

## CHAPTER-ONE: INTRODUCTION

### 1.1 General Background

Language is a means of human communication to exchange ideas, emotions and thoughts. Lyons (1970, as quoted in Syal and Jindal, 2005, p.5) says, "Languages are the principal systems of communication used by particular group of human beings within the particular society (linguistic community) in which they are members."

For survival, language is must which is a means of communication. Communication of ideas is possible through most valuable and effective means of human race. Language has enabled man to establish great civilization. Man differs from all the other species on this earth only because he possesses a unique faculty of speech. Man expresses his ideas, wants or needs through language. S/He uses spoken medium in his/her state of life whereas written form symbolizes his polished and more cultivated manner.

Language has been defined variously by the different linguists. According to Wren (1987, p. 1) "It is the universal medium alike for conveying the common facts and feelings of everyday life and the philosophers' searching's after truth, and all that lies between."

Mankind is the only species on this earth that is gifted with the power of articulating speech sounds. We perceive the picture of the whole universe in terms of language. It is present everywhere. We, mostly in all of our activities like praying, thinking, riding, writing meditating etc., use language. It is the way of transmitting our history, thoughts, literature and the whole of our achievements from generation to generation. Language has been described and defined from many angles. This is a very complex human phenomenon.

There are many great linguists and scholars who have devoted their entire lives to the mysterious questions of defining language. Above all in nutshell we can define it as a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.

Richards et al. (1985, p. 153) say, "Language is the system of human civilization by means of a structured arrangement of sounds (or their written representation) to form larger units e.g. morphemes, words, sentences."

### **1.1.1 Importance of the English Language**

There are many languages in the world. English is one of them. Most people in the world speak English, although they are not Englishmen and were not born in England. English is spoken throughout the world and is realized as an international language by the UNO. It is the world's most widely spoken language and common means of communication among the people of different nations. One person out of every four on earth can be reached through English. Verghes (1990) says "without English no one can achieve the peak of success in the field of science and technology" (p.1).

It is true in the sense that most of the books are written in English and people feel handicapped if they do not understand, speak and write English.

Exchanging of ideas, understanding one another and getting things done is important aspect of English language teaching and learning. Its importance and use cannot be confined to a few words. In a nutshell, it can be said that English is the one of our basic needs. Due to such need of English it is included in most of the school and college curricula through out the world.

### **1.1.2 English Language Teaching in Nepal**

The history of introduction of English in Nepal goes back to 1853 A.D. with the establishment of Durbar High School. In the past, teaching English meant to teach its literature or literary texts. So reading and writing were emphasized more in those days. But due to the introduction and development of modern approaches, methods and techniques of teaching and learning of the English language it is taught in a communicative way at present.

Nepali, our national language, does not have access to the scientific and technological world. Nepal needs English for the acquisition and transmission of the scientific and technological knowledge. It is also the window to western literature, culture and thought. In Nepal, it is not seen only as a language through which the culture of another nation is observed but also as a language through which Nepal can express her own culture. The English language is absolutely necessary to introduce us to the rest of the world. Moreover, English is undoubtedly of vital importance for keeping Nepal in touch with the advancement of the modern world. As education is an agent of such process, the place of English in Nepalese education as a foreign language is indispensable.

English language teaching/learning began in Nepal from the very beginning. It has been allocated considerable weightage in our school and university level curricula. At the outset, Bhimsen Thapa started employing Indian teachers to coach Royal family members in the royal palace. Later, with the advent of Rana rulers in Nepal, English education was born, developed and expanded.

The teaching of English institutionally as a subject of study began with the foundation of Durbar High School in 1853 A.D. The main objective of opening this school was to keep close link with British people. The courses of study were standard books written in the English language.

The establishment of Tri-Chandra College in 1919 A.D. marked the beginning of higher education in Nepal. The colleges of Nepal were affiliated with Indian Universities (e.g. Calcutta and Patna) before the inception of Tribhuvan University in 1959. Courses were taught according to the syllabuses of Indian Universities. English was compulsory subject of studies and the medium of instruction and examination. In higher education, English remains dominant even now.

English has been prescribed in the curriculum of primary level to university level of education in Nepal. Government of Nepal has announced that English should be taught as a compulsory subject from grade one. English as a compulsory subject starts from early primary classes up to Bachelor level with a few exceptions (e.g. Institute of Science and Technology, Forestry, Engineering, Medical etc).

### **1.1.3 Language Skills**

Learning a language means learning the four skills viz. listening, speaking, reading and writing. Listening and reading involve receiving messages therefore, are often referred to as receptive skills. On the other hand, speaking and writing involve language production. Therefore, they are often referred to as productive skills. According to Harmer (1991) “both the productive and receptive skills are equally significant in the teaching/learning of English language. While teaching language, only one skill cannot be taught by neglecting other skills completely.” (p.61). There should be interrelationship between language skills and a balanced approach to teaching should be adopted. Malla (1977) writes:

all the four basic language skills are important for the acquisition of English language. The immediate needs of the Nepalese learners are: first, a minimum

comprehension of spoken English to understand lectures in English, secondly, an adequate comprehension of written English to understand English and read the text books and reference materials in English and finally, enough English to express their ideas in writing simply, clearly and effectively (p.3).

Writing skill enables the learners to discover ideas; arouse feelings, give chance to be heard and persuade others. It is not simply a matter of transcribing language into written symbols but also a thinking process in its own right. It demands conscious and continuous intellectual efforts.

Writing is the most difficult skill among the four language skills. It is the permanent record of one's thoughts and ideas, a form of expression and reliable means of communication. Writing is a complex process that involves different procedures such as getting ideas, planning, arranging, goal setting, monitoring and evaluating what is going to be written. Other skills like speaking and reading are measured through writing. Despite the power of writing, it has tended to be a much-neglected part of the English language teaching-learning program. So far as the ELT program of Nepal is concerned, a Nepalese learners encounter difficulty in writing.

#### **1.1.4 Writing and its importance**

In Nepal, English has been taught and learned as a foreign language. It is being taught as a compulsory subject in school and campus level education. The main objective of English language teaching in the secondary level in Nepal is to focus on the cultivation of communicative proficiency and proficiency in listening, speaking, reading and writing. The SLC examination gives 25% weightage to listening and speaking and 75% to reading and writing. This weightage shows that writing is one of the most important skills of language.

Skill means doing something expertly and well. Writing is one of the most important skills in learning a new language. It is a productive skill. By production; it means to manipulate its mechanics, structuring them into sensible words or units in order to make the reader understand the meaning of such complex effort. Through writing, we are able to share ideas, arouse feelings, persuade and convince people. It further helps to transmit human beings, accumulated culture from one generation to another.

While writing on a paper the writer should be aware of the errors in sentence structure, spelling, punctuation and grammar. No matter how good the content of the paper is, the

readers will have the problems if there are mistakes. Writing is superior to other language skills because of its quality of being permanent.

Verghees (1990, p.71) makes an important observation about the significance of teaching of writing and states “learning a second language is in effect learning the four skills viz. listening, speaking, reading and writing.” Each and every skill has its own specific significance but writing is the most demanding language skill. Both in education field and future career, one will be judged in part by one’s proficiency to communicate his views on paper. Writing is an art that provides one a chance to be known and to influence others.

Despite the advancement of modern science and technology, we are still tied to the written world as the basic means of communication and interaction. Machine maker and button pusher follow written instruction. Radio and television program originate in written proposals and scripts.

### **1.1.5 Importance of Writing for Tourist Guides**

Guides always not only use spoken language but also written language. All tourists may not understand the spoken language of the guides. Their pronunciation may cause difficulty. If they communicate through writing, they may easily understand the language. Spoken English may vary from place to place but writing English is same in all places. Sometimes guides do communication by writing; they can convey their messages through different means of communication.

Guides should make plans to visit some places. Written Plans make them conduct their works easily. By writing, guides can express their knowledge about new places to the tourists. It is difficult to remember all the events at a time. If guides have written records, they can run the further processes effectively and easily. If they want to describe the different places of historical and cultural importance by using internet e.g. mail, they must have the writing proficiency in the English language.

Guides have their own experiences in the field of tourism. If guides express their own experiences through articles, everybody gets a chance to know about it. If guides advertise their facilities through writing, tourists can easily understand it. Similarly, sometimes tourist guides have to prepare different reports about the journey they accomplished and also about the journey they are going to do. If the guides lack the knowledge of writing proficiency they

may face lots of difficulties in their job so writing proficiency for tourist guides is compulsory.

### **1.1.6 Tourists and Tourism**

Humans are social beings. They do not like to live in isolation. From the very beginning of human history people have always been on move for different purposes. In the nomadic age, they wintered in search of food and water. Later on, after the establishment of permanent settlement they explored the world mainly for trade and commerce and also for adventure. The world history is full of such wonderful accounts of the travelers like Marco Polo, Columbus Vascode Gama, Captian Cook, etc. who discovered new lands.

These days, people visit different places of the world for recreation holiday, health, religion, sports, business, family meetings, seminars, official meetings etc. thus, a person who leaves his place usually for a short period and travels in a new land for adventure is called a tourist. The word 'tourist' is derived from the word 'tour' which means 'a journey' at which one returns to the starting point or a circular trip. But the people who reach another country to reside there permanently, to take up occupation or the students who come for study or those travelers passing through a country are not classified as 'tourists'.

Tourists can either be domestic or international. Persons who travel within their own country for the reasons mentioned above are called domestic tourists. When you make a short tour of Pokhara, Kathmandu, Jomsom or Manakamana you are treated as domestic tourist. But when a British or a German or a Japanese come to Nepal, he or she is called an international tourist.

### **1.1.7 Concept of Tourism and Tourist**

The word tourism is derived from the French word 'tourism'. It literally 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 authors and related organizations. But there is no universally accepted definition of tourism.

Nepal is known as an important tourist destination in the world tourism map with its vast potentials of natural attractions, socio-cultural values and archeological heritages. Nepal is a land of Mount Everest, cultural diversity and Lord Buddha, therefore, referred to as Shangri-la. Tourism industry has been playing a significant role in the country's economy. Realizing

the importance of tourism, Nepal has taken important initiatives to develop tourism by creating necessary institutions and providing priority in the plan and policies. Tourism being a high publicity product and highly competitive industry, it should be marketed properly.

A large number of developed and developing countries today are aware of the potential benefit of tourism and most of those are having suitable infrastructure of development. Tourism has been a good profession today as it stimulates the growth of the overall economy. The underdeveloped region can be benefited from development of tourism hence tourism is instrumental in developing background region of a country. The development of tourist center needs the development of basic infrastructure such as roads, airport, water supply, power supply, accommodation, health facilities, security and many other facilities. These facilities, not only benefit the tourists but also the local people raising their living condition. Hence, the tourism industry development could be proper means of reducing the regional imbalance, growing poverty and inequality of the country. Tourism industry is important not only from the point of view of earning foreign currency but it also enhances scope for various industrial branches like hotels, motels, restaurants, food services, amusement leisure activities, gift shops and large number of other enterprises.

Tourism has been defined in different ways by various authors and concerned organizations and yet there is not universally accepted definition of tourism. Acharaya, (2008, p.11) says that “Tourism is the totality of the 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.”

When we talk about tourism we must know about the tourist because he/she is the principal character of tourism. Without tourists, the whole tourism phenomenon is meaningless. In the early nineteenth century, the term ‘tourist’ assumed as one who makes a tour, especially one who does this for recreation or who travels for pleasure, object of interest, scenery or the like. WTO (1996, p.24) states:

any person who travels to a country other than that in which he/she has his/her 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 form within the country visited. This term includes people traveling for: leisure, recreation and holidays, visiting friends

and relatives, business and profession, health treatments, religious pilgrimages and other purposes. (as cited in Adhikari, 2008, p.22)

### **1.1.8 Concept of Guides**

Guides denote those people who show other people the way to different places, help them, and give information and instructions about some thing. In general, we understand guide means somebody who shows way: some body leads and assists others in a place or toward a destination and somebody who leads tourists: somebody who supervises a tour.

From the above definitions we can say that guides are the eyes for tourists who help to show their ways in the field of tourism.

English has become the need and high demand of the people of modern time. One who knows English is regarded as a prestigious person in a society. It plays a vital role in developing the personality of a person nationally and internationally.

A large number of foreigners or tourists come to visit Nepal. They receive many things, such as culture, tradition and so on about Nepal. Providing food and lodging for the tourists and guiding them to the beautiful places make up the tourist trade and tourist industry. It is such a type of smokeless industry, which contributes a lot not only to flourish to Nepalese economy but also to transmit culture, tradition and identity worldwide.

### **1.1.9 Gender Differences in Language**

Every normal human being acquires his language with in a few years of his life irrespective of his caste, race, religion, sex and nation, although language differs from individual to individual. Nobody has same voice quality with others. However, it is the strange matter for all that is why language differs in male and female though they are brought up in the same society. The linguistic form used by male and female differ in most of the speech communities. Generally speaking, females use more polite language than male group, which shows the different functions used by men and women. It is happening mainly due to our society and culture because women are taken as dominated group in the society.

As used here, the term 'gender' does not refer to grammatical gender. Here gender refers to social categories based on sex but encompassing behaviours, roles and images although not biologically determined are regarded by a society as appropriate to its male or female



members. As a field of research, gender and language study are interdisciplinary and relatively new, which may be taken as including all of the following:

- ) Differences in language use associated with the gender or sexual orientation of the speaker or addressee (Person spoken to).
- ) Differences in language use associated with the gender or sexual orientation of the referent (person spoken about)
- ) Efforts to alter the language with respect to ways gender is or is not encoded.

Two different, but not necessarily contradictory, views have been advanced as to the relation between language and gender. One view holds that gender differences in language is simply a reflection of the way society works. Another view is that far from merely reflecting the nature of society language serves as primary means of constructing and maintaining the society. There is certain truth in both of these views. Different groups like gender, ethnic or other are categorized or labeled by language.

There are different classical examples of linguistic sex differences. For example, in West Indies, among the carib Indian, male and female Caribs have been reported to speak different languages, Since a long ago carib men killed Arawak men and mated with Arawak women. As a result now a days there are separate languages for men and women. Men use carib language where as women use Arawak languages. Because boys learn carib from their father and girls learn Arawak from their mothers.

We find phonological and morphological differences between male and female in various languages.

### **1. Phonological differences**

In some cultures, there are much more marked differences between male and female speech. Quite different pronunciation for certain words in female and male speech have been documented in some languages.

I would like to mention some examples of phonological differences from different languages:

In gross venture, an Amerindian language of the north east United States, women have palatalized velar stops where as men have palatalized dental stops.

e.g.	Female	/Kjatsa/	} — Bread
	Male	/djatsa/	

In this language, when a female quotes for male she uses female pronunciation to him where as male uses male pronunciation to her.

In Bengali, men often substitute /l/ for initial /n/; women, children and uneducated not do this.

Likewise in Siberian language, Chukchi, men but not women often drop /n/ and /t/ when they occur between vowels.

e.g.	Female	/nitvaqenat/
	Male	/nitvaua ʌ/

In Scotland, school girls apparently pronounce the /t/ in words like ‘water’ and ‘got’ more often than schoolboys who prefer to substitute a glottal stop.

Hass (1944) observed in Koasati, where men often pronounce /s/ at the end of verbs but women do not.

Male	/lak'aws/	} — He is lifting it.
Female	/lak'aw/	

## 2. Morphological differences

In some languages, there are some noticeable differences in the area of morphology between male and female. Indeed, Europeans first encountered the different male and female speech among Carib Indians. It is said that women use certain patterns associated with surprise and politeness more often than men.

In contemporary English, there are many reported differences in the talk of men and women Lakoff (1973) claims that women use more colour words like mauve, being, aquamarine lavender and magenta and much more adjectives like adorable, charming, divine, pretty, sweet, nice etc but most men do not.

Furthermore O' Grady et al (1997) state two specific types of gender differentiation in language.

### i. Gender-exclusive differences

Gender-exclusive differences refer to the radically different speech variation used by men and women in particular societies. In these societies, a woman or man except in special

circumstances may not be allowed to speak the variety of the other gender. It is in this sense that the varieties are gender exclusive. This kind of communities are rarely found.

This phenomenon has been seen in some American Societies but is no longer as widespread as it may have been in the remote past. In Koasati, the Muskogean language now spoken in Southwestern Louisiana, shows that members of this speech community possess different verb forms based on the gender of the speaker, they also have different pronunciation of particular words.

## **ii. Gender variable differentiation**

Gender variable differentiation is much more common in the languages of the world than in gender exclusivity. This phenomenon is reflected in the relative frequency with which men and women used the same lexical items or linguistic features. If it is often asserted, female English speakers use words such as lovely and nice than do male speakers. We can claim that in this respect English speakers exhibit gender variable differentiation. Men are reputed to possess larger lexicons in the areas associated with traditional male activities such as particular occupations, news and sports. Women generally discuss their personal feelings more than men.

### **1.1.10 Writing Proficiency**

Writing is conveying meaning through the use of graphic symbols that represent a language. It is a skill in which we produce sequences of sentences arranged in a particular order and linked together in certain ways. Our mind is a store of knowledge. To show our intelligence, we use different performative skills e.g. writing.

Writing proficiency refers to the proficiency of an individual to convert the ideas in the mind on the paper by using appropriate language mechanics and its tools. Knowledge of grammatical and orthographic conventions, organization of contents, appropriateness, style, cohesion, coherence, supporting details are most essential aspects needed for writing proficiency. Writing is a complex skill. To be a good writer, a person must consider the following elements of good writing.

1. Coherence: good writing deals with the topic, at a time. According to Swami (1987, p.13) in a good piece of writing, all the sentences are closely related to the central idea.

2. **Clarity:** good writing should be clear. It must be absolutely free from ambiguity. There should not be room for different interpretations in the writing. Ideas should be presented in a clear, orderly, reliable and informative style. The writer should have the idea of how to sequence, “what is said and how to express.”
3. **Complete:** good writing must be complete. A good piece of writing completes the topic it which deals with. Good writing should avoid exaggeration and hyperbolically and self contradictory statements.
4. **Continuity:** Perumul (1984, p.16) says:
 

Continuity of thought and natural link of ideas are important features in writing. There must be continuity of thought from one word to the following word, from one phrase to the next phrase, from one sentence to the next sentence, from the first paragraph to the second paragraph and first chapter to the second chapter.
5. **Unity:** writing language must have unity. words make up a sentence; sentence make up a paragraph and just a sentence cannot be called a good sentence if it does not contain one main thought to paragraph cannot be called good if it is not constructed as to deal with one and only one main topic or theme.
6. **Economy:** Good writing must be brief. A writer writes something in his/her ideas briefly and effectively. Good writing is like a good coin, small in compass but its value is great.
7. **Simplicity:** Good writing must be simple. Reducing complexities, unnecessary expressing ideas or thought unnatural or unpretentious way is the best characteristic of good writing.
8. **Free from error:** Good writing must be free from error. It must be accurate. Every written piece has to be free from orthographic errors, grammatical errors, idiomatic errors, factual errors, punctuation errors and others.

#### **1.1.11 Mechanics of writing**

Writing is a complex activity, which includes various skills. In order to produce an effective piece of writing, the learner must have the knowledge of mechanical skills, stylistic skills and judgmental skills. Bown et al. (1985, p.68) say:

The mystery of mechanics of writing and practice in the basic skills are necessary first steps for child or adult learners. Under mechanics of writing, the learner should learn the alphabets, the left to right direction of English writing system, upper and lower case letters, rules for capitalization, basic spelling patterns of English and rules for words and sentence punctuation.

The alphabet, the left to right direction of English writing system and the upper and lower case letters can be learnt by the learners by means of some writing practices. Mechanics mainly includes capitalization, spelling and punctuation. The beginner should be guided through the mechanics a step at a time with individual attention. The literate or educated learner will probably learn the mechanics at high speed.

**a) Capitalization**

Use of capitalization refers to the correct use of capital letters, for example 'I' is a capital letter. It is a matter of convention. Many of the conventions e.g. capitalization of the first letter of the first word of a sentence, the pronoun I, the first letter in the first word of the quotation, and so on are vary familiar to us. Some capitalization however, is the matter of style rather than convention. While capitalizing for stylistic purposes, writers usually do so to emphasize a key word or a concept. Some basic rules of capitalization by Martin and Waren (2000, p. 246) are as follows.

- a) To begin a sentence.
- b) To begin each fresh line of poetry.
- c) To begin all proper nouns and adjectives derived from them; as Delhi, Rama, Africa, Shakespeare.
- d) For all nouns and pronouns which indicate the Deity; as the Lord, He is the God.
- e) To write the pronouns and interjection.

**b) Spelling**

Spelling is to name or write the letters of a word in their correct order. Spelling plays a very important role since addition, omission or replacement of one letter with another can change the entire meaning of word or of the whole message. Mastery of writing system requires the proficiency to spell, particularly in English the relationship between sounds and letter is very

complex and therefore, mastery in spelling is needed. Some basic rules of spelling are given below:

- a) If words of two or more syllables have one vowel before the ending consonant, the consonant is doubled while adding suffixes 'ing', 'ed' and so on Gordan (1993, p.71).

benefit – befitting, befitted

refer – referring

- b) If words have two vowels before ending with a consonant, the consonant is not doubled while adding suffixes 'ed', 'ing' and so on, Gordan (1993, p 74). For example:

join + ed = joined, join + ing = joining

lead + ing = leading, wood + en = wooden

- c) If words ending have the letter 'e' following a consonant, the letter 'e'

is dropped adding suffixes: ed, able and wood (ibid, p.62). For example:

love + ed = loved

move + ing = moving

move + able = movable

- d) Words ending in 'ee' do not retain 'e' before a suffix (ibid, p.65).

agree + ed = agreed

agree + ing = agreeing

- e) Words ending in 'y' following a consonant change the 'y' to 'i' before any suffixes except 'ing', Wood (1981,p.71)

carry + ed = carried

marry + es = marries

carry + ing = carrying

- f) If words have a letter 'l' preceded or followed by a single vowel or two vowels. The letter 'l' is doubled while adding suffixes 'ly', ed and ing Gordan, (1993, p. 41)

cruel + ly = cruelly

Exceptions: single + ed = singled

**c) Punctuation**

Punctuation is one of the grammatical devices of writing process. It is an art or practice or system of inserting marks or points in writing or printing in order to make the meaning clear. The proper use of punctuation marks such as comma, colon, semicolon, hyphen, full stop, dash, parenthesis, quotation marks, exclamation marks, apostrophe and so on help the writer to organize written language and clarify relation between words, phrases and clauses. Heaton (1975) states:

The actual writing conventions which is necessary for the student to master relate chiefly (at the elementary stages) to punctuation and spelling. However, in punctuation there are many areas in which personal judgments are required, and tests of punctuation must guard against being too rigid by recognizing that several answers may be correct. Unfortunately, tests of punctuation and spelling have often tended to inhibit writing and creativity. (p.135)

Harris (1977, p.30) views punctuation as “an important aspect of written language. It is fundamentally a means of marking boundaries and relationship between the grammatical units of written text.” The different punctuation marks are listed below:

- |                     |         |
|---------------------|---------|
| a) Comma            | (,)     |
| b) Full stop        | (.)     |
| c) Question mark    | (?)     |
| d) Exclamation mark | (!)     |
| e) Colon            | (:)     |
| f) Semicolon        | (;)     |
| g) Dash             | (–)     |
| h) Quotation mark   | (“...”) |
| i) Hyphen           | (-)     |
| j) Apostrophe       | (’)     |

## 1.2 Review of Related Literature

A number of research studies related to writing skills in the English language have been carried out. Some of them are as follows:

**Giri (1991)** carried out a study on “A Comparative Study of English Language Proficiency of the Student Studying in Grade 10 in Secondary Schools of Kathmandu and Doti.” The sample population of the study was selected using random sampling procedure. The result of the study obviously concluded that students out of the valley were poorer in the English language proficiency than those inside the valley.

**Karki (1996)** did his M.Ed. research on “A comparative study on English Writing Proficiency between the Public and Private Schools of Grade X.” The main objectives of his study were: to find out the writing proficiency of private and public school students and to compare the writing proficiency between the private and public school students. A set of written test was prepared as a tool to obtain the objectives of the study. The finding of the study was that the students of the private schools who have been taught in the English medium from the very beginning were found far better in every aspect than the students of government aided schools.

**Dahal (1998)** carried out a study on “Tenses and Aspects in free writing of the 11<sup>th</sup> graders.” This study concentrated on the problems, causes and solutions in using tenses and aspects in free writing. The finding of this study was that students were better in tense rather than in aspect.

**Paudel (1999)** carried out a research entitled “Comparative study of English language writing proficiency in Higher Secondary School of Gulmi and Kathmandu.” The main objectives of the study were: to find out the writing proficiency of the higher secondary students studying in different faculties. The main finding of his study was that urban areas students were better than that of rural areas. This study explicitly showed that humanities and science students especially the girls had better proficiency in English language.

**Sah (2003)** carried out a research entitled “Writing proficiency of Grade Nine students.” The main objective of his study was to find out the proficiency of nine-graders in writing composition (e.g. letter, essay, instruction etc.). Written sets of questions were prepared to



find out the students' proficiency in writing composition. He found that the writing skills of boys in every selected school were better than the girls.

**Ghimire (2004)** did M. Ed. thesis entitled "A study on the proficiency of the students' in writing skills." The main objectives were: to compare the English writing proficiency of the students of Education, Management, Humanities and Science stream and to compare the proficiency of the students in textual and non textual writing. A set of written test and questionnaire were prepared to find out the mentioned objectives. The sample was developed on the assumption of random sampling technique or lottery system. The finding of his study was: the unfavorable environment, traditional classroom, low interest and participation of the learners in learning English writing skill, the lack of dedication, commitment etc. caused significant problems in the teaching writing skills at the eleventh grade students.

Although aforementioned studies are related to the writing proficiency of the students, no research has been carried out on the writing proficiency of the tourist guides. All the researches are limited only in schools and colleges. This research was concerned with the writing proficiency of tourist guides.

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

The study had the following objectives:

- a) to find out the English writing proficiency of the tourist guides.
- b) to compare the gender wise writing proficiency of the tourist guides.
- c) to identify the writing proficiency of the tourist guides in mechanics.
- d) to suggest some pedagogical implications.

### **1.4 Significance of the Study**

This research entitled "Writing Proficiency of Tourist Guides" will be significant mainly for the tourist guides to find their proficiency in writing skills in the English language. It will also be helpful to other different sectors which are directly or indirectly related to the field of tourism. It will be helpful to understand the actual condition of writing proficiency of the tourist guides. Since the researcher has tested writing mechanics through different tools, similar type of process can be applied in the further researches too. This research will also be significant for the coming researchers who want to write research in the field of 'Tourism'.

## CHAPTER-TWO: METHODOLOGY

The methodology which was adopted in carrying out the study is described below.

### 2.1 Source of Data

The data for the research were collected from both primary and secondary sources.

#### 2.1.1 Primary source of data

The primary source of data of this present research were the tourist guides working in Pokhara Valley.

#### 2.1.2 Secondary sources

The secondary sources of data were different books, articles, journals and reports. In the same way, all the materials available both in print or electronic media related to this field of tourism were also the secondary sources of data. Some of the secondary sources of data from which the researcher gained fruitful ideas are: Khaniya (2005), Thomosn and Martinet (1994), Brown (1994), and Spolsky (1989).

### 2.2 Population of the Study

The population of the study consisted of fifty tourists guides of the Pokhara valley representing both male and female.

### 2.3 Sampling Procedure

The sample of the study consisted of fifty persons where the area of study was limited to Pokhara valley only. The required sample was taken by using judgemental non-random sampling procedures. That is twenty five male and other twenty five female tourist guides were selected to elicit the data for the study. Only the tourists guides who had passed S.L.C. from the S.L.C. board of Nepal were consulted for the study. The sampling procedure can be presented as below.

S.No.	Population	Qualification	Sampling procedure	Required member
1	Male tourist guides	S.L.C.	Judgemental non-random	25
2	Female tourist guides	S.L.C.	Judgemental non-random	25
	Total			50

## **2.4 Tools for Data Collection**

The main tools for data collection were test items. The researcher prepared the subjective types of test items: rewriting questions and long answer questions based on the writing proficiency of tourist guides. This set of writing test carried fifty marks. In case of rewriting questions, there were two questions carrying ten and fifteen marks respectively. In the first set, a paragraph was given and in the second set ten different sentences were given where they had to correct punctuation marks and spelling. This sort of questions measured the writing mechanics of the tourist guides.

Similarly, questions number three, four and five were the long questions which were concerned with finding out writing proficiency of the tourist guides. This portion of questions also carry twenty five marks. Under this group one essay writing question carrying twelve marks was given. Another letter writing questions which carried eight marks and the next paragraph writing question deserving five marks were given. Altogether, these two sets of questions i.e. rewriting and long questions deserve fifty full marks.

Moreover, regarding the marking scheme, one mark was assigned for one correct response in rewriting questions. There was not any minus point system like the standard test in case of incorrect responses. Long answer questions were tested on the basis of the format given by Jacob et al. (1981).

## **2.5 Process of Data Collection**

The process of data collection was as follows:

1. The researcher himself visited different tourist spots of Pokhara valley.
2. Having prepared the required copies of test items, the researcher took the permission or requested the tourist guides (demanded by his research proposal) to help him.
3. As soon as he took his/her time he managed sitting arrangement for them and gave the prepared set of questions.
4. One hour time was provided to them.
5. After the completion of the test the researcher collected the answer sheets himself.
6. He thanked the examinees for their kind co-operation.
7. In the same way, he took the data of other tourist guides until his required number was maintained.

## **2.6 Limitations of the Study**

The limitations of the study were as follows:

- a. The study was limited to Nepalese tourist guides only.
- b. The study was limited to the tourist guides of Pokhara valley of Nepal only.
- c. The study was limited to the English speaking tourist guides only.
- d. The study was limited to the tourist guides having qualification of at least S.L.C. from S.L.C. board of Nepal.
- e. The study was limited to the results obtained from 50 tourist guides only.

## CHAPTER-THREE: ANALYSIS AND INTERPRETATION

It deals with the analysis and interpretation of the data in three different ways. This consists of the English writing proficiency and gender wise proficiency and also the writing proficiency in mechanics of writing. Hence, it can further be divided into the following sub-headings.

### 3.1 English Writing Proficiency of Tourist Guides

This section deals with the itemwise analysis of the total number of tourist guides. Here the researcher analyzed performance on rewriting questions and long answer question separately. First, the total proficiency in rewriting questions along with average percentage, number of tourist guides below and above the average are presented numerically. In the same way, table 2 deals with total proficiency in long answer questions. Finally, table number three presents the sum of performance on two different sets of questions.

#### i. Total Proficiency in rewriting questions

This table deals with the overall performance on rewriting question. This set of questions also have twenty-five full mark where their performance was as shown below.

**Table No. 1**  
**Total Proficiency in rewriting questions**

Total sample	Average percent	Above average		Below average	
		No. of tourist guides	Percent	No. of tourist guides	Percent
50	52	26	52	24	48

The table exhibits, out of the fifty tourist guides twenty six were able to score above average mark and remaining twenty four scored below the average mark. This means the number of tourist guides above the average mark and below the average marks is slightly different (For detail see appendix-III).

#### ii. Total proficiency in long answer questions

In this set, two long answer questions were given. This set of questions also have twenty-five full marks their performance is as shown below.

**Table No. 2**

**Total proficiency in long answer questions**

<b>Total sample</b>	<b>Average percent</b>	<b>Above average</b>		<b>Below average</b>	
		<b>No. of tourist guides</b>	<b>Percent</b>	<b>No. of tourist guides</b>	<b>Percent</b>
50	48	41	82	9	18

The above table shows that, out of 50 sample test, the average percentage is 48. The number of tourist guides above average percentage is 41 and below average percentage is 18. This means most of the tourist guides were able to score above average marks.

In comparing to the rewriting and long answer questions, the performance seems better in the former and weaker in the latter one. That is, out of the 50 sample tourist guides, the average score on rewriting question was 52 while the score on long answer question was only 48. The difference on average score is 4 only (For detail see appendix-IV)

**iii. Total English writing proficiency**

The test item consisted of rewriting and long answer questions having 50 full mark.

**Table No. 3**

**Total English writing proficiency**

<b>Total sample</b>	<b>Average percent</b>	<b>Above average</b>		<b>Below average</b>	
		<b>No. of tourist guides</b>	<b>Percent</b>	<b>No. of tourist guides</b>	<b>Percent</b>
50	50	34	68	16	32

The table shows the total writing proficiency of tourist guides where they were asked to answer two sets of test items viz. rewriting questions and long answer questions. The average score obtained by 50 tourist guides was 50. The table shows 34 tourist guides' scored above average marks and 16 tourist guides scored below the average score. This means 68 percent were above the average mark and 32 percent of them were below the average mark (For detail see appendix-V).

**3.2 Gender-wise Writing Proficiency**

In this heading, the performance is analysed on the gender basis. As we have two sets of test items. The performance on each set is analysed separately on gender basis. That is the performance of male and female is separately explained both in rewriting questions and long answer questions.

**i. Total proficiency of male tourist guides in rewriting questions**

This section deals with the gender wise writing proficiency of the tourist guides. The gender basis comparison was done separately on rewriting and long answer question as shown below.

**Table No. 4**

**Total proficiency of male tourist guides in rewriting questions**

Total sample	Average percent	Above average		Below average	
		No. of tourist guides	Percent	No. of tourist guides	Percent
25	52	15	60	10	40

The table clearly shows that out of 25 male tourist guides 15 were able to obtain above average mark and 10 or 40 percent of them obtained below the average mark (For detail see appendix-VI).

**ii. Total proficiency of female tourist guides in rewriting questions**

The table represents total proficiency of female tourist guides in rewriting questions.

**Table No. 5**

**Total proficiency of female tourist guides in rewriting questions**

Total sample	Average percent	Above average		Below average	
		No. of tourist guides	Percent	No. of tourist guides	Percent
25	52	11	44	14	56

This table exhibits out of the 25 female tourist guides 11 or 44 percent scored above average mark and 14 or 56 percent of them scored below the average marks. This shows that the number of tourist guides below the average mark is slightly higher than those who scored above the average marks.

In the same way, the male tourist guides' performance seems better than those of their female counter parts in this item.

The average score of male and female is the same but 15 male tourist guides were able to score above average mark where as only 11 were able to score more than average mark from the female side. Above all, male tourist guides exceeded the female tourist guides from 16 percent in this item (For detail see appendix-VII).

### iii. Total proficiency of male tourist guides in long answer questions

The following table exhibits the total proficiency of male tourist guides in long answer questions.

**Table No. 6**

**Total proficiency of male tourist guides in long answer questions**

Total sample	Average percent	Above average		Below average	
		No. of tourist guides	Percent	No. of tourist guides	Percent
25	48	22	88	3	12

The table further clarifies that out of the 25 sample taken, 22 tourist guides were able to score above average mark where as very few only 3 or 12 percent of male tourist guides scored below the average score (For detail see appendix-VIII).

### iv. Total proficiency of female tourist guides in long answer questions

The table exhibits the total proficiency of female tourist guides in long answer questions.

**Table No. 7**

**Total proficiency of female tourist guides in long answer questions**

Total sample	Average percent	Above average		Below average	
		No. of tourist guides	Percent	No. of tourist guides	Percent
25	50	15	60	10	40

The table presents that 15 female tourist guides were able to score above average percentage and only the 10 tourist guides or 40 percent of them scored below the average mark.

In comparing the performance of the male tourist guides, the average percentage of female tourist guides seems a bit higher i.e. 50 vs. 48 respectively. Though, female tourist guides



seem better in average percentage, the number of female who scored above average mark was very low than those of male counterparts. Overall, despite the satisfactory score from both male and female, male tourist guides exceeded the female tourist guides in this item too (For detail see appendix-IX)

### 3.3 Proficiency in Mechanics of Writing

To measure the proficiency in mechanics of writing a separate text was given which was to be accomplished with punctuation marks and spellings. The researcher hereby analyzes the performance of the tourist guides in each item of the rewriting questions i.e. one paragraph and a set of ten incorrect sentences.

#### i. Total proficiency in rewriting a paragraph

The following table presents the total proficiency in rewriting a paragraph. This paragraph was supposed to measure the proficiency of writing mechanics.

**Table No. 8**  
**Total proficiency in rewriting a paragraph**

Total sample	Average percent	Above average		Below average	
		No. of tourist guides	Percent	No. of tourist guides	Percent
50	58	28	56	22	44

The table shows that the total average percentage of the tourist guides on the first item i.e. rewriting incorrect paragraph with correct punctuation mark is 58. The number of tourist guides above the average percentage is higher than those below the average. This finally shows that they are good at using punctuation marks in the paragraph.

#### ii. Total proficiency in rewriting correct sentences

The following table presents the total proficiency of tourist guides in rewriting a set of ten incorrect sentences. The total number of tourist guides above and below the average marks is clearly presented below.

**Table No. 9**  
**Total proficiency in rewriting correct sentences**

Total sample	Average percent	Above average		Below average	
		No. of tourist	Percent	No. of tourist	Percent

		<b>guides</b>		<b>guides</b>	
50	46	24	48	26	52

The table exhibits that out of the 50 sample taken, the average percentage is 46 only which is below fifty percentages. The no. of tourist guides below the average mark is higher than those with above average mark. In this test, they showed poor performance than that of rewriting incorrect paragraph.

The table shows their overall performance of mechanics of writing in rewriting questions from which we can generalized how good they are at using punctuation marks like-full stop, comma, semi colon, questions marks, exclamations etc.

### iii. Total proficiency in rewriting questions

The following table present the total performance of tourist guides in rewriting questions. The number of tourist guides above and below the average percentage is clearly shown on the table.

**Table No. 10**  
**Total proficiency in rewriting questions**

<b>Total sample</b>	<b>Average percent</b>	<b>Above average</b>		<b>Below average</b>	
		<b>No. of tourist guides</b>	<b>Percent</b>	<b>No. of tourist guides</b>	<b>Percent</b>
50	52	26	52	24	48

This table shows their performance in using mechanics of writing. It clearly visualizes that the average percentage in this test is 50 where the no. of tourist guides scoring above the average percentage is slightly higher than those with below average number. That is, the percentage of tourist guides above the average is 52 percent and below the average is 48 and their total average percentage is 52.

## **CHAPTER-FOUR: FINDINGS AND RECOMMENDATIONS**

This chapter consists of two conclusive parts of the research work, findings and recommendations.

### **4.1 Findings**

The major concern of this study was to identify the writing proficiency of tourist guides. Fifty tourist guides from different parts of Pokhara valley were taken as the sample of study. The data was collected administering a test having five different questions. The data were tabulated on the basis of various variables according to the objectives. The data were also analyzed by using simple statistical tools. On the basis of this analysis, the following findings were drawn.

#### **4.1.1 Major findings of the study**

- a. The writing proficiency of the tourist guides was considerably good.
- b. Among the 50 sample guides, majority of them (34) or 68 percent scored above the average percentage.
- c. The average percentage was 50.
- d. The writing proficiency of the tourist guides in all types of texts is positively correlated. That means those who scored better in one text also scored better in other text.

#### **4.1.2 Variable specific findings**

##### **4.1.2.1 Findings on the basis of items**

- a. Regarding the item wise findings, the tourist guides obtained the highest score in the 1<sup>st</sup> item (i.e. rewriting question). Their total performance in this item was 52 percent and the average score was 13.
- b. In the second item (long answer questions) the total performance was 48 percent where their average score was 12.
- c. In this way, the total performance in item number one was comparatively better than that of item two.

#### **4.1.2.2 Finding on the basis of sex variable**

- a. Regarding the sex variable, female tourist guides excelled male counterparts slightly in their total performance. Their average percentage was 51 and 50 respectively. Hence, the female tourist guides had better writing proficiency than those of male tourist guides.
- b. The performance in rewriting question was similar since their average score was the same. But the number of male tourist guides having above average score was higher than those of female tourist guides which was 15 and 11 or respectively 60 and 44 percentage.
- c. In long answer questions, female tourist guides excelled the male tourist guides, where the average score of female was 12.5 and average score of male tourist guides in the same item was 12 only. According to this, their average percentage was 50 and 48 respectively. Hence in this item, female excelled the male by two percentage.

#### **4.1.2.3 Findings on the basis of mechanics of writing**

- a. The total performance on mechanics of writing was satisfactory. In a text designed to measure the mechanics of writing (rewriting questions), their average percentage was 52 where number of tourist guides above average percentage was slightly higher than those of below the average number.
- b. Similarly, the performance on rewriting a paragraph was better than rewriting a set of 10 sentences. In the former text, their average percentage was 58 and the number of tourist guides scoring above the average was higher than those of below the average number. But in the latter text (a set of ten sentences), their average percentage was 46 where the number of tourist guides scoring below the average was higher.
- c. This shows that among the 50 sampled tourist guides, fifty percent of them could make an appropriate use of punctuation marks and spellings.

#### **4.2 Recommendations**

The study shows that the English writing proficiency of tourist guides who have passed S.L.C. is quite satisfactory. It was also found out that there is not much difference in two

types of text viz. rewriting questions and long answer question. Above all, the following are the recommendations and conclusion on the basis of the above findings.

- a. The tourist guides should pay higher attention on free writing or long answer type questions since their performance is found to be poor in this item.
- b. Though, they are good at speaking, they should not ignore writing skill as well.
- c. The habit of writing can be developed through note making, guided writing or elaborating exercises.
- d. Male tourist guides should pay higher attention on this skill because they are excelled by female because of their negligence or just a mean to pass the time.
- e. All the tourist guides have to be highly conscious enough on mechanics of writing i.e. uses of capital letter, full stop, comma, semi-colon, question mark, etc.
- f. Male tourist guides should be serious enough in mechanics of writing since they lagged behind in comparison to the female tourist guides.
- g. The concerned body should pay more attention towards writing proficiency of the learners. The syllabus designers, testing experts, the teachers and the learners themselves should be conscious enough on the writing skills.
- h. The subject teachers have to motivate their learners for in English writing by helping them to develop various strategies for rehearsing drafting, revising and editing their written tasks.
- i. According to the context and nature of the writing exercise, different activities such as brain storming, clustering, quick writing, dictation elaboration, exercises, drafting re-writing exercises, peer, feedback and so on have to be used to develop writing habit of learners so that they do not forget easily.
- j. During the learning hours, the learners should be compelled to submit their written task regularly and their written scripts should be corrected by the teachers by applying different correction techniques.
- k. English teachers should familiarize themselves with modern approaches of teaching writing skills through ELT journals, forum, TESOL and so on.
- l. Proper time should be allocated for writing skill in daily classroom teaching demanded by the preparation of subject matter and checking of the writing works.
- m. We have only annual examination to test or measure the English writing proficiency which is ought to be systematized.

- n. The writing proficiency in the present research is hardly affected by the degrees of qualification of the tourist guides which shows the necessity of regular practice on this skill too.

Apparently, aforementioned major issues have made the teaching learning of English writing skill really not inspiring. The suggested recommendations, if followed sincerely, can certainly help in improving the teaching this skill resulting the good writing performance of the learners.

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## Appendix-I

### WRITING TEST FOR TOURIST GUIDES:

F.M.:50

Time: 60m

**Q.1. Rewrite the following paragraph with correct punctuation marks and spellings (10)**

Pokhara is located 200km west from the capital city Kathmandu. It is only the distance of half an hour flying duration or 5 to 6 hours drive from Kathmandu. There are 30-40 regular flights between Pokhara and Kathmandu and many more during high tourist seasons. Similarly, various standards of the tourist bus, cars, jeeps and vans are available for regular service to Pokhara from Kathmandu.

**Q.2. Rewrite the following sentences with correct punctuation marks and spellings. (15)**

- i. does Thakali play Archery game on this occasion.
- ii. It celebrates on 27<sup>th</sup> of September for welcoming tourists.
- iii. In 2005 44 participants from 14 countries took part.
- iv. 'Jaun Hai Pokhara', which means "Let's go to Pokhara" is a massive publicity campaign.
- v. It is a 10-day festival which starts from the new moon in October.
- vi. Dahi's Fall Patale Chhango is situated just 3km north from the Pokhara airport.
- vii. Bhairab means a vigorous and dangerous form. It is also one of 100 incarnations of Lord Siva.
- viii. Look, Paragliders are taking part in Paragliding Championship.
- ix. **Thote** This is a Gurung festival generally in September and March. It is very colorful and cultural.
- x. Toni Hagen, a Swiss geologist, said, Pokhara is certainly one of the most extraordinary and beautiful places in the world.

**Q.3. Write an essay on any one of the following topics in about 150 words. (12)**

- i. My Country Nepal
- ii. Tourism in Nepal

**Q.4. Write a letter to your friend who lives in the foreign country by describing about your hometown. (8)**

**Q.5. Write a paragraph about 'Phewa Lake' by using the following clues: (5)**

Second largest lake... center of all attractions... wooden boats and sail boats...relaxing... all the visitors.

*...All the Best...*

## Appendix-II

### Scoring Profile of Jacob et al (1981) for Writing Composition:

<p><b>CONTENT</b>            30-27 EXCELLENT TO VERY GOOD: Knowledgeable -substantive-thorough development of thesis-relevant to assigned topic            26-22 GOOD TO AVERAGE: Some knowledge of subject- adequate range-limited development of thesis- mostly relevant to topic, but lacks detail            21-17 FAIR TO POOR: Limited knowledge of subject- little substance-inadequate development of topic            16-13 VERY POOR: does not show knowledge of subject-non-substantive-not pertinent-OR not enough to evaluate.</p>
<p><b>ORGANIZATION</b>            20-18 EXCELLENT TO VERY GOOD: fluent expression-ideas clearly stated/supported-succinct-well organized-logical sequencing-cohesive            17-14 GOOD TO AVERAGE: somewhat choppy-loosely organized but main ideas stand out-limited support- logical but incomplete sequencing            13-10 FAIR TO POOR: non-fluent-ideas confused or disconnected-lacks logical sequencing and development            9-7 VERY POOR: does not communicate- no organization-OR not enough to evaluate</p>
<p><b>VOCABULARY</b>            20-18 EXCELLENT TO VERY GOOD: sophisticated range-effective word/idiom choice and usage-word form mastery-appropriate register            17-14 GOOD TO AVERAGE: adequate range-occasional errors of ward/idiom form, choice, usage <i>but meaning not obscured</i>            13-10 FAIR TO POOR: limited range-frequent errors of word/idiom form, choice, usage-<i>meaning confused or obscured</i>            9-7 VERY POOR: essentially translation-little knowledge of English vocabulary, idioms, word form-OR not enough to evaluate</p>
<p><b>LANGUAGE USE</b>            25-22 EXCELLENT TO VERY GOOD: effective complex constructions-few errors of agreement, tense number, word order/function, articles, pronounce, prepositions            21-18 GOOD TO AVERAGE: effective but simple constructions-minor problems in complex constructions- several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>            17-11 FAIR TO POOR: major problems in simple/ complex constructions-frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions- <i>meaning confused or obscured</i>            10-5 VERY POOR: virtually no mastery of sentence construction rules-dominated by errors-does not communicate-OR not enough to evaluate</p>
<p><b>MECHANICS</b>            5 EXCELLENT TO VERY GOOD: demonstrates mastery of conventions-few errors of spelling, punctuation, capitalization, paragraphing            4 GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>            3 FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing-poor handwriting- <i>meaning confused or obscured</i>            2 VERY POOR: no mastery of conventions-dominated errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible- OR not enough to evaluate.</p>

Source: Khaniya (2005, p151)

### Appendix-III

**The total performance of tourist guides on rewriting questions. This sort of questions contain twenty-five full mark**

S. No.	Name	Qualification	Sex	Age	Obtained marks	Percentage	Remark
1	Ram Chandra Karki	I.A.	M	28	18	72	
2	Mona Kunwar	S.L.C.	F	32	16	64	
3	Bhimsen Marasaini	S.L.C.	M	24	15	60	
4	Januka Rai	S.L.C.	F	27	12	48	
5	Nirmal Rajbhandari	I.A.	M	35	18	72	
6	Maina Thapa	S.L.C.	F	30	14	56	
7	Prem Adhikari	I.A.	M	33	17	68	
8	Nirmala Rai	S.L.C.	F	28	17	68	
9	Kapil Sing Bohara	S.L.C.	M	34	14	56	
10	Kalpana B.K.	S.L.C.	F	34	16	64	
11	Shiva Kunwar Pariwar	S.L.C.	M	41	11	44	
12	Ranju Chhantyal	S.L.C.	F	32	9	36	
13	Sushil Khanal	I.A.	M	36	16	64	
14	Sushmita Gauchan	S.L.C.	F	29	12	48	
15	Newton Thapa	B.A.	M	33	10	40	
16	Ichhya Sherchan	I.A.	F	35	9	36	
17	Ganesh Sherpa	S.L.C.	M	35	13	52	
18	Aarati Thapamagar	I.A.	F	37	16	64	
19	Vicky Shrestha	S.L.C.	M	28	17	68	
20	Rasmita Gurung	S.L.C.	F	29	16	64	
21	Pasang Gelu Sherpa	S.L.C.	M	37	11	44	
22	Allen Sherchan	S.L.C.	F	35	14	56	
23	Raju Dahal	I.A.	M	34	11	44	
24	Grishma Joshi	I.A.	F	36	12	48	
25	Dipesh Magar	S.L.C.	M	31	14	56	
26	Tul Kumari Paija	S.L.C.	F	42	11	44	
27	Mony Sherpa	S.L.C.	M	38	10	48	
28	Uma Bhandari	I.A.	F	29	9	36	

29	Deeplove K.C.	I.A.	M	34	15	60	
30	Sabina Rai	S.L.C.	F	36	8	32	
31	Ram Bdr. Chhetri	S.L.C.	M	40	10	40	
32	Bipana Sharma	S.L.C.	F	29	12	48	
33	Suraj Pathak	S.L.C.	M	31	18	72	
34	Radhika Poudel	I.A.	F	33	11	44	
35	Sanam K.C.	I.A.	M	44	11	44	
36	Rushmita Shrestha	S.L.C.	F	31	9	36	
37	Kiran gurung	I.A.	M	38	8	32	
38	Srijana Rai	S.L.C.	F	42	10	40	
39	Krishna Pun	I.A.	M	45	13	52	
40	Yagya Maya Rai	S.L.C.	F	49	12	48	
41	Kailash Tamang	S.L.C.	M	41	19	36	
42	Jaya Poudel	I.A.	F	47	18	72	
43	Prajwal Nepal	S.L.C.	M	39	10	40	
44	Sarah Limbu	S.L.C.	F	38	16	64	
45	Anil Thapa	I.A.	M	32	18	72	
46	Kamala Niraula	I.A.	F	37	8	32	
47	Yubaraj Budhamagar	S.L.C.	M	44	18	72	
48	Saina Kunwar	S.L.C.	F	42	14	56	
49	Samundra Sharma	S.L.C.	M	49	16	64	
50	Durga Khanal	S.L.C.	F	35	15	60	

## Appendix-IV

### The total performance in long answer questions.

S. No.	Name	Qualification	Sex	Age	Obtained marks	Percentage	Remark
1	Ram Chandra Karki	I.A.	M	28	16	64	
2	Mona Kunwar	S.L.C.	F	32	12	48	
3	Bhimsen Marasaini	S.L.C.	M	24	14	52	
4	Januka Rai	S.L.C.	F	27	16	64	
5	Nirmal Rajbhandari	I.A.	M	35	15	60	
6	Maina Thapa	S.L.C.	F	30	14	56	
7	Prem Adhikari	I.A.	M	33	13	52	
8	Nirmala Rai	S.L.C.	F	28	14	56	
9	Kapil Sing Bohara	S.L.C.	M	34	15	60	
10	Kalpana B.K.	S.L.C.	F	34	13	52	
11	Shiva Kunwar Pariwar	S.L.C.	M	41	12	48	
12	Ranju Chhantyal	S.L.C.	F	32	14	56	
13	Sushil Khanal	I.A.	M	36	16	64	
14	Sushmita Gauchan	S.L.C.	F	29	15	60	
15	Newton Thapa	B.A.	M	33	16	64	
16	Ichhya Sherchan	I.A.	F	35	16	64	
17	Ganesh Sherpa	S.L.C.	M	35	17	68	
18	Aarati Thapamagar	I.A.	F	37	18	72	
19	Vicky Shrestha	S.L.C.	M	28	16	64	
20	Rasmita Gurung	S.L.C.	F	29	14	56	
21	Pasang Gelu Sherpa	S.L.C.	M	37	17	68	
22	Allen Sherchan	S.L.C.	F	35	15	60	
23	Raju Dahal	I.A.	M	34	16	64	
24	Grishma Joshi	I.A.	F	36	15	60	
25	Dipesh Magar	S.L.C.	M	31	16	64	
26	Tul Kumari Paija	S.L.C.	F	42	18	72	
27	Mony Sherpa	S.L.C.	M	38	18	72	
28	Uma Bhandari	I.A.	F	29	11	44	
29	Deeplove K.C.	I.A.	M	34	12	48	

30	Sabina Rai	S.L.C.	F	36	12	48	
31	Ram Bdr. Chhetri	S.L.C.	M	40	9	36	
32	Bipana Sharma	S.L.C.	F	29	13	52	
33	Suraj Pathak	S.L.C.	M	31	14	56	
34	Radhika Poudel	I.A.	F	33	12	48	
35	Sanam K.C.	I.A.	M	44	17	68	
36	Rushmita Shrestha	S.L.C.	F	31	18	32	
37	Kiran gurun	I.A.	M	38	16	64	
38	Srijana Rai	S.L.C.	F	42	12	48	
39	Krishna Pun	I.A.	M	45	11	44	
40	Yagya Maya Rai	S.L.C.	F	49	9	36	
41	Kailash Tamang	S.L.C.	M	41	12	48	
42	Jaya Poudel	I.A.	F	47	14	56	
43	Prajwal Nepal	S.L.C.	M	39	6	24	
44	Sarah Limbu	S.L.C.	F	38	7	28	
45	Anil Thapa	I.A.	M	32	12	48	
46	Kamala Niraula	I.A.	F	37	8	32	
47	Yubaraj Budhamagar	S.L.C.	M	44	15	60	
48	Saina Kunwar	S.L.C.	F	42	17	64	
49	Samundra Sharma	S.L.C.	M	49	14	56	
50	Durga Khanal	S.L.C.	F	35	9	36	

## Appendix-V

### The total English writing proficiency of tourist guides

S. No.	Name	Qualification	Sex	Age	Obtained marks	Percentage	Remark
1	Ram Chandra Karki	I.A.	M	28	34	68	
2	Mona Kunwar	S.L.C.	F	32	28	56	
3	Bhimsen Marasaini	S.L.C.	M	24	29	58	
4	Januka Rai	S.L.C.	F	27	28	56	
5	Nirmal Rajbhandari	I.A.	M	35	33	66	
6	Maina Thapa	S.L.C.	F	30	28	56	
7	Prem Adhikari	I.A.	M	33	30	60	
8	Nirmala Rai	S.L.C.	F	28	31	62	
9	Kapil Sing Bohara	S.L.C.	M	34	29	58	
10	Kalpana B.K.	S.L.C.	F	34	29	58	
11	Shiva Kunwar Pariwar	S.L.C.	M	41	23	46	
12	Ranju Chhantyal	S.L.C.	F	32	23	46	
13	Sushil Khanal	I.A.	M	36	32	64	
14	Sushmita Gauchan	S.L.C.	F	29	27	54	
15	Newton Thapa	B.A.	M	33	26	52	
16	Ichhya Sherchan	I.A.	F	35	25	50	
17	Ganesh Sherpa	S.L.C.	M	35	30	60	
18	Aarati Thapamagar	I.A.	F	37	34	68	
19	Vicky Shrestha	S.L.C.	M	28	33	66	
20	Rasmita Gurung	S.L.C.	F	29	30	60	
21	Pasang Gelu Sherpa	S.L.C.	M	37	28	56	
22	Allen Sherchan	S.L.C.	F	35	29	58	
23	Raju Dahal	I.A.	M	34	27	54	
24	Grishma Joshi	I.A.	F	36	27	54	
25	Dipesh Magar	S.L.C.	M	31	30	60	
26	Tul Kumari Paija	S.L.C.	F	42	29	58	
27	Mony Sherpa	S.L.C.	M	38	30	60	
28	Uma Bhandari	I.A.	F	29	20	40	
29	Deeplove K.C.	I.A.	M	34	27	54	



30	Sabina Rai	S.L.C.	F	36	20	40	
31	Ram Bdr. Chhetri	S.L.C.	M	40	19	38	
32	Bipana Sharma	S.L.C.	F	29	25	50	
33	Suraj Pathak	S.L.C.	M	31	32	64	
34	Radhika Poudel	I.A.	F	33	23	44	
35	Sanam K.C.	I.A.	M	44	28	56	
36	Rushmita Shrestha	S.L.C.	F	31	17	34	
37	Kiran gurun	I.A.	M	38	24	48	
38	Srijana Rai	S.L.C.	F	42	22	44	
39	Krishna Pun	I.A.	M	45	24	48	
40	Yagya Maya Rai	S.L.C.	F	49	21	42	
41	Kailash Tamang	S.L.C.	M	41	21	42	
42	Jaya Poudel	I.A.	F	47	32	64	
43	Prajwal Nepal	S.L.C.	M	39	16	32	
44	Sarah Limbu	S.L.C.	F	38	23	46	
45	Anil Thapa	I.A.	M	32	30	60	
46	Kamala Niraula	I.A.	F	37	16	32	
47	Yubaraj Budhamagar	S.L.C.	M	44	33	66	
48	Saina Kunwar	S.L.C.	F	42	31	62	
49	Samundra Sharma	S.L.C.	M	49	30	60	
50	Durga Khanal	S.L.C.	F	35	24	48	

## Appendix-VI

### Total performance of male tourist guides in rewriting questions

S. No.	Name	Qualification	Age	Obtained marks	Percentage	Remark
1	Ram Chandra Karki	I.A.	28	18	72	
2	Bhimsen Marasaini	S.L.C.	24	15	60	
3	Nirmal Raj Bhandari	I.A.	35	18	72	
4	Prem Adhikari	I.A.	33	17	68	
5	Kapil singh Bohara	S.L.C.	34	14	56	
6	Shiva Kunwar Pariwar	S.L.C.	41	11	44	
7	Sushil Khanal	I.A.	36	16	64	
8	Newton Thapa	B.A.	33	10	40	
9	Ganesh Sherpa	S.L.C.	35	13	52	
10	Vicky Shrestha	S.L.C.	28	17	68	
11	Pasang Gelu Sherpa	S.L.C.	37	11	44	
12	Raju Dahal	I.A.	34	11	44	
13	Dipesh Magar	S.L.C.	31	14	56	
14	Mony sherpa	S.L.C.	38	12	48	
15	Deep love K.C.	I.A.	34	15	60	
16	Ram Bdr. Chhetri	S.L.C.	40	10	40	
17	Suraj Pathak	S.L.C.	31	18	72	
18	Sanam K.C.	I.A.	44	11	44	
19	Kiran Gurung	I.A.	38	8	32	
20	Krishna Pun	I.A.	45	13	52	
21	Kailash Tamang	S.L.C.	41	9	36	
22	Prajwal Nepal	S.L.C.	39	10	40	
23	Anil Thapa	I.A.	32	18	72	
24	Yabaraj Budhamagar	S.L.C.	44	18	72	
25	Samundra Sharma	S.L.C.	49	16	64	

## Appendix-VII

### Total performance of female tourist guides in rewriting questions

S. No.	Name	Qualification	Age	Obtained marks	Percentage	Remark
1	Mona Kunwar	S.L.C.	32	16	64	
2	Januka Rai	S.L.C.	27	12	48	
3	Maina Thapa	S.L.C.	30	14	56	
4	Nirmala Rai	S.L.C.	28	17	68	
5	Kalapana B.K.	S.L.C.	34	16	64	
6	Ranju Chhantyal	S.L.C.	32	9	36	
7	Sushmita Gauchan	S.L.C.	29	12	48	
8	Ichhya sherchan	I.A.	35	9	36	
9	Aarati Thapa	I.A.	37	16	64	
10	Rasmita Gurung	S.L.C.	29	16	64	
11	Allen Sherchan	S.L.C.	35	14	56	
12	Grishma Joshi	I.A.	36	12	48	
13	Tul Kumari paija	S.L.C.	42	11	44	
14	Uma Bhandari	I.A.	29	9	36	
15	Sabina Rai	S.L.C.	36	8	32	
16	Bipana Sharma	S.L.C.	29	12	48	
17	Radhika pudel	I.A.	33	11	44	
18	Rushmita Shrestha	S.L.C.	31	9	36	
19	Srijana Rai	S.L.C.	42	10	40	
20	Yagya Maya Rai	S.L.C.	49	12	48	
21	Jaya Poudel	I.A.	47	18	72	
22	Sarah Limbu	S.L.C.	38	16	64	
23	Kamal Niraula	I.A.	37	8	32	
24	Saina Kunwar	S.L.C.	42	14	56	
25	Durga Khanal	S.L.C.	35	15	60	

### Appendix-VIII

#### Total performance of male tourist guides in long answer questions

S. No.	Name	Qualification	Age	Obtained marks	Percentage	Remark
1	Ram Chandra Karki	I.A.	28	16	64	
2	Bhimsen Marasaini	S.L.C.	24	14	56	
3	Nirmal Raj Bhandari	I.A.	35	15	60	
4	Prem Adhikari	I.A.	33	13	52	
5	Kapil singh Bohara	S.L.C.	34	15	60	
6	Shiva Kunwar Pariwar	S.L.C.	41	12	48	
7	Sushil Khanal	I.A.	36	16	64	
8	Newton Thapa	B.A.	33	16	64	
9	Ganesh Sherpa	S.L.C.	35	17	68	
10	Vicky Shrestha	S.L.C.	28	16	64	
11	Pasang Gelu Sherpa	S.L.C.	37	17	68	
12	Raju Dahal	I.A.	34	16	64	
13	Dipesh Magar	S.L.C.	31	16	64	
14	Mony sherpa	S.L.C.	38	18	72	
15	Deep love K.C.	I.A.	34	12	48	
16	Ram Bdr. Chhetri	S.L.C.	40	9	36	
17	Suraj Pathak	S.L.C.	31	14	56	
18	Sanam K.C.	I.A.	44	17	68	
19	Kiran Gurung	I.A.	38	16	64	
20	Krishna Pun	I.A.	45	11	44	
21	Kailash Tamang	S.L.C.	41	12	48	
22	Prajwal Nepal	S.L.C.	39	6	24	
23	Anil Thapa	I.A.	32	12	48	
24	Yabaraj Budhamagar	S.L.C.	44	15	60	
25	Samundra Sharma	S.L.C.	49	14	56	

## Appendix-IX

### Total performance of female tourist guides in long answer questions

S. No.	Name	Qualification	Age	Obtained marks	Percentage	Remark
1	Mona Kunwar	S.L.C.	32	12	48	
2	Januka ai	S.L.C.	27	16	64	
3	Maina Thapa	S.L.C.	30	14	56	
4	Nirmala Rai	S.L.C.	28	14	56	
5	Kalapana B.K.	S.L.C.	34	13	52	
6	Ranju Chhantyal	S.L.C.	32	14	56	
7	Sushmita Gauchan	S.L.C.	29	15	60	
8	Ichhya sherchan	I.A.	35	16	64	
9	Aarati Thapa	I.A.	37	18	72	
10	Rasmita Gurung	S.L.C.	29	14	56	
11	Allen Sherchan	S.L.C.	35	15	60	
12	Grishma Joshi	I.A.	36	15	60	
13	Tul Kumari paija	S.L.C.	42	18	72	
14	Uma Bhandari	I.A.	29	11	44	
15	Sabina Rai	S.L.C.	36	12	48	
16	Bipana Sharma	S.L.C.	29	13	52	
17	Radhika pudel	I.A.	33	12	48	
18	Rushmita Shrestha	S.L.C.	31	8	32	
19	Srijana Rai	S.L.C.	42	12	48	
20	Yagya Maya Rai	S.L.C.	49	9	36	
21	Jaya Poudel	I.A.	47	14	56	
22	Sarah Limbu	S.L.C.	38	7	28	
23	Kamal Niraula	I.A.	37	8	32	
24	Saina Kunwar	S.L.C.	42	17	68	
25	Durga Khanal	S.L.C.	35	9	36	

**Appendix-X**

**Appendix-XI**

**Appendix-XII**

**Appendix-XIII**

**Appendix-XIV**