

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a voluntary vocal system of human communication. It is used to express ideas, feelings and thoughts. So, language is defined as the fundamental means of human communication to express thoughts and information. Perception of the world as a whole or part is possible by means of language. Transmission of culture, literature and achievement of human beings from one generation to another, one place to another, one person to another is possible through language. We can say that language is a means for social change, social mobility and stratification. Thus, language is a powerful means of development of education, culture, society, media, science and technology.

Various linguists have defined language in their own words. Some of them are as follows:

Richards et al. (1985, p.153) say, “Language is the system of human communication by means of structured arrangement of sounds to form larger units e.g. morphemes, words, sentences.” In Chomsky's (1971, p.13) words, “A language is infinitely extendable and modifiable according to the changing needs and conditions of the speaker” (as cited in Lyons, 2006, pp.6-7).

According to Wardhaugh (1986, p.3), “Language is a system of arbitrary vocal symbols used for human communication.” Sapir (1978, p.8) says, “Language is a purely human and non-instinctive method of communicating ideas, emotions and desire by means of voluntarily produced symbols” (as cited in Lyons, 2006, p.3).

Thus, we can say that language is purely a means of communication used by human beings. Language is a system of symbols as well as finite and non-finite sentences. The natural process of conveying message designed to generate a response is language. Language is highly developed and most frequently used means of human communication which is social phenomenon having intimate relationship and influence in the society. Language is species-specific which makes human beings different from others. Every normal human being is completely competent in at least one language. He begins to acquire his mother tongue from childhood and becomes linguistically adult when he is about five or six years of his age.

Language has enabled man to establish great civilization in this earth. No species other than human beings have been endowed with language. Animals can not acquire human language because of its complex structures and their physical inadequacies. Human language is open-ended, extendable and modifiable whereas animal language is not. So, language is completely different from animal communication.

Language is the most highly developed and most frequently used means of human communication. Communication is the process of transmitting and exchanging of ideas, emotions, thoughts, etc. to another person. In other words, communication is an act of sending and receiving ideas, information, etc. There are other modes of communication such as olfactory system, gustatory system, tactile system, visual system, etc. but they are least developed than language. Language is only developed and powerful means of communication. There are many languages in use which vary according to geographical boundaries, social boundaries and personal boundaries. Among them, English is the most widely used and extended language in the world.

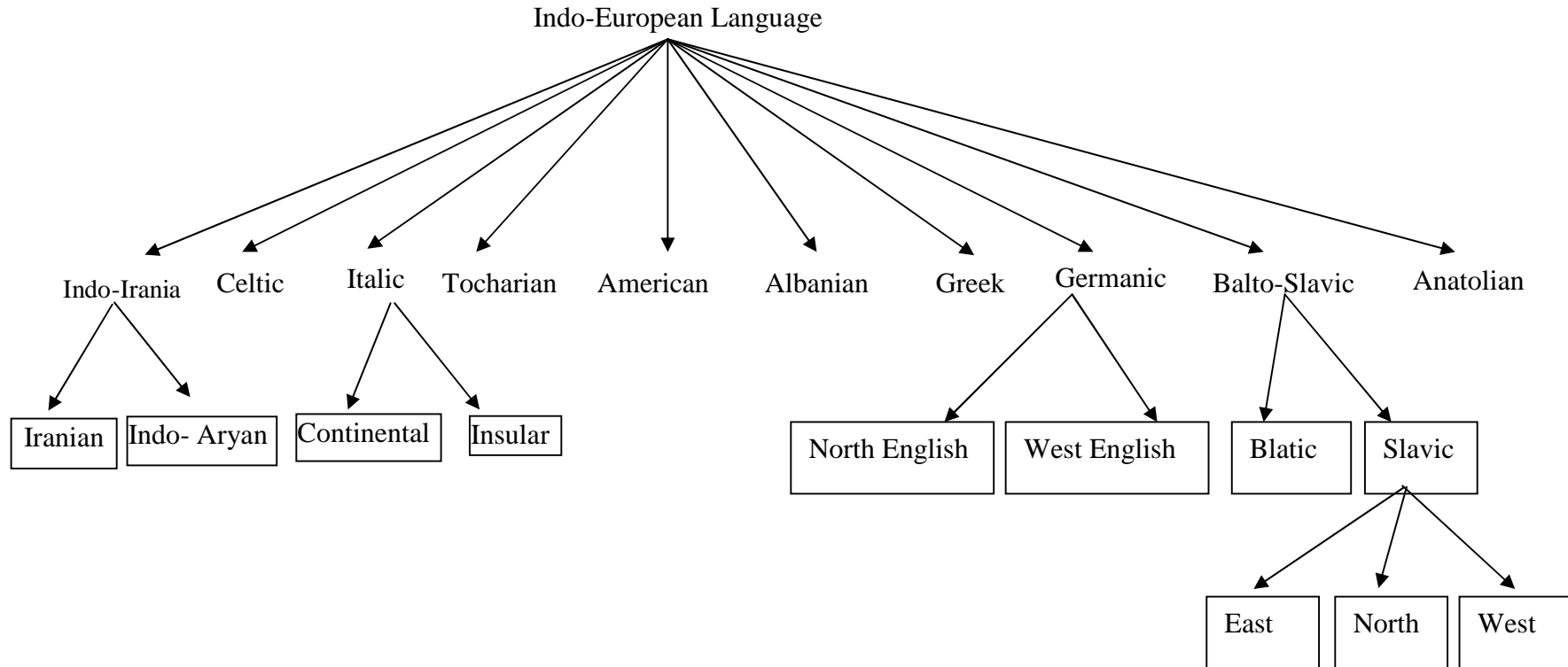
1.1.1 The English Language

It is accepted fact that English is one of the major languages of the world, which is popularly used as a lingua-franca for international communication. The United Nation Organization (UNO) has allowed English as an official language. It is spoken as mother tongue in the countries like Britain, America, Canada and so on.

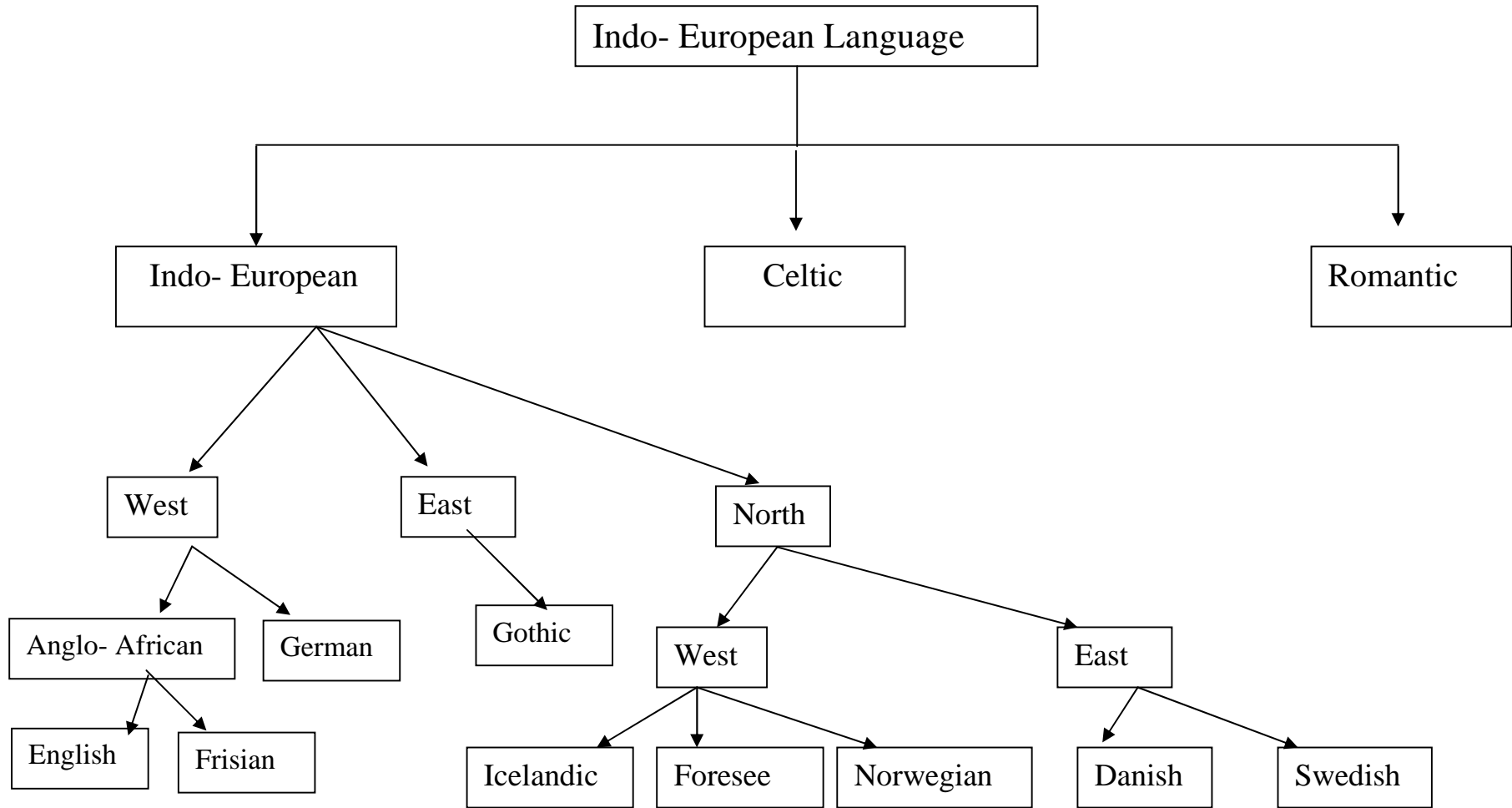
In different international organizations like to United Nation Organization (UNO), South Asian Association for Regional Co-operation (SAARC), World Trade Organization (WTO), English language is the means of communication. Therefore, it has become an inevitable source of knowledge for native and non-native speakers too. The English language is powerful means to understand and achieve the technology.

The position of the English language in the language family is shown in the following diagrams.

Crystal (1987, p. 300) presents the genetic affiliation of the English language in the following diagram:



Similarly Asher (1994, p. 642) presents English under Anglo-Frisian subgroup of Indo-European language family:



1.1.2 The English Language in Nepal

Among all the languages in the world, the English language is the most prestigious and dominant language. It is an international language and vital tool for communication.

As Lederer (1990,p.4) mentions, “One in every seven human beings speaks English , more than half of the world books are written in English and three quarter of international mail are in English ” (as cited in Sthapit, 1994,p.1). Thus, English is the language of communication, politics, journalists, commerce, education, science and technology.

English has been taught and learned as a compulsory subject and taught as medium of instruction in schools and campuses. The history of the English language in Nepal goes back to the seventeenth century when King Pratap Malla ruled over Kathmandu valley. The inscriptions of Hanuman Dhoka have clearly proved that Pratap Malla had good command over fourteen different languages including English. During the Rana regime in Nepal, Junga Bahadur Rana opened a school in a room of his own palace to impart the knowledge of the English language to his children and relatives after returning from England in 1910 BS. That was the first school in the history of formal education in Nepal. The same school is known as Durbar High School nowadays. The opening of Tri-Chandra College in 1916 BS provided impetus for the formal beginning of English in higher education.

The National Education System Plan (NESP-2028) brought a great change in the history of Nepalese education. The NESP principally stressed the need of teaching any one of the United Nation (UN) languages at school. However, the NESP declared English as compulsory subject in Nepal. The NESP also brought change in the concept in English course at school and campus level.

English has been mentioned in the curriculum from grade one upto master's level. Teaching English has two main purposes: to enable pupils to exchange ideas with peoples of any nationality who speaks or writes English and to expose them to the vast treasures of knowledge and pleasure available in English both written and spoken form. Nepalese citizen consider the English language as a prestigious language. So, political leaders, social workers, civilized citizen mix a number of English words while speaking the Nepali language.

However, the English language is formally taught as compulsory subject from school level (Grade 1) to bachelor level and English is taught for specific purposes such as English for medical students, English for tourist guides, English for workers, English for business, English for science and technology, etc. The aim of English for specific purposes is to meet the needs of learner and to make them able to communicate. Language learning and teaching require the development of four language skills, viz. listening, speaking, reading and writing. A speaker or learner of second language may not have communicative competence in that language even if s/he is linguistically and literally competence.

1.1.3 English for Specific Purposes

Any foreign language learning process is directed by the needs of learners. Learning foreign language varies from learner to learner. So, language learning meets those various needs of the people. Thus, concept of need based language learning is called specific purposes. The English language learning based on the needs of learners is called English for specific purposes.

From the early 1960s, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of English for Foreign Language

(EFL) teaching today. The course helps the learner perform his/her job successfully and the success of ESP courses is evaluated in terms of how successfully a learner can gain knowledge of English at work in order to communicate with others. ESP focuses on spoken skill rather than written skill.

ESP has its basis in an investigation of the purposes of the learner and set of communicative needs arising from those purposes. These needs will act as a guide to the design of course materials. The kind of English to be taught will be based on the interest and requirement of the learner. English for specific purposes is similar to in some ways to the in group use of the language.

English for specific purpose includes the English language teaching which is centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc and related to particular discipline, occupation and activities to meet specified needs of learner.

Richards et al. (1985,p.94) say, “English for specific purposes means the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific need of a particular group of learners.” Similarly, Hutchinson and Waters (1987, p.19) say, “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.”

Dudley, (1988, pp.4-5) modified and revised the definition of ESP which was given by Anthony (1997).

i. Absolute Characteristics

The absolute characteristics of ESP are as follows:

-) ESP is defined to meet specific need of the learner;
-) ESP makes use of the underlying methodology and activities of the discipline it serves;

) ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

ii. Variable Characteristics

The variable characteristics of ESP are as follows:

) ESP may be related to or designed for specific disciplines;

) ESP may use specific teaching situations, a different methodology from that of general English;

) ESP is likely to be designed for adult learner either at a tertiary level institution or in a professional work situation. It could however be for learner at secondary school level;

) ESP is generally designed for intermediate or advanced students;

) Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

(www.khae.service.com.)

English for specific purposes means the teaching of English for any purpose that could be specified. ESP is the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. It makes use of underlying methodology and activities of the discipline it serves. English for specific purposes is centered in the language appropriate to those activities in terms of grammar, lexis, register, study, skills, discourse and genre. ESP is known as a learner-centered approach to teaching English as a foreign or second language. It meets the needs of learners for their specific field.

We can conclude that English for specific purposes may be related to or designed for specific disciplines and seen as an approach to teaching in which all decision as to content and method are based on the learners' reasons for learning. Increased field of English for specific purposes also influenced the curriculum planner.

1.1.3.1 Development of ESP

Language for Specific Purposes (i.e. LSP) began to appear more and more frequently in language teaching literature. Now many scholars and its followers use the term English for Specific Purposes (i.e. ESP). It is thought that the former (i.e. LSP) is restricted language which is only a small part of ESP and the later one (i.e. ESP) focuses its attention on the purposes of the learner and refers to the whole range of language resources.

It is important not to regard ESP as an area of development separate from the rest of the English language teaching. It is part of the recent move within ELT toward a more communicative basis for teaching and learning. To put the growth of interest in ESP in perspective, it will be useful to look at its development since the 1960s. Some of the earlier approaches to ESP were little different from those associated with traditional ELT courses, except that text of general subject interest were now substituted for those of literary content. The course was developed to develop learners strategies for reading comprehension, vocabulary and grammar which were based on written text. These materials encourage a student to view English as a vehicle for communication.

More recently, some of the earlier works, i.e. grammatical items have been criticized and simply replaced by lists of functions. Recent ESP course books are based on a functional analysis of the language learner needs and the development of related communicative abilities (reading, writing, listening, and speaking in an appropriate balance and in suitable contexts).

According to Hutchinson and Water (1987, pp.5-8), there are three common reasons to the emergence of all ESP: the demand of a brave new world, a revolution in linguistics and focus on the learner.

- i. The demand of a brave new world:** The end of the Second World War brought with it an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. The role of the English language fell in economic power and pressure on the language teaching to deliver the required goods whereas English has decided to fill the wishes, needs and demand of people.
- ii. A revolution in linguistics:** Traditional linguists describe only the features of languages whereas revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. The English vary according to written or spoken mode and extent of its use in different situations. When use of the language varies in different situations it is called specific purposes. Here, in the 1960s and 1970s there were many attempts to describe English for Science and Technology (EST).
- iii. Focus on the learner:** Simply, less focus is given on the method of language and more attention is given to the situation in which a learner acquires language. Learners were seen to employ different learning strategies, use different skills, enter with different schemata and be motivated by different needs and interests. Designing specific courses to better meet these individual needs was a natural extension of this thinking.

1.1.3.2 Types of ESP

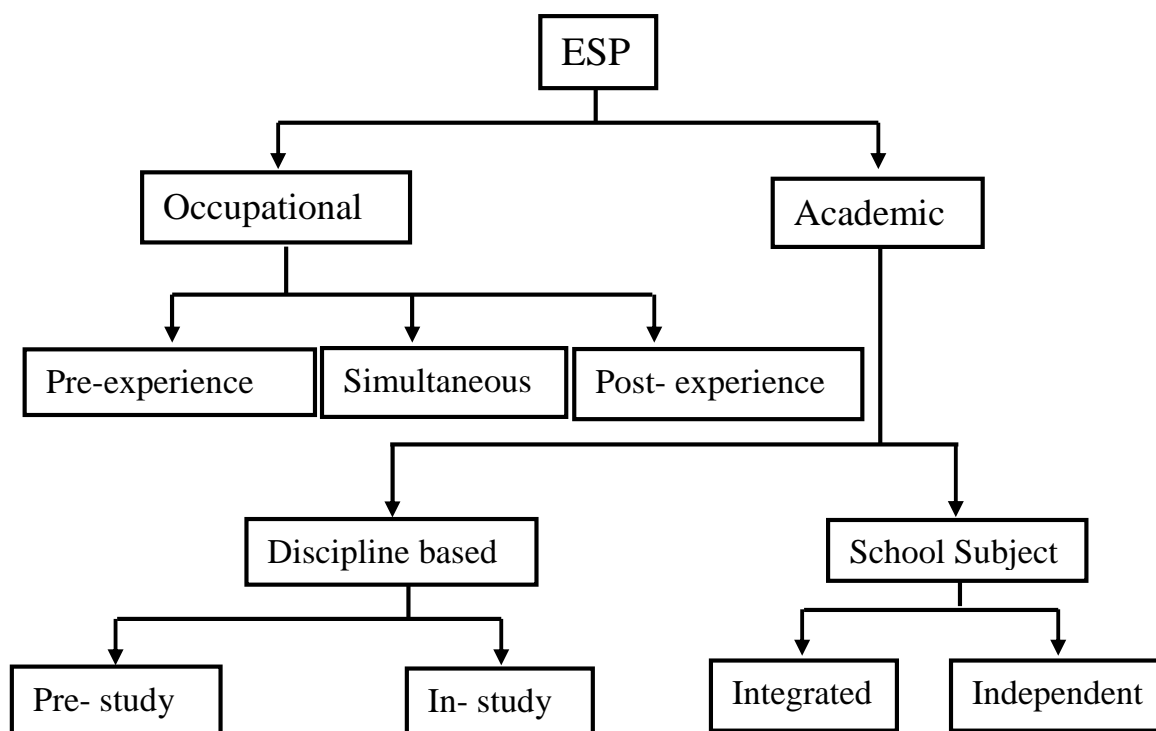
The term ESP has been applied to the situation where a student has some specific reasons for learning the language. The needs are often referred to English for Occupational Purposes (EOP), English for Academic Purpose (EAP) and English for Science and Technology (EST) e.g. the businessman

may need English for international trade, a student who is going aboard to study may need English to write reports, essays, etc. and the students of technical subjects like medicine and engineering need it to read articles and textbooks about the subject in English.

A number of terms for various type of ESP are described. The types of ESP situation are as follows:

- a) English for Occupational Purposes (EOP)
 - b) English for Science and Technology (EST)
 - c) English for Academic Purposes (EAP)
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- i. English for Occupational Purposes (EOP):** EOP is taught in a situation in which learners need to use English as part of their work or profession e.g. Doctors need English to talk and respond with patient and to read technical manual. There will be difference in such courses depending on whether the learners are learning English before, during or after the time they are being trained in their job or profession.
 - ii. English for Science and Technology (EST):** Much of the demand for ESP has come from science and technology. The learner needs to learn English for a number of purposes connected with their specialization. Therefore English for science and technology (EST) should be an important aspect of ESP programmes. A scientist may need English to operate the number of situation. Each situation will demand a different language skills and a different range of communicative abilities.
 - iii. English for Academic Purposes (EAP):** EAP is taught generally within educational institution to the students in their study. The language taught may be based in particular disciplines at higher levels of education when the student is specializing on a particular subject, e.g.

specialization in English. There is also growing ESP in school level, technical as well as non-technical sector. ESP can be divided into those situations where English is a separate subject in the curriculum but with a related content to other subjects (independent ESP) and those where English is the medium for learning other subjects (integrated ESP). These types of ESP are summarized in the following diagram: sector.



(Source: Strevens, 1977 as cited in Kennedy and Bolitho 1990, p. 5)

1.1.3.3 Factors Influencing ESP Teaching and Learning

Each individual learner has different needs and purposes which an ESP course should aim to satisfy. The course can be determined in following ways:

- a. **Restriction:** Only basic skills are included which are required by the learner's purpose.
- b. **Selection:** Required vocabulary, grammar, language functions are included.

- c. **Themes and topic:** Only required themes, topics, situations, etc are included.
- d. **Communicative needs:** Only those communicative needs are included, which the learner requires.

The factors influencing the design and implementation of ESP programme are numerous and their interrelationship is complex. Although teachers may not design syllabuses themselves, it is important that they should be aware of the factors that affect the ESP teaching and learning. Kennedy and Bolitho, (1990 pp.11-18) have presented the following factors:

i. The Role of English: In the community, ESP programme is often the indirect result of political decisions made at government level about the role of English within The country in which the learner is studying. These decisions may restrict or widen the role and hence the use of English within the community. The English language may be the medium of communication in a community. These community factors effects ESP teaching and learning.

In the institution, the students are studying where English is medium of instruction or only subject on the curriculum. In the former situation student may need English as study skill.

ii. Resources and Administrative Constraints: The number and nature of facilities available should greatly influence programmes and planners. They should not brush aside the physical realities of a situation when designing courses such as access to materials, audio-visual aids, class size, etc.

The role of subject teacher and subject specialists also affect while designing ESP courses.

iii. The Learner: The age of learners, the level of learners, learner's motivation towards learning and learner's attitudes towards learning influences the ESP teaching and learning.

iv. Linguistic Aspect: There are three questions to be answered in any ESP situation. They are: What sort of English will the learners need? What is his purpose in learning? How specific is his purpose? So, the planners and teachers should take care of these questions while designing and teaching ESP.

1.1.3.4 ESP in Nepal

Every learner needs to improve communicative skills to communicate with the people. To meet these communicative needs every individual has highly improve his/her language skill, especially such course falls under English for specific purposes.

In Nepal, the course English for specific purposes is recent idea. ESP was introduced in Nepal early 1980's as a course. The perception of characteristics of such course is rather vague, the teacher, the actual implementation are unfamiliar with the idea and objective of the course.

According to Subedi (1978, p.2), "In Nepal, the idea of ESP is very recent. The seeds of ESP are presented in every book but the need of ESP is not properly defined by the same courses and ESP is not developed properly to catch for those needs. The students of science are taught the stories from Shakespeare."

ESP is a device for teaching English use as well as usage. Teaching English use is teaching the communicative skills as directly required for the specific purposes and needs of the learner. ESP programs focus on developing

communicative competence in specific fields such as business, tourism, journalism, technology, etc.

In Nepal, ESP is used in different disciplines as a course. ESP was introduced in Nepal early 1980's. It was introduced as a course in institute of education on 1977. ESP meets learners' needs and helps in profession. So, it is taught specific courses for the students of different disciplines such as medical area, hotel area, business area, etc.

1.1.4 Differences between ESP and General English

The most important difference lies in the learners and their purpose for learning English. Generally, older or professional students are considered to learn ESP course that have knowledge of the English language skills whereas the subject students of schools or campuses learn in the curriculum is general English. ESP concentrates more on language of the content. Whereas in the general English grammar and structure of language are also focused. In ESP courses language is a means to an end but language is an end in itself in the general course. The general courses give emphasis on developing all language skills at a time. If the students pass the exam, the general course is fulfilled whereas the ESP course is evaluated in terms of learner's success in his occupation and his knowledge of English. Major English course of different campus levels is an example of general courses whereas English taught for pilot, nurses, waiter, etc. comes under English for specific purpose courses.

ESP has a special aim in case of relation between English Language Teaching (ELT) and English for Specific Purposes (ESP). ELT is general whereas ESP is specific. Theoretically ESP and general English have no differences but in practice there is great difference because ESP

mainly focuses on communication. Generally, the line where general English course stop from there ESP courses start. The length of general English is considered to the schools regular English language program whereas ESP has short duration (4, 6, 8 etc weeks, one or two years) which might be designed to meet the needs of a specific group. ESP programs use printed and audio-visual material to teach the students which are specially designed to meet the needs of a specific group of learners. The textbooks such as English for communication and English for information system are used to teach the trainees in ESP programme (Hutchinson, 1987, p.53).

ESP is purely a need based course. ESP courses are broadly divided into two types: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). English taught during the training for waiter is regarded as EOP but English taught in schools or campuses is EAP.

Apart from the differences in these two programs in duration and cost these courses have common purposes to increase student's skills and confidence in using English.

1.1.5 English Used in Hotel Management Field

Literal meaning of hospitality is looking after guests well. It includes organizing, providing services and taking proper care of guest. Hospitality industry includes all companies involved in providing services for guests, viz. travel agencies, hotels, lodges, restaurants, etc.

Hotel means a place where a bonified traveler can receive goods and shelter. He is in the position to pay for it and is in a fit condition to be received. The origin of hotel industry is oldest. It goes back to sixth century B.C. It was in Europe that the birth of an organized hotel industry, which provided a variety of services. The real growth of the modern hotel industry took place in the USA beginning with the opening of city hotel in New York in 1974. Today, the field of hotel management is increasing day by day.

English is widely used language. English used in hotel management field is register based English. Register is a kind of language used in a particular set of circumstance or context. Registers are varieties of a language according to use. The language used in hotel management field has vocational purposes. Mainly the English language taught in hotel management gives technical knowledge of hotel field and make able to communicate with other.

1.1.6 English for Waiter/Waitress

A waiter is a person who ‘waits’ on table at a restaurant, café or hotel. A female is called waitress. S/he takes order and delivers food to customers. Waiter is also known as sales person in a hotel. A waiter should have good command in the English language to communicate with guests.

A good waiter should possess qualities like social confidence, good manner, effective communication a pleasing personality and willingness to serve. The main focus of this research work was the analysis of the communicative functions which are dealt with waiter courses.

English for specific purpose programs focused on developing communicative competence in a specific field such as business, tourism, field worker, technology, etc.

Learning a foreign language is need of waiter/waiters in the field of hotel management to communicate with others. They need simple form of English language to communicate, e.g. hello, excuse me, good morning, welcome, etc. The main aim of teaching English for waiter is to give knowledge of the language function and make able to communicate with a person who speaks English.

Working in hotel industries, a waiter visits many types of travelers. They will speak different languages. Many of them speak the English language. So, a waiter also has to know English to respond to them. The waiter must know how to speck politely and serve them in English. Due to the need to communicate with guests, waiters have to learn the English language, simply the communicative functions.

1.1.7 Language Functions

Language functions are essential from the point of view of language teaching and learning. Language teaching and learning will be incomplete if those functions are ignored. So, it is necessary to include language functions in any type of language teaching and learning courses.

According to Sthapit (2000, p.9), “A thing can be said to have at least three facets: substance, form and function e.g. the three facets of a glass can be described as:

Substance	: glass, steel, paper, plastic
Form	: cylindrical with one end open
Function	: serving liquids

Similarly, a language can be said to have the following three facets:

Substance	: sounds/letters and punctuation marks
Form	: pattern of sounds/letters, words and phrases
Function	: communicating message.

So, what is a function? The function of a thing is the purpose it serves or the use it is put to.”

So, it becomes clear that language function is the purposes for which language is used. The purpose of using language is to communicate. Human beings are the only species in the world to use a very sophisticated form of language to communicate their feelings, intentions and desires and so on. They use language to greet others, to farewell, to express gratitude, to ask permission, to welcome and so on.

Asher (1994, p.125) says, “Language function is the role played by language in the social situation how it is used to express attitudes communicate feeling, etc.”

Richard et al. (1985 p.113) say:

Language function refers to the purpose for which an utterance or unit of language is used. In language teaching language functions are often described as categories of behavior e.g. request, apologies offer, compliment, etc. The functional uses of language can not be determined simply by studying the grammatical structure of sentences for e.g. sentences in the imperative form may perform a variety of different functions.

Give me that book (order).

Pass that Jam (request).

Turn right at the corner (instruction).

Come round on Sunday (invitation).

Try the smoked Salmon (suggestion).

There are two types of functions of language: grammatical and communicative.

- i) **Grammatical function:** Grammatical function means the relationship of a constituent (word or phrase) with other constituent in a sentence. In the sentence, 'He eats rice everyday' the constituent 'he' functions as 'subject', 'eats' functions as 'verb', 'rice' functions as 'object', and 'everyday' functions as 'adverbial'.
- ii) **Communicative function:** Communicative function refers to the way in which a language is used in community. For example: 'good morning' is used for 'greeting'.

This study was concerned with communicative functions only.

1.1.8 Communicative Functions

Communicative functions are integral part of language teaching. What the learners ultimately have to do with language is to use it for the purpose of communication.

According to Richards et al. (1985, p.49), "Communicative function is the extent to which a language is used in a community."

Communicative functions of language have been classified variously by several applied linguists. Among them, the following classifications have their special significance in language teaching:

1. Austin's Classification

Austin classifies language functions into the following two types:

- a. Constative
- b. Performative

2. Searle's Classification

Searle has classified language functions into the following five basic types:

- a. Representative
- b. Directive
- c. Commissive
- d. Expressive
- e. Declarative

3. Halliday's Classification

Halliday classified language function into the following two types:

- a. Macro classification
 - the ideational function
 - the interpersonal function
 - the textural function
- b. Micro classification
 - the instrumental function
 - the regulatory function
 - the interactional function
 - the personal function
 - the heuristic function
 - the imaginative function
 - the informative function .

4. Corder's Classification

Corder distinguishes language functions into the following six types:

- a. personal function
- b. directive function
- c. referential function
- d. phatic function
- e. metalinguistic function
- f. imaginative function

5. Van Ek's Classification

Van Ek classified language functions into the following six types:

- a. imparting and seeking factual information
- b. expressing and finding out intellectual attitudes
- c. expressing and finding out moral attitudes
- d. expressing and finding out emotional attitudes
- e. getting things done
- f. socializing

(as cited in Sharma, 2005, pp. 65-67)

In this research, the researcher analyzed and tabulated the data on the basis of **VAN EK'S** classification. **VAN EK** classified the communicative functions under the following headings:

- i) **Imparting and seeking factual information:** It includes the functions identifying, reporting, correcting, asking, etc.
- ii) **Expressing and finding out moral attitudes:** It includes the functions apologizing, granting, forgiveness, etc.
- iii) **Expressing and finding out emotional attitudes:** It includes the functions pleasure, displeasures, surprises, hope, intention, etc.
- iv) **Expressing and finding our intellectual attitudes:** It includes the functions expressing and inquiring about agreement and disagreement, etc.
- v) **Getting things done:** It includes the functions suggestion, advising, warning, etc.
- vi) **Socializing:** It includes the functions greeting, welcoming, attracting attentions, etc

1.1.9 Grammatical Categories

According to Richards et al. (1985, p.126), “Grammatical category is a class or group of items which fulfill the same or similar function in a particular language, e.g. case, person, tense and aspect. ”

In the field of grammar, categorization refers to the establishment of a set of classificatory units or properties used in the description of language, which have the same basic distribution and which occur as a structural unit throughout the language. The term ‘category’ in some approaches refers to the classes themselves, e.g. noun, verb, subject, predicate, noun phrase, verb phrase, etc. More especially, it refers to the defining properties of these general units: the categories of the noun, for example, include number, gender, case and countability; of the verb tenses, aspect, voice, etc.

This study is only the analysis of categories of verb (tense and voice)

1.1.9.1 Verb

A verb indicates the doing, being and becoming of somebody or something.

1.1.9.2 Tense

The tense is any of the forms of a verb that may be used to indicate the time of the action or state expressed by verb.

1.1.9.3 Voice

The form of a verb that shows whether the subject of a sentence performs the action (the active voice) or is affected by it (the passive voice).

1.2 Review of the Related Literature

Though English for specific purposes course is widespread field in this modern world, only few studies have been carried out in this area particularly in Nepal. Some of them are as follows:

Pathak (1979) conducted a research on “An Investigation into the English for Specific Purpose Courses for the Students of Medicine at Certificate Level.” The aim of his study was to find out the relevance of English for specific purposes courses and need of medical students. He concluded that ESP was relevant in our country to teach English. Similarly, Baral (1999) conducted a

research on “Language Used in Field of Tourism.” In his study he showed different vocabulary items, sentence patterns and language functions related to ESP. He found that maximum of abbreviation and borrowed words are used in tourism and the communicative functions such as greeting, farewell, welcoming, introducing, etc. are most frequently used in the field of tourism.

In the same way, Atreya (2008) studied on “English Used in Medicine Marketing.” The objective of his study was to find out the sentence patterns and language functions used in medicine marketing. He found out that simple sentence pattern e.g. S-P-Do, S-P-C, S-P-A-, and communicative functions such as imparting and seeking factual information, expression and finding out intellectual attitudes were most frequently used in Medicine marketing.

Although, the above mentioned studies are related to the field of English for specific purposes, no study has been carried out in the field of hotel management (waiter/waitress) in terms of communicative functions and grammatical categories. Therefore, this study aims to study the language taught for waiter /waitress in terms of communicative functions and grammatical categories. The proposed study was totally different from all the above mentioned studies.

1.3 Objectives of the Study

The objectives of this study were as follows:

- (i) To analyze the language taught for waiter/waitress in terms of:
 - a. Communicative functions
 - b. Grammatical categories, i.e. voice and tense.
- (ii) To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be useful to the prospective researcher who wants to undertake research on English for specific purposes in near future. Likewise, it will be useful for those language teachers, designers of ESP courses. I hope this study will also be helpful to the students of languages and linguistics, mass communication, linguists and other people who are directly or indirectly involved in the field of English language teaching.

1.5 Definitions of the Specific Terms

ESP: English for specific purposes, a device for teaching English to adult learners of English as second language or as a foreign language according to their needs, occupation or social role.

L2: Second language, i.e. a language other than the native language learned because of its use in government office or to communicate with others.

Waiter: A person whose job is to serve customers at their table in a restaurant, etc.

General English: The term also known as English for academic purposes. The teaching of English for people who are using English for study. But whose first language is not English.

Hospitality: Food, drink or services that are provided by an organization for guests or customers.

Communicative ability: The term communicative ability includes both the knowledge of communicative functions as well as ability to use them.

Exponent: Language items needed for language functions are called exponent, e.g. welcome home, welcome back to class, are the exponents of welcoming.

CHAPTER TWO

METHODOLOGY

Methodology is the study of methods and it deals with the philosophical assumptions underlying the research process. It constitutes the theory and analysis of how research can be conducted. Methodology is a process to discover new facts and information about a particular subject matter. The researcher adopted the following methodology to fulfil the objectives:

2.1 Sources of Data

The researcher collected the data only from secondary sources for his study. The secondary sources of data are ready made which are also known as second hand data.

The study was fully based on written documents. The data of the study were taken from the courses taught to waiters in the following institutions:

- i. Sunrise Tourism and Hotel Management Academy
- ii. Radison Manpower Development and Tourism Center
- iii. Global Institute of Hotel Management and Tourism Center
- iv. Kantipur Hotel Training Center
- v. Sangrilla Tourism and Hotel Training Center

Similarly, the other secondary sources of data were those materials which were directly or indirectly related to the field of English for specific purposes courses such as different research books, journals, articles, books, e.g. Douglas (2000), Hutchinson (1987), Matreyek (1983) Blundell (1997), Kennedy (1990), etc.

2.2 Sampling Procedure

Sampling is a procedure used in research to select the representative number of population. Sampling procedure helps as well as guides the researcher to collect the required number of population (sample).

To collect the data for this research, judgmental sampling method was applied by the researcher which is one of the most useful non-random sampling procedures. Because of the researcher's personal preference, judgment and the subjective purpose of the research, it is one of the convenience and economic method of selecting sample. For this purpose, the researcher collected the waiter courses of five institutions mentioned in 2.1.1.

2.3 Tools for Data Collection

Though several methods can be adopted to collect the data, the choice of the appropriate method depends upon the purpose of the study, availability of the resources, the skills of the researcher, complexity of the situation and socio-economic demographic characteristics of study population. Different types of methods are used to collect the data such as observation, questionnaire, interview, psychological test, etc.

According to the purpose of study and complexity of the situation, the researcher used observation as main tool in this research. The researcher read and re-read waiter courses and observed them in terms of communicative functions and grammatical categories, i.e. tense and voice to get required information.

2.4 Process of Data Collection

The following activities were done by the researcher to collect the required data:

The researcher visited different parts of Kathmandu valley and contacted the institutions. He selected five institutions through judgmental non-random sampling procedure. Then, he requested the concerned authority to collect the waiter courses. After collecting the courses, the researcher analyzed and interpreted the courses of the waiters in terms of communicative functions and grammatical categories, i.e. tense and voice system. The researcher thoroughly observed the waiter courses to find out the required information and finally presented the findings and recommendations.

2.5 Limitations of the Study

Since this is primarily an academic work; the researcher is not a professional but a student. Hence detailed investigation was not be possible due to limited time and economic status. Due to the time and economic factors, the study had the following limitations.

- i) The study was limited to the English for specific purpose courses for waiters.
- ii) The study was limited to five selective institutions of the Kathmandu valley which are mentioned in 2.1.1.
- iii) The study was limited to analyze of communicative functions based on Van Ek's classification and grammatical categories, i.e. tense and voice of the waiter courses of selected institutions.

CHAPTER THREE

ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA

This chapter deals with the tabulation and interpretation of the collected data to find out communicative functions and grammatical categories, i.e. tense and voice. The data were analyzed with the help of simple statistical tools such as percentage, table, etc.

3.1 Language Functions

The very different language functions were not found in this field. However, some language functions were found to be used more frequently in comparison to other language functions, e.g. greeting, welcoming, requesting, and asking were found more frequently.

Language functions incorporated in waiter courses of different institutions were analyzed in this chapter. The communicative functions of these courses were analyzed on the basis of **VAN EK's** classification of functions.

3.1.1 Imparting and Seeking Factual Information

The functions under imparting and seeking factual information included in waiter courses of different institutions are given below:

Table 1: Imparting and seeking factual information

SHTTA	RMDTTC	GIHMTC	KHTC	STHTC
Asking about trouble/problem	Asking about trouble/problem	Asking about trouble/problem	Asking about trouble/problem	Asking about trouble/Problem
-	Asking information	-	Asking information	Asking information

The above table shows that the communicative functions ‘asking about trouble/problem’ and ‘asking information’ were found under imparting and seeking factual information.

3.1.1.1 Asking About Trouble/Problem

The communicative function ‘asking about trouble/problem’ was found in the courses of all five institutions under imparting and seeking factual information. The exponents of ‘asking about trouble’ used in each institution were as follows:

SHTTA: Some examples of ‘asking about trouble/problem’ found in the waiter course of SHTTA were as follows:

What’s the mater?, What’s wrong?, Is anything wrong?, etc.

RMDTTC: The exponents of ‘asking about trouble/problem’ found in the waiter course of RMDTTC were as follows:

Are you ok?, Is everything all-right?, etc.

GIHMTC: Some examples of ‘asking about trouble/problem’ found in the waiter course of GIHMTC were as follows:

What’s the matter?, Is anything wrong?, Are you ok?, etc.

KHTC: Some exponents found in waiter course of KHTC under ‘asking about trouble/problem’ are given below:

Good luck, Is everything all-right?, Are you ok?, etc.

STHTC: The exponents of ‘asking about trouble/problem’ found in the waiter course of STHTC were as follows:

Are you ok?, Is everything all-right?, etc.

3.1.1.2 Asking Information

The communicative function 'asking information' was found under imparting and seeking factual information in the waiter courses. This function was only found in the courses of three institutions, i.e. RMDTTC, KHTC and SHTTC. The exponents of 'asking information' under different institutions were as follows:

RMDTTC: Some exponents found in the waiter courses of RMDTTC under 'asking information' were as follows:

Could you tell me - - - - (please)?, Can you tell me - - - - ?, etc.

KHTC: Some examples of 'asking information' found in waiter courses of KHTC were as follows:

What are you doing?, Could you tell me - - - -?, etc.

SHTC: Some examples of 'asking information' found in waiter course of SHTC were as follows:

Can you tell me - - - - ?, Could you tell me - - - -?, etc.

3.1.2 Expressing and Finding out Moral Attitudes

The functions found in the waiter courses of each institution under expressing and finding out moral attitudes were as follows:

Table 2: Expressing and finding out moral attitudes

SHTTA	RMDTTC	GIHMTC	KHTC	SHTTC
Apologizing	Apologizing	Apologizing	Apologizing	Apologizing
Care/concern	-	-	-	-
-	expressing good wishes	-	expressing good wishes	expressing good wishes

The above table shows that communicative functions 'apologizing', 'expressing care/concern' and 'expressing good wishes' were found under expressing and finding out moral attitudes.

3.1.2.1 Apologizing

The communicative function 'apologizing' was found in the waiter courses of all institutions under expressing and finding out moral attitudes. The exponents of 'apologizing' found in each institution are given below:

SHTTA: SHTTA included following exponents of 'apologizing' in its waiter's course:

Sorry, the hamburgers are off; Sorry about that sir/madam, etc.

RMDTTC: The exponents of 'apologizing' found in the waiter course of RMDTTC were as follows:

I'm sorry the pizzas are off; I apologize, etc.

GIHMTC: The exponents of 'apologizing' found in the waiter course of GIHMTC were as follows:

I'm sorry; I'm sorry that couldn't come on time, etc.

KHTC: Some examples of 'apologizing' included in the waiter course of KHTC were follows:

Sorry about that, Sorry are off, etc.

STHC: SHTC taught following examples to waiters under 'apologizing' function in its waiter course.

I'm sorry; Sorry about that; I apologize, etc.

3.1.2.2 Expressing Good Wishes

The communicative function 'expressing good wishes' was included in waiter courses of three institutions under expressing and finding out moral attitudes. They are RMDTTC, KHTC and STHTC. The exponents of communicative function 'expressing good wishes' taught to waiter in each institution were as follows:

RMDTTC: The exponents of 'expressing good wishes' included in waiter course of RMDTTC were as follows:

Good luck; Have a good time; Happy journey, etc.

KHTC: The exponents of 'expressing good wishes' included in waiter course of KHTC were as follows:

Best of luck; Happy new year; Marry Christmas, etc.

STHTC: Some examples of 'expressing good wishes' found in the waiter course of STHTC were as follows:

Gook luck; Happy journey; Marry Christmas, etc.

3.1.2.3 Expressing Care/Concern

The communicative function 'expressing care/concern' was found in waiter courses of only one institution under expressing and finding moral attitudes. The exponents of 'expressing care/concern' taught to waiters in SHTTA course were as follows:

Are you right?, Is everything ok?, etc.

3.1.3 Expressing and Finding out Emotional Attitudes

The functions found in waiter courses of different institutions under emotional attitudes are given below:

Table 3: Expressing and finding out emotional attitudes

SHTTA	RMDTTC	CIHMTC	KHTC	STHTC
Like/dislike	Like/dislike	Like/dislike	Like/dislike	Like/dislike
-	checking choice	-	Checking choice	Checking choice
Want/hope	Interest	Want/desire	-	-
	Expressing surprise			

The above table mentions that communicative functions ‘expressing like/dislike’, ‘checking choice’, ‘expressing wants/desire/interest’ and ‘expressing surprise’ were found under expressing and finding out emotional attitudes.

3.1.3.1 Expressing Like/Dislike

The communicative function ‘expressing like/dislike’ was taught to waiters under expressing and finding out emotional attitudes. It was found in courses of all institutions. The exponents of ‘expressing like/dislike’ included in the courses of these institutions were as follows:

SHTTA: SHTTTA included the following exponents of ‘expressing like/dislike’ in its waiter course:

Do you like Ice-cream?, Do you want salad with it?, etc.

RMDTTC: The exponents of communicative function ‘expressing like/dislike’ found in the waiter course of RMDTTC were as follows:

What would you like to start with?, Do you like tea or coffee?, etc.

GIHMTC: Some examples of communicative function ‘expressing like/dislike’ taught to waiter in the course of GIHMTC institution were as follows:

Do you want?, What would you like to start with?, etc.

KHTC: Some examples of communicative function 'expressing like/dislike' included in the waiter course of KHTC institution were as follows:

Do you like?, What would you like to start with?, etc.

STHTC: Some exponents of communicative function 'expressing like/dislike' found in the waiter course of STHIC were as follows:

Do you like pizza?, What would you like to start with?, etc.

3.1.3.2 Checking Choice

'Checking choice' was included under communicative function expressing and finding out emotional attitudes. Three institutions had included it in their waiter's course. The exponents of checking choice found in each institution were as follows:

RMDTTC: Some exponents of communicative function 'checking choice' found in the waiter course of RMDTTC are given below:

Do you like tea or coffee?, Would you like tea or coffee?, etc.

KHTC: The following exponents were included in waiter course of KHTC institution under communicative function 'checking choice':

Have you chosen this or that?, Do you like tea or coffee?, etc.

STHTC: Some exponents of communicative function 'checking choice' found in the waiter course of STHTC were as follows:

Would you like tea or coffee?, Do you like or?, etc.

3.1.3.3 Expressing Want/Hope/Interest/Desire

It was found that communicative function 'expressing want/hope/interest/desire' was included in the waiter courses of SHTTA,, RMDTTC and GIHMTC

institutions under expressing and finding out emotional attitudes. The exponents of 'expressing want/hope/interest/desire' were as follows:

SHTTA: Some exponents of the communicative function 'expressing want/hope/interest/desire' found in the waiter course of SHTTA were as follows:

Do you want vegetable with it?, Would you like mixed cream?, etc.

RMDTTC: Some exponents of 'expressing interest/wants/desire/hope' found in the waiter course of RMDTTC were as follows:

Are you enjoying?, Is everything ok?, etc.

GIHMTC: Some examples of the communicative function 'expressing interest/wants/desire/hope' included in the waiter course of GIHMTC were as follows:

Do you like vegetable with it?, Would you want anything?, etc.

3.1.4 Expressing and Finding out Intellectual Attitudes

The communicative functions included in waiter courses of different institutions under expressing and finding out intellectual attitudes were as follows:

Table 4: Expressing and finding out intellectual attitudes

SHTTA	RMDTTC	GIHMTC	KHTC	STHTC
Accepting/ denying	Accepting/ denying	Accepting/ denying	Accepting/ denying	Accepting/ denying
Permission	Permission	Permission	Permission	Permission
Offer	Offer	Offer	Offer	Offer
Speed/volume	-	Speed/volume	-	-
Asking be quite	-	Asking be quite	Not to disturb	Asking be quite
Accessing/evaluat ing	Accessing/evaluat ing	-	Evaluating	Evaluating
-	Expressing need	-	-	-
Checking	-	Checking	-	-

The above table shows that communicative functions ‘accepting/denying’, ‘asking/giving permission’, ‘offering’, ‘asking to be quite/not to disturb/interrupt’, ‘checking’, ‘expressing speed/volume’ and ‘accessing/evaluating’ were found under expressing and finding out intellectual attitudes.

3.1.4.1 Accepting/Denying

The communicative function ‘accepting/denying’ was found in the waiter courses of all institutions under expressing and finding out intellectual attitudes. The exponents of ‘accepting/ denying’ taught to waiters in these institutions are given below:

SHTTA: SHTTA included the following examples of ‘accepting/denying’ in the waiter course.

Yes, thank you; No, thank you; All right, etc.

RMDTTC: The exponents of the function 'accepting/denying' found in the waiter course of RMDTTC were as follows:

Thanks but its ok; Thank you, etc.

GIHMTTC: Some examples found in the waiter course of GIHMTTC under 'accepting/denying' were as follows:

Yes, thank you; all right, etc.

KHTC: The exponents found in the waiter course of KHTC under 'accepting/denying' were as follows:

Yes, All right; Thanks, but ok, etc.

STHTC: Some examples taught to waiters under 'accepting denying' in the course of STHTC were as follows:

Thank you; No thanks; All right, etc.

3.1.4.2 Asking/Giving Permission

The communicative function 'asking/giving permission' was found under expressing and finding out intellectual attitudes in the waiter courses of all five institutions. The exponents of 'asking/giving permission' taught to waiters in these institutions are given below:

SHTTA: The exponents found in the waiter course of SHTTA under 'asking/giving permission' were as follows:

Can you help me?, Can I take your cost?, etc.

RMDTTC: The following exponents of 'asking/giving permission' were found in the course of waiter designed by RMDTTC:

Do you want drink soup? Sir/Madam; Are you ready to eat?, etc.

GIHMTTC: Some examples of 'asking/giving permission' taught to waiters in the course of GIHMC were as follows:

Can I please - - - - ?, Do you mind if - - - - ?, Are you ready to eat?, etc.

KHTC: Some exponents of 'asking/giving permission' found in the waiter course of KHTC were as follows:

Are you ready to take - - - - ?, What service should we provide?, etc.

STHTC: The following exponents were included in the waiter course of SIHTC under communicative function 'asking/giving permission'.

Do you mind if - - - - --?, Do you want to - - - - -?-, etc.

3.1.4.3 Offering

The communicative function 'offering' was found in the waiter courses of all five institutions under expressing and finding out intellectual attitude. The exponents of 'offering' found in these institutions are given below:

SHTTA: The following exponents of 'offering' were included in the waiter course of SHTTA:

Here, have a seat; How about another cup of tea?, etc.

RMDTTC: Some exponents of 'offering' found in the waiter course of RMDTTC were as follows:

Here, have a seat; Will you have a cup of tea?, etc.

GIHMTC: The following exponents of 'offering' were found in the waiter course of GIHMTC:

Here, have a seat; How about taking soup?, etc.

KHTC: Some exponents of 'offering' found in the waiter course of KHTC were as follows:

Here, have a seat; Will you have a cup of coffee?, etc.

STHTC: Some examples of 'offering' found in the waiter course of STHTC were as follows:

Here, have a seat; How about taking meal?, etc.

3.1.4.4 Expressing Speed/ Volume

Only two institutions included communicative function 'expressing speed/volume' under expressing and finding out intellectual attitudes in their waiter course. The exponents of 'expressing speed/volume' found in these two institutions are given below:

SHTTA: The exponents of 'expressing speed/volume' found in the waiter course of SHTTA are given below:

Could you please speak slowly?, Could you speak little louder, etc.

GIHMTC: The following exponents of 'expressing speed/volume' were found in the waiter course of GIHMTC:

Pardon me please; Can you please speak little bit slowly?, etc.

3.1.4.5 Asking to be Quite/Telling not to Disturb/ Interpret

The communicative function 'asking to be quite/telling not to disturb/ interpret' was found in the waiter courses of four institutions i.e. SHTTA, GIMMTC, KHTC and SIHTC under expressing and finding out intellectual attitude. The exponents of 'asking to be quite/telling not to disturb/ interpret' found in these institutions were as follows:

SHTTA: The following exponents of 'asking to be quite/telling not to disturb/ interpret' were found in the waiter course of SHTTA:

Please, be quite; Please stop talking, etc.

GIHMTC: Some exponents of 'asking to be quite/telling not to disturb/ interpret' found in the waiter course of GIHMTC were as follows:

Could you please not interpret?, I'm sorry, I'm busy, etc.

KHTC: The following exponents of 'asking to be quite/telling not to disturb/interpret' were included in the waiter course of KHTC:

Please stop taking; Would you please not talk, etc.

STHTC: The following exponents of 'asking to be quite/telling not to disturb/interpret' were found in the waiter course of STHTC:

Could you please not interrupt me?, Would you please not talk?, etc.

3.1.4.6 Accessing/Evaluating

The communicative function 'accessing/evaluating' was found under expressing and finding out intellectual attitudes. Only four institutions namely SHTTA, GIMMTC, KHTC and SIHTC included it in their waiter courses. The exponents of 'accessing/evaluating' found in these institutions are given below:

SHTTA: The following exponents of 'accessing/evaluating' were found in the waiter course of SHTTA:

It's nice; It tastes sweet, etc.

GIHMTC: Some exponents of 'accessing/evaluating' found in the waiter course of GIHMTC were as follows:

It's nice; It smells nice, etc.

KHTC: The following exponents of 'accessing/evaluating' were found in the waiter course of KHTC:

It's nice; It tastes sweet; It smells nice, etc.

3.1.4.7 Checking

The communicative function 'checking' was found in the waiter courses of only two institutions i.e. SHTTA, GIMMTC under expressing and finding out

intellectual attitudes. The exponents of 'checking' found in these institutions are given below:

SHTTA: The following exponents of 'checking' were found in the waiter course of SHTTA:

Do you follow me?, Would you like tea or coffee?, etc.

GIHMTC: Some exponents of 'checking' found in the waiter course of GIHMTC were as follows:

Are you with me?, Are you O.K.?, Do you like tea or coffee, etc.

3.1.4.8 Expressing Need

Only one institution, i.e. RMDTTC included the communicative function 'expressing need' under expressing and finding out intellectual attitudes in its waiter course. The exponents of 'expressing need' found in the waiter course of RMDTTC were as follows:

I need some sandwich; Do you need something?, etc.

3.1.5 Getting Things Done

After analyzing the collected data, the researcher found the following functions under getting things done in waiter courses of selected five institutions:

Table 5: Getting things done

SHTTA	RMDTTC	GIHMTC	KHTC	STHTC
Asking for repetition	Asking for Repetition	Asking for Repetition	Asking for Repetition	Asking for Repetition
Request	Request	Request	Request	Request
Prohibition	Cautioning	Prohibition	Cautioning	Cautioning
-	Asking for help	-	Asking for help	-
-	Instructing	-	Instructing	Instructing
Booking	-	Booking	-	-

The above table shows that the communicative functions 'asking for repetition', 'requesting', 'prohibiting/ cautioning', 'asking for help', 'instructing' and 'booking' were found under getting things done.

3.1.5.1 Asking for Repetition

The communicative function 'asking for repetition' was found in the waiter courses of all institutions under getting things done. The exponents of 'asking for repetition' found in these institutions are given below:

SHTTA: The following exponents of 'asking for repetition' were found in the waiter course of SHTTA:

Excuse me; Pardon me; I beg your pardon, etc.

RMDTTC: Some exponents of 'asking for repetition' found in the waiter course of RMDTTC were as follows:

Excuse me; Would you please repeat that?, etc.

GIHMTC: Exponents of 'asking for repetition' found in the waiter course of GIHMTC were as follows:

I beg your pardon; Would you mind repeating?, etc.

KHTC: The following exponents of 'asking for repetition' were found in the course of KHTC:

Excuse me/ pardon me; I beg your pardon, etc.

STHTC: The following exponents of 'asking for repetition' were included in the waiter course of STHTC:

Excuse me/ pardon me; I'm sorry, I can't listen, etc.

3.1.5.2 Requesting

The communicative function 'requesting' was found in the waiter course of all institutions under getting things done. The exponents of 'requesting' were found the same in all institutions. The following exponents of 'requesting' were included in the waiter course.

May I show you table?, Allow me sir/ Madam, etc.

3.1.5.3 Prohibition/ Cautioning

All institutions included the communicative function 'prohibition/ cautioning' in their waiter courses under getting things done. The exponents included in all institutions were the same. The exponents of 'prohibition/cautioning' were as follows:

Smoking is prohibited here; Mind your head, etc.

3.1.5.4 Asking for Help

The communicative function 'asking for help' was found in the waiter courses of two institutions namely RMDTTC and KHTC. It was found under the communicative function getting things done. The exponents of 'asking for help' were as follows:

RMDTTC: The following exponents of 'asking for help' were found in the waiter course of RMDTTC:

Give me glass of juice; Would you mind waiting for a while?, etc.

KHTC: The exponents of 'asking for help' found in the waiter course of KHTC were as follows:

Help me; Could you bring a glass of water?, etc.

3.1.5.5 Instructing

The communicative function 'instructing' was found in the waiter course of three institutions namely RMDTTC, KHTC and STHC. 'Instructing' was found under getting things done. The exponents of 'instructing' were as follows:

RMDTTC: The following exponents of 'instructing' were found in the waiter course designed by of RMDTTC:

First of all; then, etc.

KHTC: The following exponents of instructing were found in the waiter course of KHTC:

First of all you; After that ...; then ..., etc.

STHTC: The following exponents of 'instructing' were found in the waiter course of STHTC.

First of all; then;next, etc.

3.1.5.6 Booking

The communicative function 'booking' was found under getting things done. It was found in the waiter courses of two institutions, i.e. SHTTA and GIHMTC. The exponents of 'booking' found in these institutions are given below:

SHTTA: The following exponents of 'booking' were found in the waiter course designed by SHTTA:

I want to book room; How about booking room?, etc.

GIHMTC : The following exponents of 'booking' were found in the waiter course designed by GIHMTC:

How about booking ?, How about swimming pool?, etc.

3.1.6 Socializing

The communicative functions found in waiter courses under socializing are tabulated as below:

Table 6: Socializing

SHTTA	RMDTTC	GIHMTC	KHTC	STHTC
Greeting	Greeting	Greeting	Greeting	Greeting
Welcome	Welcome	Welcome	Welcome	Welcome
Farewell	Farewell	Farewell	Farewell	Farewell
Getting Attention	Getting Attention	Getting Attention	Getting Attention	Getting Attention
Excuses	Excuses	Excuses	Excuses	Excuses
Thanking	Thanking	Thanking	Thanking	Thanking
Introducing	-	Introducing	-	-

The above table shows that the communicative functions ‘greeting’, ‘welcoming’, ‘expressing farewell’. ‘getting attention’, ‘expressing excuses’, ‘thanking’ and ‘introducing’ were found under socializing.

3.1.6.1 Greeting

The communicative function ‘greeting’ was found in the waiter courses of all institutions under socializing. The exponents of ‘greeting’ were also found the same in all institutions. The exponents of ‘greeting’ found in these institutions were as follows:

Hello, Good morning/Afternoon/evening; Namaste sir/Madam, etc.

3.1.6.2 Welcoming

All the institutions included the communicative function ‘welcoming’ in their waiter courses under socializing. The exponents of ‘welcomeing’ were also

found the same in all institutions. The exponents found in these institutions were as follows:

Welcome to ...; Let me welcome you to our hotel; I would like to welcome you to our hotel, etc.

3.1.6.3 Expressing Farewell

The communicative function 'expressing farewell' was found in the waiter course of all five institutions under socializing. The exponents of 'expressing farewell' were same in all institutions. The exponents found in all institutions were as follows:

Bye sir/madam; See you again sir/Madam; Good bye sir/madam. etc.

3.1.6.4 Getting Attention

'Getting attention' was found in the waiter course of all five institutions under the communicative function socializing. The exponents of 'getting attention' found in these institutions were as follows:

SHTTA: Some exponents of 'getting attention' found in the waiter course of SHTTA were as follows:

Excuse me, sir/madam; Oh sir Pardon me, etc.

RMDTTC: Some exponents of 'getting attention' found in the waiter course of RMDTTC were as follows:

Excuse me, sir/madam; Pardon me, sir/madam, etc.

GIHMTC: Some exponents of 'getting attention' found in the waiter course of GIHMTC were as follows:

Oh, sir/madam; Excuse me, sir/madam, etc.

KHTC: The following exponents of 'getting attention' were found in the waiter course of KHTC:

Excuse me, sir/madam; Pardon me, sir/madam, etc.

STHTC: The following exponents of 'getting attention' were found in the waiter course of STHTC:

Excuse me, sir/madam; Pardon me, etc.

3.1.6.5 Expressing Excuses

The communicative function 'expressing excuses' was found in waiter courses of all institutions under socializing. The exponents of 'expressing excuses' found in these institutions are given below:

SHTTA: Some exponents of 'expressing excuses' found in the waiter course of SHTTA were as follows:

Pardon me; Excuse me; I'm sorry, etc.

RMDTTC: The following exponents of 'expressing excuses' were found in the waiter course of RMDTTC.

Oh! I'm sorry.....; I'm really sorry.....; Excuse me... , etc.

GIHMTC: The following exponents of 'expressing excuses' were found in the waiter course of GIHMTC:

Excuse me; I'm sorry; Pardon me, etc.

KHTC: Some exponents found in the waiter course of KHTC under 'expressing excuse' were as follows:

I'm really sorry; Excuse me/ Pardon me, etc.

STHTC: Some exponents of 'expressing excuse' found in the waiter course of STHTC are given below.

Excuse me; Pardon me; I'm really sorry, etc.

3.1.6.6 Thanking

The communicative function ‘thanking’ was found in the waiter course of all five institutions under socializing. The exponents of ‘thanking’ included in all institutions were found the same. The following exponents of ‘thanking’ were found in the waiter course:

Thank you sir; You are welcome sir; Ok, thank you, etc.

3.1.6.7 Introducing

Only two institutions, i.e. SHTTA and GIHMTC included the communicative function ‘introducing’ under socializing in their waiter courses. The exponents of ‘introducing’ found in these institutions are given below.

SHTTA: The following exponents of ‘introducing’ were found in the waiter course of SHTTA:

My Name is.....; I’m, etc.

GIHMTC: Some exponents of ‘introducing’ found in the waiter course designed by GIHMTC were as follows:

Hello, I’m,; My name is, etc

3.2 Grammatical Categories in Waiter Courses

To analyze the grammatical categories, the researcher analyzed tense, and voice used in the waiter courses.

3.2.1 Tense in Waiter Courses

English has two tense systems, i.e. past and non-past. It has been found that both past and non-past tenses are used in waiter courses. The study found that non-past tense is highly used than past tense.

3.2.1.1 Analysis of Tense used in SHTTA

The researcher found the following frequency of tense used in the waiter course of SHTTA:

Table 7: Analysis of tense used in SHTTA

Tense	Freq.	Perc.
Past	32	14.88
Non-Past	183	85.11
Total	215	100

The above table shows that non-past tense was used more than (i.e. 85.11%) the past tense in the waiter course of SHTTA. Out of 215 sentences 183 sentences are found non-past. The past tense was found 32 sentences out of 215 and this number deserved 14.88 percent in the total.

3.2.1.2 Analysis of Tense used in RMDTTC

The researcher found the following frequency of tenses used in the waiter course of RMDTTC:

Table 8: Analysis of tense used in RMDTTC

Tense	Freq.	Perc.
Past	39	18.75
Non-past	169	81.25
Total	208	100

The table clearly presents that non-past tense has been used with high frequency covering 81.25% of the total sentences used in the waiter course of RMDTTC. The past tense has been found in only 39 sentences covering 18.75%.

3.2.1.3 Analysis of Tense used in GIHMTC

The researcher found the following frequency of occurrences of tense in GIHMTC after the careful study and observation:

Table 9: Analysis of tense used in GIHMTC

Tense	Freq.	Perc.
Past	21	11.41
Non-past	163	88.58
Total	184	100

The above table shows that non-past tense has been found with more frequency occurring 88.58% (i.e. 163 out of 184) of the total sentences. The past tense carries 11.41% (i.e. 21 out of 184) of the total sentences in the waiter course of GIHMTC.

3.2.1.4 Analysis of Tense used in KHTC

The researcher found the following frequency of tenses used in the waiter course of KHTC:

Table 10: Analysis of tense used in KHTC

Tense	Freq.	Perc.
Past	23	11.16
Non-past	183	88.83
Total	206	100

The above table shows that non-past tense was found in high frequency, i.e. 183 out of 206 occurring 88.83% and past tense was found 11.16% (i.e. 23 out of 206).

3.2.1.5 Analysis of Tense used in STHTC

The researcher found the following frequency of tense used in the waiter course of STHTC:

Table 11: Analysis of tense used in STHTC

Tense	Freq.	Perc.
Past	26	13.19
Non-past	171	86.80
Total	197	100

The above table presents that non-past tense was found more than past tense. Non-past tense covers 86.80% (i.e. 171 out of 197) and past tense covers 13.19% (i.e. 26 out of 197).

3.2.2 Voice in Waiter Courses

Voices used in the waiter courses have been analyzed by observing the courses of all institutions separately. The study has found that active voice is highly used than passive voice.

3.2.2.1 Analysis of Voice used in SHTTA

To find out the use of voice, the waiter course of SHTTA has been analyzed. The frequency of occurrences has been found as follows:

Table 12: Analysis of voice used in SHTTA

Voice	Freq.	Perc.
Active	204	94.88
Passive	11	5.11
Total	215	100

The above table shows that 94.88% (i.e. 204 out of 215) sentences were in the active voice and the use of passive voice was found in 11 sentences, i.e. 5.11 %.

3.2.2.2 Analysis of Voice used in RMDTTC

From the careful observation and analysis of the selected waiter course of RMDTTC, the researcher found the following frequency of voice:

Table 13: Analysis of voice used in RMDTTC

Voice	Freq.	Perc.
Active	201	96.63
Passive	7	3.36
Total	208	100

The above table shows that active voice is found 201 out of 208, i.e. 96.63 % and passive voice is used below frequency covering 3.36% (i.e. 7 out of 208).

3.2.2.3 Analysis of Voice used in GIHMTC

The study found the following frequency of voices used in the waiter courses of GIHMTC.

Table 14: Analysis of voice used in GIHMTC

Voice	Freq.	Perc.
Active	177	96.19
Passive	7	3.80
Total	184	100

The above table shows that the waiter course of GIHMTC used active voice 96.19% (i.e. 177 out of 184) and passive voice was used 3.80% (i.e. 7 out of 184) of the total sentences used in it.

3.2.2.4 Analysis of Voice used in KHTC

After analyzing the waiter course of KHTC, the following frequency of voice was found:

Table 15: Analysis of voice used in KHTC

Voice	Freq.	Perc.
Active	201	97.57
Passive	5	2.42
Total	206	100

The above table shows that active voice was found 201 out of 206, i.e. 97.57% and passive voice was found in low frequency i.e. 5 out of 206, i.e. 2.42% in the waiter course of KHTC.

3.2.2.5 Analysis of Voice used in STHTC

The study found the following frequency of voice used in the waiter course of STHTC:

Table 16: Analysis of voice used in STHTC

Voice	Freq.	Perc.
Active	189	95.93
Passive	8	4.06
Total	197	100

The above table presents that active voice was found with high frequency, i.e. 189 out of 197, i.e. 95.93% and passive voice was found 8 sentences out of 197, i.e. 4.06% in the waiter course of STHTC.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The objectives of this research work were to analyze the language of waiter courses in terms of communicative functions and grammatical categories, i.e. tense and voice system. For this study the courses of five institutions were taken and they were read and observed to get required data. On the basis of analysis and interpretation of data, the findings of the study are summarized in the following points:

4.1.1 Communicative Functions

- i. The communicative function 'asking about trouble/problem' was found in the waiter courses of all institutions and 'asking information' was found in the waiter courses of three institutions namely RMDTTC, KHTC and STHTC under imparting and seeking factual information.
- ii. Under expressing and finding out moral attitude, the communicative function 'apologizing' was found in the waiter courses of all institutions and 'expressing care/concern' was found in the waiter courses of only one institution, i.e. SHTTA. Similarly, communicative function 'expressing good wishes' was found in the waiter courses of three institutions, namely RMDTTC, KHTC and STHTC.
- iii. The communicative function 'expressing like/dislike' was found in the waiter courses of all institutions and 'expressing surprise' was found in the waiter course of only one institution, i.e. RMDTTC. The communicative function 'checking choice' was found in the waiter courses of RMDTTC, KHTC and STHTC. Similarly, 'expressing want/hope/desire/interest' was found in the waiter courses of SHTTA,

RMDTTC and GIHMTC under expressing and finding out emotional attitudes.

- iv. Under expressing and finding out intellectual attitudes, communicative functions 'accepting/denying', 'asking/giving permission' and 'offering' were found in the waiter courses of all institutions and 'expressing needs' was found in the waiter courses of one institution, i.e. RMDTTC. The communicative function 'asking be quite' was found in the waiter courses of four institutions (SHTTA, GIHMTC, KHTC, STHTC) and accessing/evaluating was also found in the waiter courses of four institutions (SHTTA, RMDTTC, KHTC, STHTC). Similarly, communicative function 'checking' was found in the waiter courses of two institutions namely SHTTA and GIHMTC.
- v. The communicative functions 'asking for repetition', 'requesting' and 'prohibiting/cautioning' were found in the waiter courses of all institutions and communicative function 'booking' was found in the waiter courses of two institutions (SHTTA, GIHMTC). Similarly communicative function 'asking for help' was found in the waiter courses of two institutions (RMDTTC, KHTC). The communicative function 'instructing' was found in the waiter courses of three institutions namely RMDTTC, KHTC, and STHTC under getting things done.
- vi. Under socializing, communicative functions 'greeting', 'welcoming', 'expressing farewell', 'getting attention', 'expressing excuses' and 'thanking' were found in the waiter courses of all institutions and 'introducing' was found in the waiter courses of two institutions, i.e. SHTTA and GIHMTC.
- vii. The communicative function 'greeting', 'welcoming', 'requesting', 'thanking', 'apologizing', 'expressing excuses', 'expressing like/dislike' etc. are more frequently found in the waiter courses.

- viii. All institutions have their own syllabus. The communicative functions of these institutions are more or less similar to each other.
- ix. Mainly, socializing functions are most frequently used in the waiter courses.

4.1.2 Grammatical Categories

- i. In the case of tense, non-past tense was found frequently used in the waiter courses than past tense. In the waiter courses of SHTTA 85.11%, RMDTTC 81.25%, GIHMTC 88.58%, KHTC 88.83% and STHTC 86.80% non-past tense was found and in SHTTA 14.88%, RMDTTC 18.75%, GIHMTC 11.14% KHTC 11.16% and STHTC 13.19% past tense was found.
- ii. In the case of voice, active voice was found more frequently used in the waiter courses than passive voice. In the waiter courses of SHTTA 94.88%, RMDTTC 96.63% GIHMTC 96.19%, KHTC 97.57% and STHTS 95.93% active voice was found and in SHTTA 5.11% RMDTTC 3.36%, GIHMTC 3.80%, KHTC 2.42% and STHTC 4.06% passive voice was found.

4.2 Recommendations

The researcher recommends the following steps for the successful and effective design of course for waiters on the basis of study:

- i. There is not unity among the English courses of one institution with others. Moreover, in some institution the teacher himself/herself designs the course. If the teacher is not experienced enough in designing the course, she/he can't analyze the needs of learner in this field. Therefore, every course must be designed by experts.
- ii. Language functions such as asking information, expressing good wishes, checking choice, expressing needs, booking, asking for help, instructing

and introducing where found in the waiter courses of few institutions. So they should be included in the waiter process of all institutions.

- iii. Although, the waiter courses aim to make the learners able to communicate, it had not included all the communicative functions. So, communicative functions such as reporting, expressing performance, expressing approval, expressing regret, advising, etc. should be included.
- iv. The language functions such as making query, asking about/ expressing, etc. were not taught in these courses but they were frequently used in the real field of Hotel management. Therefore, those language functions should be included in ESP courses of waiters.
- v. Non-past tense was frequently found in waiter course. To communicate both tense are equally important. So, the course designer should give emphasis on past tense also.
- vi. According to research, active voice was found more frequently than passive in the waiter courses. The ESP courses of waiter also need passive voice to communicate in English. So passive voice also should be included in the waiter courses.
- vii. The significance of the English language among the people who have been working in the field of hotel management is increasing day by day. So a special focus should be paid to mention ESP in designing the curriculum of school and campus level.

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APPENDIX - I

The list of Institutions

S.N.	Name
1.	Sunrise Tourism and Hotel Management Academy, Bagbazar, Kathmandu
2.	Raddition Manpower Development and Hotel and Tourism Training Center, Bagbazar, Kathmandu
3.	Global Institute of Hotel Management and Tourism Center, Shantinagar, Kathmandu
4.	Kantipur Hotel Training Center, Jamal, Kathmandu
5.	Sangrilla Tourism and Hotel Management Center, Baneshwar, Kathmandu.

APPENDIX – II

A Model Conversation

- Waiter : Hello, can I help you?
- Guest : Yes, I'd like to have some lunch.
- Waiter : Would you like to start?
- Guest : Yes, I'd like a bowl of chicken soup please.
- Waiter : And what would you like for a main course?
- Guest : I'd like a grilled cheese Sandwich.
- Waiter : Would you like anything to drink?
- Guest : Yes, I'd like a glass of coke, please.
- Waiter : Can I bring you anything else?
- Guest : No, thank you. Just the bill.
- Waiter : Certainly.
- Guest : I don't have my glasses. How much is the lunch?
- Waiter : That's \$ 6.75
- Guest : Here you are. Thank you very much.
- Waiter : You're welcome. Have a good day.
- Guest : Thank you, same to you.

APPENDIX - III

The List of Communicative Functions and their Exponents Found in Different Institutions

While analyzing the data, the researcher found that some language functions were common in all institutions and some were different. These functions and their examples were analyzed as below:

Sunrise Tourism and Hotel Management Academy

1. Function : Greeting
Example : Good/evening/afternoon sir/madam
: Namaste sir/Madam
2. Function : Welcoming
Example : Welcome to
: Let me welcome you to our hotel.
: I would like to welcome you to our hotel.
3. Function : Farewell
Example : Bye sir/Madam
: See you again sir/Madam.
: Good bye sir/Madam
4. Function : Introduction
Example : My name is
5. Function : Getting Attention
Example : Excuse me sir/madam
6. Function : Asking for repetition
Example : Excuse me? Pardon me?
: I beg your pardon?
: I beg your Pardon?
: Could you say that again, please?
: Would you mind repeating that?
7. Function : Speed and volume
Example : Could you please speak slowly.
: Could you please speak a little louder?
8. Function : Thanking and responding thanks
Example : Thank you sir
: You are welcome sir,
: No need to thank me
9. Function : Requests

- Example : May, I show your table.
: Allow me sir/Madam
10. Function : Offer
Example : Here, have a seat.
: How about another cup of tea?
11. Function : Excuses
Examples : Pardon me, excuse me.
: I'm sorry sir/ madam.
12. Functions : Apologizing
Examples : Sorry, the hamburgers are off.
: Sorry about that sir/ madam.
13. Functions : Asking about trouble/ problem
Examples : Is anything wrong? sir/ madam.
14. Functions : Asking to be quite
Examples : Please be quite.
: Please stop talking.
: Would you please not to talk?
15. Functions : Permission
Examples : Can I help you?
: Can I take your coat?
: Can I take your order? Sir / madam
: Do you want drink soup? Sir / madam
: Are you ready to eat? Sir/ madam
: What service do we provide sir?
16. Functions : Likes/ dislikes
Examples : Do you like Ice- cream?
: Do you want a dessert?
: Do you want salad with it?
: What would you like to drink?
: What would you like to start with?
: What would you like to start with?
17. Functions : Wants/ hopes
Examples : Do you want vegetables with it?
: Would you like mixed cream?
: What would you like for dinner?
18. Functions : Prohibition
Examples : Smoking is prohibited here.
19. Functions : Checking
Examples : Do you follow me? Sir/ madam
20. Functions : Making bookings
Examples : I want to book rooms.
: How about booking room?
21. Functions : Accepting/ Denying

- | | | | |
|-----|-----------|---|-----------------------|
| | Examples | : | Yes |
| | | : | Thank you. |
| | | : | All right. |
| | | : | No, Thank you. |
| | | : | Thanks but its O.K. |
| 22. | Functions | : | Assessing/ Evaluating |
| | Examples | : | It tastes sweet. |
| | | : | It smells sweet. |
| 23. | Functions | : | Care concern |
| | Examples | : | Are you right? |
| | | : | Is everything O.K.? |

Raddison Manpower Development and Hotel Training Center

Pvt. Ltd.

- | | | | |
|----|----------|---|--|
| 1. | Function | : | Greeting |
| | Example | : | Good morning/good evening/good afternoon |
| 2. | Function | : | Welcoming |
| | Example | : | Welcome to |
| | | : | Let me welcome you to our hotel. |
| | | : | would like to welcome you to our hotel. |
| 3. | Function | : | Farewell |
| | Example | : | Bye sir/Madam |
| | | : | See you again sir/madam. |
| | | : | Good by sir/madam. |
| 4. | Function | : | Getting Attention |
| | Example | : | Excuse me sir/madam. |
| | | : | Pardon me sir/madam. |
| 5. | Function | : | Requests |
| | Example | : | May I show your table? |
| | | : | Allow me sir! |
| 6. | Function | : | Apologizing |
| | Example | : | Sorry about that sir/madam. |
| | | : | Sorry, the pizzas are off. |
| 7. | Function | : | Likes/dislikes |
| | Example | : | Do you like ice cream? |
| | | : | What would you like to start with? |
| 8. | Function | : | Accepting/Denying |
| | Example | : | Yes |
| | | : | Thank you. |
| | | : | All right. |
| 9. | Function | : | Asking information |

	Example	:	Could you tell me (Please)?
		:	Can you tell me ?
10.	Function	:	Asking for permission
	Example	:	Can I please?
		:	Do you mind if?
11.	Function	:	Offering something
	Example	:	Will you have a cup of tea?
12.	Function	:	Thanking
	Example	:	Thank you sir/madam.
		:	OK, thank you.
13.	Function	:	Saying sorry/excuse
	Example	:	Oh! I'm sorry
		:	I'm really sorry ... sir/madam.
		:	Excuse me/pardon me.
14.	Function	:	Asking for repetition
	Example	:	Excuse me/pardon me.
		:	I beg your pardon.
15.	Function	:	Assessing/Evaluation
	Example	:	It's nice.
		:	It tastes sweet, it smells sweet.
16.	Function	:	Asking for help
	Example	:	Give me glass of juice.
		:	Would you mind waiting for a while?
17.	Function	:	Expression good wishes
	Example	:	Good luck!
		:	Happy Journey!
18.	Function	:	Checking with choice
	Example	:	Do you like tea or coffee?
		:	Would you like to or coffee?
19.	Function	:	Asking about health/physical state
	Example	:	How are you?
		:	How do you feel?
20.	Function	:	Telling not to interrupt/not to disturb
	Example	:	Could you please not interrupt?
		:	I'm sorry, but I'm busy.
21.	Function	:	Instructing
	Example	:	First of all you
		:	After that
		:	Then
22.	Function	:	Cautioning
	Example	:	Mind your head!
		:	Be careful.
		:	Be ware of dog.

23. Function : Advising
 Example : You should
 : You'd better
24. Function : Interest
 Example : Very interesting
 : Are you enjoying?
 : Is everything OK?
25. Function : Expressing surprise
 Example : I'm surprised at you.
 : How nice
26. Function : Expressing need
 Example : I need some sandwich.
 : Do you need something?

Global Institute of Hotel Management and Tourism Center

1. Function : Greeting
 Example : Good/evening/afternoon sir/madam.
 : Namaste sir/Madam
2. Function : Welcoming
 Example : Welcome to
 : Let me welcome you to our hotel.
 : I would like to welcome you to our hotel.
3. Function : Farewell
 Example : Bye sir/Madam.
 : See you again sir/Madam.
 : Good bye sir/Madam.
4. Function : Introduction
 Example : My name is
5. Function : Getting Attention
 Example : Excuse me sir/madam.
6. Function : Asking for repetition
 Example : Excuse me? Pardon me?
 : I beg your pardon?
 : I beg your Pardon?
 : Could you say that again, please?
 : Would you mind repeating that?
7. Function : Speed and volume
 Example : Could you please speak slowly.
 : Could you please speak a little louder?
8. Function : Thanking and responding thanks
 Example : Thank you sir.
 : You are welcome sir,

9. Function : No need to thank me
 Example : Requests
 : May, I show your table.
 : Allow me sir/Madam.
10. Function : Offer
 Example : Here, have a seat.
 : How about another cup of tea?
11. Function : Excuses
 Examples : Pardon me, excuse me
 : I'm sorry sir/ madam.
12. Functions : Apologizing
 Examples : Sorry, the hamburgers are off.
 : Sorry about that sir/ madam.
13. Functions : Asking about trouble/ problem
 Examples : Is anything wrong sir/ madam.
14. Functions : Asking to be quite
 Examples : Please be quite.
 : Please stop talking.
 : Would you please not to talk?
15. Functions : Permission
 Examples : Can I help you?
 : Can I take your coat?
 : Can I take your order? Sir / madam
 : Do you want drink soup? Sir / madam
 : Are you ready to eat? Sir/ madam
 : What service do we provide sir?
16. Functions : Likes/ dislikes
 Examples : Do you like Ice- cream?
 : Do you want a dessert?
 : Do you want salad with it?
 : What would you like to drink?
 : What would you like to start with?
 : What would you like to start with?
17. Functions : Wants/ hopes
 Examples : Do you want vegetables with it?
 : Would you like mixed cream?
 : What would you like for dinner?
18. Functions : Prohibition
 Examples : Smoking is prohibited here.
19. Functions : Checking
 Examples : Do you follow me? Sir/ madam.
20. Functions: : Advising

- Examples : You should
- : You'd better
21. Functions : Making bookings
- Examples : I want to book rooms.
- : How about booking room?
22. Functions : Accepting/ Denying
- Examples : Yes.
- : Thank you.
- : All right.
- : No, Thank you.

Kantipur Hotel Training Center

1. Function : Greeting
- Example : Good morning/good evening/good afternoon
2. Function : Welcoming
- Example : Welcome to
- : Let me welcome you to our hotel.
- : I would like to welcome you to our hotel.
3. Function : Farewell
- Example : Bye sir/Madam
- : See you again sir/madam.
- : Good by sir/madam.
4. Function : Getting Attention
- Example : Excuse me sir/madam.
- : Pardon me sir/madam.
5. Function : Requests
- Example : May I show your table?
- : Allow me sir!
6. Function : Apologizing
- Example : Sorry about that sir/madam.
- : Sorry, the pizzas are off.
7. Function : Likes/dislikes
- Example : Do you like ice cream?
- : What would you like to start with?
8. Function : Accepting/Denying
- Example : Yes
- : Thank you.
- : All right.
9. Function : Asking information
- Example : Could you tell me (Please)?
- : Can you tell me
10. Function : Asking for permission

	Example	:	Can I please?
		:	Do you mind if?
11.	Function	:	Offering something
	Example	:	Will you have a cup of tea?
12.	Function	:	Saying sorry/excuse
	Example	:	Oh! I'm sorry
		:	I'm really sorry ... sir/madam.
		:	Excuse me/pardon me.
13.	Function	:	Asking for repetition
	Example	:	Excuse me/pardon me.
		:	I beg your pardon.
14.	Function	:	Thanking and responding thanks
	Example	:	Thank you sir/madam.
		:	You are welcome sir/madam.
15.	Function	:	Assessing/Evaluation
	Example	:	It's nice.
		:	It tastes sweet.
		:	It smells sweet.
16.	Function	:	Asking for help
	Example	:	Give me glass of juice.
		:	Would you mind waiting for a while?
17.	Function	:	Expression good wishes
	Example	:	Good luck!
		:	Happy Journey!
18.	Function	:	Checking with choice
	Example	:	Do you like tea or coffee?
		:	Would you like to or coffee?
19.	Function	:	Asking about health/physical state
	Example	:	How are you?
		:	How do you feel?
20.	Function	:	Telling not to interrupt/not to disturb
	Example	:	Could you please not interrupt?
		:	I'm sorry, but I'm busy.
21.	Function	:	Instructing
	Example	:	First of all you
		:	After that
		:	Then
22.	Function	:	Cautioning
	Example	:	Mind your head!
		:	Be careful.
		:	Be ware of dog.
23.	Function	:	Advising
	Example	:	You should

Sangrilla Tourism and Hotel Training Centre

1. Function : Greeting
Example : Good morning/good evening/good afternoon
2. Function : Welcoming
Example : Welcome to
: Let me welcome you to our hotel.
: I would like to welcome you to our hotel.
3. Function : Bye sir/Madam
: See you again sir/madam.
: Good by sir/madam.
4. Function : Getting Attention
Example : Excuse me sir/madam.
: Pardon me sir/madam.
5. Function : Requests
Example : May I show your table?
: Allow me sir!
6. Function : Apologizing
Example : Sorry about that sir/madam.
: Sorry, the pizzas are off.
7. Function : Likes/dislikes
Example : Do you like ice cream?
: What would you like to start with?
8. Function : Accepting/Denying
Example : Yes
: Thank you.
: All right.
9. Function : Asking information
Example : Could you tell me (Please)?
: Can you tell me?
10. Function : Asking for permission
Example : Can I please
: Do you mind if?
11. Function : Offering something
Example : Will you have a cup of tea?
12. Function : Thanking
Example : Thank you sir/madam.
: OK, thank you.
13. Function : Saying sorry/excuse
Example : Oh! I'm sorry
: I'm really sorry ... sir/madam.
: Excuse me/pardon me.
14. Function : Asking for repetition

- | | | | |
|-----|----------|---|---|
| | Example | : | Excuse me/pardon me. |
| | | : | I beg your pardon. |
| 15. | Function | : | Assessing/Evaluation |
| | Example | : | It's nice. |
| | | : | It tastes sweet, It smells sweet. |
| 16. | Function | : | Expression good wishes |
| | Example | : | Good luck! |
| | | : | Happy Journey! |
| 17. | Function | : | Checking with choice |
| | Example | : | Do you like tea or coffee? |
| | | : | Would you like to or coffee? |
| 18. | Function | : | Asking about health/physical state |
| | Example | : | How are you? |
| | | : | How do you feel? |
| 19. | Function | : | Telling not to interrupt/not to disturb |
| | Example | : | Could you please not interrupt? |
| | | : | I'm sorry, but I'm busy. |
| 20. | Function | : | Instructing |
| | Example | : | First of all you |
| | | : | After that |
| | | : | Then |
| 21. | Function | : | Cautioning |
| | Example | : | Mind your head! |
| | | : | Be careful. |
| | | : | Be ware of dog. |