.

Tourist: How much?

Hawker: Two hundred only.

Tourist: One hundred .

Hawker : No one hundred fifty , Ok?

Tourist: Give me next one.

Hawker: Ok Sir.

Conversation: Four (Conversation between Hawker and Tourist)

Hawker: Do you like Mandala ?

Tourist: I can't , its very nice but.....

Hawker:(showing Mandala) This is Buddha eyes.

Tourist: What does this mean?

Hawker: Nepal's sign, it's a Buddha eyes.

Tourist: Han, Han.

Hawker: Buddha nose

Tourist: And what symblance?

Hawker: this is a “OM MANA PADME HOM,” means god give long live life

Tourist: Han, Han.

Hawker: Take this one.

Tourist: OK.

Conversation: Five (Conversation between Tourist Guide and Tourists)

Tourist: Very beautiful area.

Guide: It's Mhendra cave.

Tourist: Mhendra

Guide: Yes! This is a limestone cave named after king Mhendra.

Tourist: What's this area called?

Guide: The surrounding village is known as Batulechaur.

Tourist: Many people here?

Guide: Professional minstrals known as Gaines live in this village.

Tourist: Very nice. When was it established?

Guide: Oh! It was established in 2017 B.S. Let's have a rest here.

Tourist: Thank you!

Conversation: Six (Between Guide and Tourist)

Guide: This cave Gupteshwar.

Tourist: Gupteshwar... nice.

Guide: This cave has two parts. First part is after 40 meters, there is natural cave and temple of lord Shiva. To visit the first part you have to pay thirty rupees per person as entry fee.

Tourist: May I have a photo ?

Guide: No, in this first part you are not allowed and next part start after temple which way goes to the down side of Davi's Fall.

Tourist: How long!

Guide: The distance is about hundred meters from second entrance from there you can saw the nice view of Davi's Fall as well as natural rocks .

Tourist: Is it dark inside it?

Guide: No not at all. Electric light is available there, all the way to the down side of Davi's fall.

Tourist: How much cost?

Guide: you have to pay hundred rupees.

Tourist: hundred rupees for a group.

Guide: pardon!

Tourist: You mean hundred rupees for a group.

Guide: No no. You have to pay hundred rupees per person as entry fee for both parts.

Tourist: May we have photo there?

Guide: Around the second part, you are allowed to take photograph but the second part remains close for four months during monsoon .

Tourist: Ok. Let's go in.

Guide: Of course.

Conversation: seven (conversation between Guide and Tourist)

Guide : Namaste !

Tourist : Namaste !

Guide : Where are you from?

Tourist : France

Guide : How long are you staying in Nepal ?

Tourist : We stay sixty days in Nepal.

Guide : Sixty days in Nepal?

Tourist : We stay sixty days in Nepal.

Guide : So how long you gonna more in Nepal?

Tourist : Oh sorry, can you repeat please ?

Guide : How long been here, how long you are going to stay in Nepal?

Tourist : Pokhara?

Guide : yeah

Tourist : We visit also Machhapuchhre area.

Guide :Aha ! Aha !

Tourist :Tomorrow we leave pokhara.

Guide : You are going to Machhapuchhre area.

Tourist : Yeah

Guide : Ok, so whats your name?

Tourist : I am Matthew.

Guide : Matthew, I am Ramesh.

Tourist : Nice to meet you.

Guide : Nice to meet you.

Tourist : Thank you.

Conversation : Eight (Conversation between Guide and Tourist)

Guide: This is called Seti River. Water seems white here

Tourist: OK

Guide: Now we are at Mhendra Bridge and it is also known as famous shopping centre.

Tourist: Oh, let's buy something.

Guide: Let's go.

Conversation : Nine (Conversation between Tourist and curio seller)

Curio seller: How much you want to pay ?

Tourist: you start five hundred eighty.

Curio seller: How much you like? Tell me your price.

Tourist: No, thanks.

Curio seller: How much you want?

Tourist: You know, if you start.....

Curio seller: I give you discount. You France?

Tourist: No.

Curio seller: How much? Tell me your price.

Tourist: five hundred fifty is too much .

Curio seller: Then, Last price is five Hundred, ok?

Tourist: Thank you.

Conversation Ten (Conversation between Tourist and curio seller)

Tourist : How much?

Curio seller: This one ?

Tourist: Yeah!

Curio Seller: Forty rupees

Tourist: No, no I don't pay ten rupees for this stone.

Curio seller: More than ten rupees! May be yeah. Buy this. This is not more than ten.

Tourist: No, I don't like this.

Curio seller: Again you tell me your price. How much can you spend for this?

Tourist 2: What price?

Curio seller: For this stone?

Tourist: Fifteen

Curio seller: fifteen!

Tourist: Tell yours.

Curio seller: Twenty

Tourist : Yaw! Twenty.

Curio seller: If you like, give me sixteen only.

Tourist: Sixteen, take it

Curio seller: Thank you.

Tourist: OK.

Conversation: Eleven (Conversation between Tourist and Curio Seller)

Curio seller: Do you buy something ?

Tourist: No, I don't.

Curio seller: Just look, just look, no problem looking not charge.

Tourist: Yes, I understand but I don't need anything.

Curio seller: This is from actually you coming from away you know? You should buy something from Nepal?

Tourist: I have not need anything.

Curio Seller: OK.

Tourist: Thank you

Conversation: Twelve (Conversation between Tourist and Curio Seller)

Tourist: I think it is metal (showing the object)

Curio seller: This metal, mix metal ?

Tourist: How much for this?

Curio seller: Just nine hundred rupees?

Tourist: Excuse me, you see this Buddha eye om Mane peme om.

Curio seller: Yeh! Look this

Tourist: How much rupees?

Curio seller: Two thousand.

Tourist: Two thousand ! How! Expensive.?

Curio seller: How much you spend for this?

Tourist: Fifteen hundred only.

Curio seller: Sure, I am giving you .

Tourist: Thank you for that, pack this one (showing the object).

Curio seller: Ok. Thank you. Take it.

Tourist: Ok. bye!

Conversation : Thirteen (Conversation between Tourist and waiter)

Waiter: Namaste !

Tourist: Namaste !

Waiter: Take this Menu and tick.

Tourist: Yah !

Waiter: Just this ?

Tourist: Yes.

Waiter: thank you.

Tourist: Ok.

Conversation: Fourteen (Conversation between Tourist and waiter)

Tourist: What sort of juice do you have?

Waiter: A fresh juice is today papaya, apple and mango.

Tourist: One mango Juice.

Waiter: Yes, and other.

Tourist: One extra fresh juices

Waiter: Thank you.

Tourist: Ok.

Conversation: Fifteen (Conversation between Tourist and waiter)

Waiter: Good Morning sir.

Tourist: Good Morning .Bread please.

Waiter: Bread with soup, sir?

Tourist: Soup? How is it?

Waiter: It is just prepared.

Tourist: Yeah ! Do it fast I'm hungry.

Waiter: Ok sir. It's ready.

Conversation: Sixteen (Conversation between Tourist and Waiter)

Waiter: How can I serve you?

Tourist: Very hungry.

Waiter: Nepali, Chinese, which food ?

Tourist: Dal Bhat with curry.

Waiter: What about meat ?

Tourist: No, not good health.

Waiter : It's very fresh.

Tourist: No no thanks .

Waiter: Ok sir.

Conversation: seventeen (Conversation between Tourist and tea Seller)

Tourist: I mean bread with cream

Tea seller: Please sit, I bring ok?

Tourist: No time , No time.

Tea seller: See tea is ready and bread will ready within two minutes

Tourist: Two minutes ?

Tea seller: yeah, Jeevan fast.

Tourist: Do it fast.

Tea seller : Any more?

Tourist: No, thanks !

Conversation: Eighteen (Conversation between Tourist and tea Seller)

Tea seller: Good morning.

Tourist: Ah... Good morning.

Tea seller: Can I make tea for you?

Tourist: How much it?

Tea seller: Ten rupees for a cup.

Tourist: Is it pure milk tea?

Tea seller: yeah!

Tourist: Ok. That's very nice. You have a good service.

Tea seller: Please, have a seat.

Conversation: Nineteen (Conversation between Tourist and tea Seller)

Tea seller: Namaste!

Tourist : Namaste !

Tea Seller: How can I help you?

Tourist: sorry!

Tea seller: I mean you need something.

Tourist: I want hot water.

Tea seller: Ok, please sit.

Tourist II : I need black tea how much?

Tea seller: it's Ok Black tea cost is fifteen rupees a cup.

Tourist: Ok

Tea Seller: I Provide tea to many tourist. They say good tea.

Tourist: Han, Very nice.

Conversation: Twenty (Conversation between Tourist and Receptionist)

Receptionist: Namaste ! you rare welcome here

Tourist: Namaste ! Thank you very much

Receptionist: What type of room you need?

Tourist: Attach bath room, single bed .

Receptionist: Just that ?

Tourist: A.C. also.

Receptionist: Your room no 23, third floor

Tourist: Thank you

Receptionist: Ok.

Conversation :Twenty One (Contestation Between Tourist and Receptionist)

Tourist : I am from Germany. Do you know?

Receptionist : Yeah many people come to our hotel from Germany. Your name please?

Tourist : Srova. I want to stay here for fifteen days. How is the price?

Receptionist : It's cheap not more than two hundred dollar. You can have different food with nice taste. please see this menu.

Tourist : Cost for fifteen days?

Receptionist : It's four hundred dollar only.

Tourist : Four hundred but I mean you told two hundred before.?

Receptionist : Oh sorry ! It's not new price. You may only two hundred. Do you need any other servicing?

Tourist : What?

Rceptionis : Boating in Trisuli river, trekking in different part of our country.

Tourist : No thanks, I have no time for trekking.

Receptionist : Ok sir. Lets have a look for your rooms.

Tourist : It's ok.

Conversation: Twenty Two (Conversation Between Tourist and Book Seller)

Book seller: Sir you like to buy something?

Tourist: No, I don't want to buy something.

Book seller: Just look, just look, no problem, looking is free you know?

Tourist: Yes but I don't want to buy something.

Book seller: This is from actually, you coming from far you know? You buy something from Nepal for memory. You can give somebody you know.

Tourist: Yes, I know. I have, I don't need something, I am sorry.

Book seller: But sir see, It's Grammar book, how we teach in Nepal.

Tourist: Grammar....., English?

Book seller: Yes, please see it.

Tourist: No, no thanks.

Conversation: Twenty Three (Conversation Between Tourist and Book Seller)

Book seller: Any book you like?

Tourist: Which book is this ?

Book Seller: This book is Ramayan related to Hindu.

Tourist: But I am a Christian.

Book Seller: No matter, take it and learn about it.

Tourist: cost?

Book Seller: Only six hundred Nepali rupees

Tourist: Oh, it's expensive.

Book Seller: Five hundred fifty, ok.

Tourist: Price is high. In India, this found in cheap price.

Book Seller: I agree but the paper is quality of this book .

Tourist: Let me see.

Book Seller: OK.

Tourist: Take.

Book seller: Thank you, sir.

Conversation Twenty –Four (Conversation between Tourist and Book Seller)

Book seller: Hello, you want to buy?

Tourist: No, no shopping.

Book seller: Good price

Tourist: No shopping please .

Book seller: See, this book with pictures, very interesting.

Tourist: No, no shopping.

Book seller: See, no shopping.

Conversation Twenty- Five (Conversation between Tourist and Book seller)

Book seller: Namaste !

Tourist: Namaste !

Book seller: Look , This book is suitable for you.

Tourist: Yah !

Book seller: The book is about mountaineering written by Andrew Hall.

Tourist: Oh ! Andrew Hall,

Book seller: Nice book.

Tourist : How much?

Book seller: Five hundred

Tourist: No thanks .

Book seller: Ok.