

**ENGLISH CODE MIXING IN TEXTBOOK OF GRADE EIGHT SOCIAL STUDIES AND
POPULATION EDUCATION**

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

Submitted by

Lila Pokhrel

Roll No.: 2140095

T.U. Regd. No.: 9-2-227-119-2006

Academic Year: 2068/069

Faculty of Education

Tribhuvan University

Sukuna Multiple Campus

Sundarharaincha, Morang, Nepal

2018

DECLARATION

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

.....

Date: 5 April, 2018

Lila Pokhrel

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Lila Pokhrel** has prepared the thesis entitled **English Code Mixing in Textbook of Grade Eight Social Studies and Population Education** under my guidance and supervision.

I hereby, recommend the thesis for acceptance.

Date: 23rd March, 2018

.....

Shankar Dewan (Supervisor)

Lecturer

Department of English

Sukuna Multiple Campus

Sundarharaincha, Morang, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following **Thesis Evaluation and Guidance Committee:**

Signature

Mr. Guru Prasad Adhikari

.....

Lecturer and Head

Chairperson

Department of English

Sukuna Multiple Campus

Sundarharaincha, Morang

Mr. Shankar Dewan (Supervisor)

.....

Lecturer

Member

Department of English

Sukuna Multiple Campus

Sundarharaincha, Morang

Mr. Pramod Niroula

.....

Lecturer

Member

Department of English

Sukuna Multiple Campus

Sundarharaincha, Morang

Date: 25th March, 2018

DEDICATION

Dedicated to
my parents who made me what I am today.

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ABSTRACT

This thesis entitled **English Code Mixing in Textbook of Grade Eight Social Studies and Population Education** aims to find out English code mixed terms in Social Studies and Population Education of grade eight and also find out the context in which code mixing takes place. I used grade eight textbook as primary source of data. The population of the study was universe which I sampled using, non-random purposive sampling procedure. I used observation sheets and checklist as data collection tools. The major findings of the present study revealed that there were 138 English expressions mixed in the textbook. Out of 138 mixed expressions, English words were 83 (60.14%) and English phrases occupied 55 (39.86%) in the textbook. On the word class basis, English nouns occupied 78 words (93.98%) which shows that more nouns were code mixed than other words in the textbook. Similarly, 2 verbs (2.41%) and 3 adjectives (3.63%) were code mixed in the textbook.

The thesis comprises five chapters. The first chapter deals with introduction in which general background of the study, statement of the problem, objectives of the study, significance of the study and delimitation of the study are presented. Chapter two is related to review of the related literature and theoretical framework which incorporates reviews of theoretical and empirical literature, the implication of the review of the study and conceptual framework. Chapter three reports the methods and procedures of the study which deals with population, sample, sampling strategy, study area/field, data collection tools and technique and data collection procedure. Chapter four deals with analysis and interpretation of the data and the summary of findings, and chapter five includes conclusions and recommendations of the study.

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CHAPTER-ONE

INTRODUCTION

1.1 Background of the Study

Language is a most uniquely human and quite possibly the most important thing without which we can live but cannot survive. We cannot get our performance, behavior, speech, writing sign language, simply in our thoughts and we dream, remember, and quietly think about a problem. The question 'What is language?' has been asked from the remotest past yet it is far clear answer. Many linguists and scholars try to define it, time and again but attempt to define language in an agreeable way is futile, however, it is a powerful means of expressing ideas, feelings and thoughts and sole property of all human race so it helps distinguish man from any other creatures. With the help of language we are able to behave as a social being. Therefore, the main aim of language is to exchange ideas, feelings and thoughts and language might have come into existence so as to fulfill this aim.

Language is generally a medium of communication through which we express our ideas, thoughts and feeling. In this context it can be granted as a system of communication, a matter of political controversy, a catalyst for nation building. All human beings normally speak at least one language and it is hard to imagine much significant, social intellectual or artistic activity taking place in its absence. On the basis of this reference, we can claim that a language is the most powerful medium of receiving and producing messages. The definition, in the words of Sapir in this regard (1978, p.8) is " Language is a purely human and non- instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols. These symbols are in first instance, auditory and they are produced by the so called organs of speech." Language is the most valuable means of communication that only the human races possess. It is the distinctive possession that makes human beings superior to all the species in the world.

Language is a means of communication through which desires and sentiments are shared with each other. Even though animals can communicate each other, their communication is very simple and limited. Therefore, language is human which distinguishes him/her from animals.

Hornby (2010, p.865) states, "Language as the system of sounds and words used by human to express their thoughts and feelings". Language is actually a system. A system refers to a group of things or parts working together in an organized way. Language is a system of vocal sound i.e. phonological system. There are morphological syntactic and semantic systems as well. Thus language is a system of systematic behavior. Gimson (1990) defines language as a system of conventional signals used for communication by a whole community in the past, communication must have been easier as people used a few sounds and managed communication but different people come into contact and the language become complex. In this regard, Hockett (1958) defines language as a complex system of habit.

Scholars define language in their own way but no language is superior to inferior in terms of communicating ideas. Even though language is defined differently by different scholars, its definition of language is arbitrary, voluntary vocal system of human communication.

"There is no agreed total for the number of languages spoken in the world today. The total number of language (including extinct ones) is 6604" (Crystal 1997, p. 286) the figure does not include dialects. Some languages are spoken by a large number of people such as English, Chinese and Hindi. Likewise, some languages have their own written scripts whereas most languages are at the small number of speakers, i.e. Limbu, Tamang, Gurung, Magar. Some languages are developed and many others are at the verge of extinction and some language are already dead.

The English language is a foreign language in Nepal. It is one of the UN languages. It has been introduced in Nepalese curricula as a compulsory subject from primary to bachelor level. English is also used in different offices, media, travel agencies, tourism, business, politics, sports, music and arts so on. There is the influence of English language to every language spoken in Nepal. Almost all the valuable books are written in English language. That is why English seems to be window through which we can peep the entire world.

Thousands of different languages are used by different groups of people to exchange their ideas, knowledge, skills and experience in the world. Among them, the English language is the most indispensable language because it has gained the position of the international bridge language to communicate. It is spoken all over the world. So it is an international language. It is spoken as a native language in the most of the European countries and other countries in the world. The people of Britain,, Canada, the USA and Australia use English language as the mother tongue.

According to Crystal (1995, p 108, as cited in Poudyal 2005, p.i), English holds special status as medium of communication. The English is the medium of communication and its special position is in the field of science and technology. It is claimed that one in every seven people can speak the English language. The English language is used in the field of education mass, media, trade and international diplomacy. It is also the language of world politics, world culture, science and technology, medicine, economics and marketing. The gravity of the English language is more powerful than other language.

In the context of our country, the importance of English language is increasing day by day. Now, it has gained high prestige in both governmental and nongovernmental sectors in Nepal. A good number of books, newspaper, magazines are found in English in Nepal. English is taught as a compulsory subject from primary level up to Bachelor level in Nepal. The medium of

instruction and communication is merely English. English is kept as the major subject in university level in order to produce special man power required. At university level most of the prescribed books and reference books are written in English. English has been taught as a foreign or second language in Nepal.

The English language is accepted as an international lingua franca and a medium of global communication. It is one of the many modern languages which is being taught and learnt in many countries in the world. The doctors, engineers, pilots, lawyers, high ranking officers, foreign diplomat, and many others need to have the knowledge of English. Without the knowledge of English, it is very difficult to get success in higher levels of education. A man having a good command in English is recognized to be a man of high social status. A fluent candidate in English has a chance of getting jobs in many institutions and offices in the different parts of the world. The English language helps to know the news and views of the whole world.

English is the major language of science and technology, business, commerce banking and industry, civil aviation, hotel management, tourism, communication, advertisement, medicine, email and internet. It is the voice of progress and modernization. The knowledge of English language has become a basic need in these days. Because nobody can learn technical subjects without the key knowledge of English. The various gates of golden opportunities are always open all over the world for those who have excellent knowledge of English. So the English language plays a unique role in almost every sector in the world.

Since it is the time of growing the status of languages in Nepal, it is relevant to discuss the issues of English code mixing in Nepali languages. Though Nepali is the only one official language in Nepal, we can see these days that English is being used more and more in banks, markets, products, email, media, literature and other fields. And remarkably, mixing of English code is also quite common

in these sectors. Nowadays, English mixing in Nepali literary and non-literary writing has also been very significant.

1.2 Statement of the Problem

No single language and language speech community is completed without using another language code. The world is going to be narrower due to the globalization and the technology. It made easier to express and share the knowledge all over the world in a single minute. The students reading a particular social textbook obviously means they are gaining knowledge related to the practical life. Thus, only single knowledge of language will not serve the complete knowledge to the learners. Therefore, all the textbooks mix the technical, cultural and other code language to clear the meaning and knowledge.

If it the code is mixed to the language, the students may feel difficulty to generalize meaning. There may be communication gap and students will not perceive the knowledge. They will be confused to generalize meaning, that leads the great problems to the learners.

In the Grade 8 Social Studies and Population Education, there are many words and expressions from English which prove linguistic cocktail or code mixing in that book. Students will get problem due to the mixing of some technical and cultural word from the English language. So code mixing will be a problem selected to study and attempt to address some unanswered questions.

1.3 Significance of the Study

This study is significant to the teachers and sociolinguists who are interested in code mixing in different textbooks. The teachers, students and textbook writers have also been benefited by this study. It is helpful to the teachers to know in what context code mixing occurs and to the students to get the knowledge of

what English code mixed terms in the textbooks. This study provides some insights into the socio-linguistics aspects and it is very helpful for the linguists who want to know the code mixing in social studies textbook. It also provides guideline directly and indirectly to the persons who are interested in English code-mixing. Hopefully it has national as well as global significance.

1.4 Objectives of the Study

This study has the following objectives.

- i) To find out the English code mixed terms in the Social Studies and Population Education of the Grade eight textbook.
- ii) To find out the contexts of code-mixing term in the textbook.
- iii) To compare the frequency of occurrence of English code-mixing in the textbook.
- iv) To suggest some pedagogical implications.

1.5 The Research Questions

I conducted this study keeping the following research questions in mind.

- a) What might be the English code mixed terms in the Social Studies and population Education of Grade 8 textbook?
- b) In which context does code-mixing take place in the textbook?
- c) In which word classes do the code mixed terms belong to?
- d) What might be the frequency of the occurrence of English code-mixing in the Grade 8 textbook?

1.6 The Delimitations of the Study

This study is only limited to the English code mixing of Grade 8 Social Studies and Population Education. It is also limited to the contexts and frequency of code mixing that take place in the textbook. Other areas of Sociolinguistics are not touched by this research as well as other aspects and features of the textbook are not related and included in this research work.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

Code mixing /code switching is a sociolinguistic phenomenon which occurs as an outcome of linguistic contacts especially among bilinguals and multilingual. Code switching is a communicative strategy utilized by bilingual speakers to achieve certain communicative intent. Code switching refers to the movement by a speaker to and forth from one linguistic code to another.

2.1.1 Sociolinguistic Scenario of Nepal

Nepal is a multi racial, multi cultural, multi religious and multi lingual country. It is well known that Nepal is a small country in terms of its area but it is a very fertile place for languages and cultures. Nepal has been one of the most engrossing areas of linguistic research. The census of 2012 has presented 123 languages are spoken as mother tongue in Nepal. And a number of languages have been represented: unknown language in the census report. This represents that this number of languages identified is not exact and final. There may be many more languages identified is not exact and final. There may be many more language is waiting to be discovered. According to Dewan (2005) the languages spoken in Nepal are divided into four groups.

(a) Indo Aryan Group

Languages belong to his group are spoken by the huge number of speakers.

This family mainly includes:

Nepali	Maithili	Bhojpuri	Tharu	Awadi	
Rajbansi	Dhanuwar	Bengali	Mugani	Marawadi	
Majhi	Hindu	Urdu	Darai	Bhote	Chureti

(b) Sino-Tibetan Group

The Sino-Tibetan languages are spoken by Sino-Tibetan Family. This group includes the following languages:

Limbu	Yakkha	Dhimal	Tamang	Sunuwar	
Magar	Chepang	Newar	Gurung	Jirel	Tivetian
Manang	Vhujel	Meche	Thami	Dura	Rai language
Yolma	Chhantyal	Pahari	Route		

(c) Austro- Asiatic Group

This language family includes only one language i.e. santhal which is spoken in Jhapa and Morang of eastern Nepal.

(d) Dravidian Group

Dravidian family is minor language family that include the two languages spoken in Nepal : Jhangar and Kishan

2.1.2 Introduction to the Textbook

Textbook can be defined as a principal course of study material which is systematically selected and arranged and is intended to a particular level or class that is used by the teachers and the students to meet the objectives of curriculum. It mainly consists of reading materials, exercises and a glossary as well. It is needed to provide the depth and length of the materials to be taught and learnt, design the workbook, prepare teacher's guide and prepare audio-visual as well as supplementary materials. Thus, it is a document that helps to fulfill the objective set in the curriculum. Harmer (1983, p.117) says,

A textbook has obvious advantage for the teachers and students. Good textbooks often contain lively and interesting materials: they provide a sensible progression of the language item clearly showing what has been studied so that students can revise grammatical and functional points. A textbook is the body of knowledge. It is organized and simplified purpose of learning. It is the most important tool because it can determine not only what will be taught but also it will be taught.

It provides pupils with linguistic principles and experiences as well as it functions as an index for students' academic achievement and progress. In this context, Hilton (1996, p. 147) states, "The textbook is a kind of book. It seldom expresses new knowledge for that is not its function. Its essential function rather to make the knowledge which does exist available for the students in a selected and ordered way." Likewise, Grant (1987, p.12) says, "Textbook is used to refer to a course book which aim at covering all aspects of the language and supplementary textbook devoted to particular topic or skill areas."

On the basis of aforementioned definitions, we can conclude that a textbook is a body of knowledge. It is organized and simplified for the purpose of teaching and learning. It is a guide which helps the learners to achieve their objectives. It is taken as one of the most important teaching tools because it determines both 'what' and 'how' of teaching. It proves to be one of the most important teaching materials that involves the materials to be taught and learnt. One of the basic functions of textbook is to make the existence knowledge available and apparent to the learner in a selected, easy and organized way.

2.1.2.1 Types of Textbook

There is varied nature of textbooks. So it is more difficult to provide crystal clear categorization of the textbooks. Regarding the types of the textbooks, Grant (1987, p. 12) has presented two board categories of the textbooks. They are: i) Traditional Textbook, and ii) Communicative Textbook.

i) Traditional Textbooks

Traditional textbooks do not mean that those which were used in the past and were no longer in use, and still they are being written, published and used in many parts of the world including developing countries like Nepal and Bhutan.

Traditional textbook emphasizes the translation of L₁ and L₂ and appreciates literary tasks. It also focuses on the determination of teacher's role and student's role. The teacher's role is authoritative and student's role is passive.

Grant (1987, p. 13) points out the characteristics for the traditional textbooks such as they tend to focus reading and writing activities rather than listening and speaking. They tend to emphasize the forms or patterns of language (the grammar) more than the communicative functions of language, the jobs we do using it, for example, asking for information, making request, apologizing, asking the way; they often make use of great deal of L₁, they emphasize importance of accuracy, they tend to focus rather narrowly on syllabus and examination as well as they are often attractive to some teacher because they seem easy to use and are highly examination oriented.

ii) Communicative Textbooks

Communicative textbooks are those textbooks which provide the opportunities for the students to use the language in the classroom that can be used in real live situation. They emphasize communicative competence of the students.

According to Grant (1987, p.14), the characteristics of communicative textbooks are: they emphasize the communicative function of the language; they try to reflect students' need and interest; they emphasize the skill in using the language; not just the forms of language and they are therefore; activity-based; they emphasize fluency; not just accuracy; they encourage works in groups and pairs and therefore, make demands on teacher's organizational abilities, they tend to be very specific in their definitions of aims; both context

and method reflect the authentic language of everyday life and they usually have good balance among the four language skills; but may emphasize listening and speaking more than a traditional textbook does.

2.1.3 Introduction of Grade Eight Social Studies and Population Education Textbook

The authors of Grade-VIII Social Studies and Population Education textbook are Dr. Damodar Gyawali, Mahendra Bista and Sanjaya Gyawali. The subject matter and language of this book were edited by Hemraj Khatiwada and Hari Prasad Niraula, respectively. It was published by Government of Nepal, Minister of Education, Curriculum Development Centre, Sanothimi, Bhaktapur. Its ISBN is 978-9937-601-28-3 and first edition was in 2072 B.S. It was printed by Janak Education Materials Centre Ltd., Sanothimi, Bhaktapur.

Social studies are the integrated study of the social sciences, humanities and history. Within the school program social studies provide coordinated systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, philosophy, political science, psychology, religion and sociology as well as appropriate content from the humanities, mathematics and natural sciences.

This book contains altogether 10 chapters including various sub topics.

Unit-1: We, our community and Nation

Unit-2: Our social Norms and values

Unit-3: Social problems and their solutions

Unit-4: Civic Consciousness

Unit-5: Our earth

Unit-6: Our past

Unit-7: Our economic

Unit-8: Our international relations and co-operation

Unit-9: Demography and demographic situations

Unit-10: Population Growth and Its management

This book has normal paper quality and sufficient pictures to illustrate the lesson. It has altogether 172 pages.

2.1.4 Multilingualism and Language Shift

Although Nepali in all its diversity is unquestionably our dominant national language, this country has always had a complex multilingual history.

Monolingualism, that is, the ability to use a single language code is such a widely accepted norm in so many parts of the western world that is often assumed to be a worldwide phenomenon to the extent that bilingual and multilingual individual may appear to speak more than one language is not all at all remarkable. In fact a monolingual individual would be regarded as a misfit, lacking an important skill in the society; the skill of being able to interact freely with the speakers of other languages with whom regular contact is made ordinary business of living that people speak several languages; perhaps one or more at home, another in the village, still another for purpose for trade and yet another for contact with outside the world of wider social and political organization. These various languages are usually acquired naturally and unconsciously, and the shift from one language to another is made without hesitation.

Spolsky (1998) says that monolingual speech communities are rare; monolingual countries are even rarer. Even a country as linguistically homogenous as Japan has its linguistic minorities like Ainu and Koreans marginalized as they might be true. Many countries have developed explicit or implicit languages policies as though they are monolingual, but it is rare (and

becoming rarer) for linguistic and national borders not to overlap in various complex ways. Most countries have more than two languages that are spoken by a significant portion of the population and most languages have significant numbers of speakers in more than one country (cited in Pokharel, 2010, p,69) Due to the multilingual situation in Nepal, it is cases of language dominance that creates positive or negative attitudes towards one language or the other and the decline in language loyalty resulting in language shift. One remarkable aspect of the multilingual situation of Nepal is that every person is at least a bilingual. Nepali is the dominant language and almost every one speaks Nepali. It has the influence of indigenous languages spoken in Nepal. Beside it, English has influenced to every language because of globalization. This leads eventually to language shift.

2.1.5 Defining the Code

In communication, a code is a rule for converting a piece of information (for example a letter, word or phrase) into another form or representation not necessarily of the same sort. In communications and information processing, encoding is the process by which a source (object) performs this conversion of information into data which is then sent to a receiver (observer) such as data processing system.

In semiotics the concept of a code is of fundamental importance. Saussure emphasized that signs only acquire meaning and value when they are interpreted in relation to each other. He believed that the relationship between the signifier and the signified was arbitrary. Hence, interpreting signs requires familiarity with the set of conventions or codes currently in use to communicate meaning.

The term 'code' is relatively neutral conceptualization of a linguistic variety- be it a language or a dialect. Romaine (1995,p28) mentions that, “the researcher will use the term 'code' here in general sense to refer not only to different

language, but also to varieties of the same language as well as styles within a language". However, not many researchers really explicate the term in their definition.

Code is a cover term, which may denote a dialect, register or a language. A particular dialect or language one chooses to use on any occasion is a code. A code is a system used for communication between two or more parties (Wardhaugh, 1986, p.86). He further says both human beings and animals use a code which may be linguistic or non-linguistic code. Language is a linguistic code and different bodily movements like gestures and signals are non-linguistic codes. There must be at least a code to communicate. Language is the most widely used code in the system of human communication.

2.1.6 Code Switching

Code switching is a change from one language to another in the same conversation. It is a universal feature. Command of only one language is a rare phenomenon today. Most people have command over many languages.

Bilingualism or multilingualism is the norm for many people throughout the world rather than monolinguals. When a bilingual person who knows and uses two or more languages, takes part in conversation with another person who also knows and uses two languages or multilingual person who knows and uses three or more languages, takes part in a conversation with another person who also knows and uses three or more languages he/she often shifts from one language to another. This process of shifting one language to another is generally defined as code-switching. (Wardhaugh, 1986, p.86)

According to Crystal (2003, p.51), code-switching is the switching of words in the beginning of borrowing which occurs when the new words become more or less integrated into second language. One bilingual individual using a word from language 'A' in language 'B' is the case of switching". It is a change by a speaker from one language variety to another. Code switching can take place in different language (Richards, Platt & Platt, 1985, p.43). If the shift from one

code to another is absolute, it is then code-switching however if the switching is in the middle of the sentence (Lexical Shift) then it is called Code- Mixing (Rai, 2000,p.183)

Code-switching is the inevitable consequences of bilingualism or multilingualism. Anyone who speaks more than one language chooses between them according to circumstances. The first consideration is which language will be comprehensible to the person addressed. Speakers choose a language which the other person can understand. In multilingual community, the different languages are always used in different circumstances and choice is always controlled by social rules. In many cases, people use one language at home and another in wider community. There are three kinds of code switching.

- a. Situational code- switching
- b. Metaphorical code-switching
- c. Conversational code-switching

a) Situational Code- Switching

Situational code- switching occurs when a language is changed according to a situation. The speaker speaks one language in one situation and another in another situation, for example, in our context students in their English classroom speak English but as soon as they come out of the classroom they start speaking Nepali. They switch from Nepali to English in the classroom because of the demand of the situation. They have to speak to Sanskrit when they perform certain religious rituals. This type of code-switching is called situational code switching.

For example:

A: Bell rang. It is tiffin time.

B: Yeah. Lets take snacks.

A: Oe. Tiffin malai ni dena.

B: la la.

In the above example, the speakers A and B are classmates and they are talking in English inside the classroom but when they are outside of the classroom they immediately started talking in Nepali language mixing English code that is *tiffin*.

b) Metaphorical Code-Switching

Metaphorical code switching refers to the instance when bilingual speakers change their code according to the topic of their discourse. They switch the code for better understanding of the content, or of the specific topic in a discourse. The interesting point is that the topics or contexts may be discussed in any code the participants have used, but they tend to change the code to add a distinct flavor to the specific topic for example, two Nepali learners of English, but at the same situation when they opt to discuss, the Nepali food, they immediately happen to change the code into Nepali.

For Example :

A: Do you like pudding rice?

B: What does it mean?

A: It means *Khir*.

B: Man parchha.

In the above example, the speaker A is asking whether the speaker B likes pudding rice or not. The speaker does not understand what pudding rice means. So, the speaker A has to mix Nepali code (*Khir*) to make it clear to speaker B.

c) Conversational Code Switching

In conversational code-switching the speaker chooses one code but elements of another code are mixed up in the course of one single utterance. This is very common in a bilingual society. We frequently choose words and phrases from English in course of our conversation although we are talking in Nepali. Wardhaugh (1986) calls it code-mixing. Since the code is not changed entirely from one to another but the elements of one code are mixed into the other.

For example :

A: *Democracy* ma janata le janata ka nimti *rule* banauchhan re ho?

B: Um..... ho ta.

In the above example, the speaker A and B are talking in Nepali. At the same time, the speaker A mixes English codes (democracy and rule) in the conversation.

2.1.7 Code-Mixing

Code mixing is the change of one language to another within the same utterance or in the same oral/written text. It is a common phenomenon in societies in which two or more languages are used. Studies of code-mixing enhance our understanding of the nature, processes and constraints of language and of the relationship between language use and individual values, communicative strategies, language attitudes and functions with in particular socio-cultural contexts. In bilingual and multilingual societies people speak mixing languages when a person uses the structure of one language and inserts some lexical items or elements of other language, it is called code mixing. In this regard, Wardhaugh (1986) defines code-mixing as the deliberate use of two languages without an associated topic change. Code mixing is actually the mixing of different varieties of language. It refers to mixing of two different codes within a sentence. It is basically found in multilingual and multicultural speech community. It is not necessary to change from one language together to

the extent that they change from one language to the other in the course of single utterance to make the meaning clear.

Similarly, Hockett (1985, p. 404), says, "The speaker of 'A' must have some motive overt or covert for borrowing. These are two in numbers; prestige motive and the feeling motive." Because of the rapid development of science technology and commerce and communication many societies are coming in contact with other societies and in this condition the people must borrow words from other languages.

Likewise, Gumperz (1986, p.24) defines code-mixing as "The juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical system. This is why code mixing is, sometimes, called as the lexical shift." In the same way, Richards et al. (1985,p.43) define code mixing as " a change by a speaker from one language to another". To specify this definition, code mixing is a way of using linguistic elements of one language (code) into another language (code). However, code mixing does not denote the mixing of one paragraph of one language into another language. If such mixing occurs, it is code switching but not code-mixing.

There are two types of code mixing

- a. Intra- sentential code-mixing
- b. Inter-sentential code-mixing

a) Intra Sentential Code Mixing

It refers to the change in the code or element of language within a sentence without changing the speech topic. This code mixing involves the mixing of nouns, verbs and other words within the sentence. For example, manab *social* prani vayako le arulai ramro saga *behave* garnu parchha (we should behave

properly to other as human being is social animal). In this example, English codes *social* and *behave* are mixed within a Nepali sentence.

b) Inter-Sentential Code Mixing

It refers to the mixing of code of one language into another across the sentences. It occurs in all linguistic situations. It occurs frequently in bilingual and multilingual or sometimes in monolingual speech communities. For example

A: Timi kati bela ghar aayou?

B: Ma *morning time* mai aaye ni.

This example shows inter-sentential code mixing where the speaker A is asking in Nepali to the speaker B as well as the speaker B also replies in Nepali but he mixed English codes (*morning time*).

2.1.8 Differences between Code Switching and Code Mixing

Code switching is not a display of deficient language knowledge a grammar less mixing of two languages. Instead it is a phenomenon through which its uses express a range of meanings. By code switching which occurs mostly in conversation the choice of speech alerts the participants to the interaction of the context and social dimension within which the conversation is taking place. The phenomenon of code-switching is examined from a conversational analysis perspective, and as such is viewed as interactive exchanges between members of a bilingual speech community.

Very often the expression 'code-mixing' is synonymously used with code-switching and basically intra-sentential code switching. However, recent research has given new meaning to this term. Maschler (1998) defines code mixing or mixed code as " Using two languages such that a third, new code

emerges, in which elements from the two languages are incorporated into a structurally definable pattern" (p.125). In other words, code-mixing hypothesis states that when two code-switched language constitute the appearance of a third code it has structural characteristics special to that new code.

Code switching and code mixing are very closely related terms which are sometimes used interchangeably. Code switching is the shift from one variety to another. In other words, it is the change from one language to another in a speech or writing. On the other hand when a person uses the structure of one language and inserts some lexical items of another language, then it is known as code-mixing.

A change from one language to another in the same conversation is code switching whereas the use of elements more typically nouns and adjectives from one language to another in an utterance is code mixing. Code switching is an absolute shift from one language to another language e.g. I'm sorry, Malai timi man pardaina whereas code mixing is lexical shift e.g. U intelligent Chha. Code switching is conditioned by situation and topic whereas code mixing is irrelevant of situation and topic change in most of the cases.

2.1.9 Current Issues/Status of Code Mixing in Nepal

The word 'code mixing' is becoming narrower due to the information and technology. The society is growing day by day and the people living at the corner of the world can share their ideas by using the information and technology. The development of high standard in English depends on the technology they use. Linguist defines language as the way of exchanging, knowledge, emotions feeling and culture from one person to another. The person having knowledge of only one language is hard to find and if it is then very difficult to socialize, thus, only single language cannot fulfill the requirements of human beings. For example, the equivalent Nepali term for the

technical words like telephone, television, cricket, radio cannot be found. Therefore, the Nepali speakers have to mix the code of English to their Nepali language to make communication process natural and clear.

Nepali is a multilingual, multi caste, multicultural and multi ethnic country. So code mixing is essential and common now. People use code mixing to avoid language ambiguity and feel they are using superior/standard language. For example; people commonly love to say; *Democracy* vaneko Janata le Janata ko lage garna *rule* ho. Yesma sabae janta *free* hunxan. In this sense, Hudson (1980,p.53) states the purpose of code mixing seems to symbolize a somewhat ambiguous situation for which neither language on its own would be quite right, the speaker balances the two languages then few words of the other, than back to the first for a few more words.

Thus, code mixing in a language is now common and natural phenomenon in human behavior. Language is changing and dynamic according to the human development. So the single language speech community can never fulfill their necessity and incomplete without the mixing of code of other dominant language. It is more frequent in the bilingual and multilingual speech community.

2.1.10 Code Choice in Bi/Multilingual Speech Communities

As more than one languages are used by speakers in bi/multilingual speech communities, researchers have been interested in how bi/multilingual speakers switch between two or more languages or mix languages together in their daily life. In monolingual speech communities, sociolinguists study speech variation in relation to various social factors including setting, speech style, age, gender and education. This approach towards language use has been proven fruitful. It has been found that different social aspects work together to shape the social identities of individuals and therefore, affect their use of language. The same approach also applies to the study of bi/multilingual language variation. Like

monolingual speech variation, bi/multilingual code choice is also affected by various social factors. This has led many researchers to consider bi/multilingual language variation as parallel to monolingual speech variation. As Coupland (1985) points out, ‘the difference between monolingual and bilingual behavior lies only in the choice of linguistic symbols for socially equivalent processes.’

Fischer (1972) suggests that language or code choice in bi/multilingual speech communities can be analyzed within the domain or the social context of the speech. The domain of language use is determined by three contextual factors: the relationship of the speakers engaged in the talk, the setting where the talk takes place, and the topic being talked about. Fishman (1972) claims that stable bi/multilingual speech communities have their own patterns of how different languages fall into different domains.

This claim is supported by Gibbons’s (1987) findings in his study on the code choices of a group of university students in Hong Kong. He found that the use of pure Cantonese, MIX (Cantonese-English code mix) and pure English are associated with a specific domain. For example, pure Cantonese is usually used in family domain among family members while MIX is usually used by university students to discuss school life. However, Fishman’s model has been criticized for being too general as it assumes that bi/multilingual code choices simply reflect regular patterns.

In fact, code choices of individual speakers may vary according to more specific social factors other than domain of language use. Myers-Scotton (1993) argues that speakers’ social identities and relationship play a major role in affecting their code choices. In her review of data collected in Nigeria and Kenya in 1970s, it was found that most urban Kenyans use their mother tongue to communicate with other speakers from their own ethnic group while Swahili, the indigenous lingua franca, and English, the alien official language, are used to communicate with speakers from other ethnic group. Also, it was

found that the use of English is higher among speakers with secondary education or higher than among speakers of lower educational level. It can be seen that each of these languages serves as an identity marker for a specific social category. Speakers may choose to use a particular language or code as a signal of group membership and shared ethnicity with one another. The mother tongue, for instance, symbolizes the ethnic identity shared by people from the same ethnic background while English symbolizes good education and is only among people of a certain educational level.

In addition, code choice can serve as a strategy for self-representation. As mentioned previously, different codes in bi/multilingual speech communities may carry different symbolic values or meanings and the use of a code enables speakers to assert their group membership in a particular social group. This symbolic power of language is sometimes used by speakers as part of a verbal strategy in order to achieve a certain social status or identity. Gal's (1978) study on language shift in a Hungary-speaking village in Austria showed that young women in the village lead in the shift from Hungarian to German because they want to dissociate themselves from the traditional peasant way of life and want to adopt the modern urban lifestyle by marrying German speaking workers. The use of German by these women is a verbal strategy to reject their peasant identity and to achieve their desirable identity as a worker's wife.

2.2 Review of Empirical Literature

A number of studies have been carried out in the areas of code mixing. If we want to have clear understanding, we must know about past. Every new work needs knowledge of previous background which helps us to achieve our goal. In the course of completing this research, I have reviewed some of the related researches as follow:

Subedi (2003) carried out a research entitled "Code Mixing in Gorkhapatra Daily-Descriptive and Practical Study." The main purpose of this research was to analyze English words that are used in Gorkhapatra Daily. The researcher used both qualitative and quantitative research design. An observation sheet was the major tool for data collection. The researcher collected the data using the non-random purposive sampling procedure. The researcher states that urban people make use of maximum English in comparison to rural people make use of maximum English in comparison to rural people. This research showed that the use of English acronyms is popular in Newspapers.

Baral (2005) conducted a research on "Code Mixing in Nepali Cinemas". The major objectives of the study were to find out the English mixing in Nepali cinemas and to analyze the English code mixing in Nepali cinemas in terms of word class, sentence type and language function used in code mixing. For this study fifteen cinemas were chosen using judgmental sampling procedure. This shows that English code mixing in Nepali cinemas is a natural phenomenon and the words that are used in day to day communication are used maximally in Nepali cinemas. The study found out that the highest number of mixed codes were at the word level.

Luitel's (2005) study on "Code Mixing in Nepali Stories" aimed to find out the mixed English words and expressions in Nepali stories and the frequency of mixed English expressions, and to compare the trend of mixing English words in the stories from 2052 B.S. to 2062 B.S. He used secondary sources for data collection. He used 20 stories for data collection using non random purposive sampling procedure. The finding of the study was the modern story writers mix English words while writing stories. The words used are higher in comparison to last ten years; mostly nouns are mixed and some English words have already been borrowed into Nepali language.

Lamichhane (2006) carried out a research entitled "A Study on Code-mixing in the Nepali Language in Supermarkets". The main objective of the study was to

find out the trend of code mixing of English/Nepali languages in supermarkets. The main tools of data collection for this study were the mechanical recording devices, i.e. recorder and participant observation. The researcher recorded 100 of speech events from the ten selected departmental stores using a non-random sampling procedure. The study reveals that the greatest and the least number of words of both languages occur according to the situation, mode of the speaker, their performance level, age and sex. Mostly, the researcher found the word level switching, i.e. code-mixing rather than sentence level switching, i.e. code-mixing in supermarkets.

Neupane (2007) carried out the research on "An Analysis of English Code-Mixing in Nepali Folk Song." The purpose of the research was to find out English code mixing in Nepali folk songs. The researcher selected twenty-five Nepali songs for his study. The research shows that word level mixing has been found in the greatest number in the Nepali songs. The research points out that words that are used in day to day communication have been used maximally in Nepali folk songs. According to the research, the frequency of mixing is higher if the context or situation is about urban rather than rural.

Gautam (2008) did his research on "Code-Mixing in Poetry: A Case of Modern Nepali Poems". The major objective of the study was to find out English code mixing in modern Nepali poems. The researcher adopted non-random judgmental or purposive sampling procedure and used observation schedules and the diary to collect the data. The research shows that word level code-mixing has been found in the largest number, then come phrases, sentences and abbreviations in lower order of mixing. The research points out that regarding word level code mixing in the modern Nepali poems, nouns have been mixed maximally.

Tambahang (2009) conducted a research on "English and Nepali Code Mixing in the Limbu Language." The major objective of the study were to categorize

the Nepali and English code-mixing into the Limbu language in terms of words, phrases, sentence and context in which code-mixing takes place/language functions, and to compare the frequency of occurrence of Nepali and English codes in the Limbu language. The researcher used the secondary sources of data as FM Limbu News Bulletin of four weeks' period (1st to 31st Shrawan 2065 B.S.). Implying the judgmental or purposive non-random sampling design the researcher has observed the scripts and sound records of the Limbu News Bulletin for four weeks period from Radio Nepal Eastern Region Transmission Center, Dhankuta. The major finding in his study was that English code mixing occur in a great number than Nepali in the Limbu language. Similarly, the codes were found in the word and phrase levels but not in the sentence level. In terms of word class, noun and adjective were found in the first and second position of occurrence respectively. Verb and adverb have no occurrence at all.

Chhetri's (2012) research on "Analysis of English Code Mixing in Nepali Film Songs" was to find out English code mixing in Nepali film songs. Secondary sources were used in order to collect the data which were collected from different F,M radio stations from Kathmandu and Butwal. He transcribed 120 Nepali film songs. Out of 5722 codes, 341 codes were mixed in Nepali film songs which occupied 5.95% of the total codes. It is also found that in 341 codes, nouns have occupied the greater percentage i.e. 65.98%. Likewise, verbs have occupied 6.46%, preposition 2.34%, adjectives 17.30% and exclamations 7.91%. While analyzing sentence level English code mixing, he found only 7 English sentences out of 33 sentences in Nepali film songs. The study also found that English code occurred in different situations i.e. in order to persuade, to make happy, to establish relationship while greeting and to describe or praise others.

Niroula (2016) conducted a research on "English Code Mixing in China Harayeko Manchhe". The main objective was to find out the English

expressions which are used in the book "*China Harayeko Manchhe*". The researcher adopted non-random judgmental or purposive sampling procedure. He used observation schedules and the diary to collect the data. The major findings were that there were many English words mixed rather than phrases and sentences. Similarly, the study found the use of different English abbreviations and there was no use of any expressions at the clause level.

Yakkha (2016) carried out the research on "English and Nepali Code Mixing in Yakkha Textbooks of Grade Three and Four." The main objective was to find out the Nepali and English code mixing in the Yakkha textbooks and compare the frequency of occurrence of English and Nepali code mixing in the textbooks. The researcher availed only secondary sources of data, that is, the Yakkha textbooks of grade three and four. Nepali and English both codes were found to be mixed in the textbooks. Nepali code mixing occurred in the greater number than English. The code mixing was found in the word, phrase, adjective, adverb, and verb level but not in the sentence level.

Karki (2017) carried out the research on 'Code Mixing: A Case of Kantipur Daily.' The main objective of the study was to analyze the language of code mixing in the Kantipur Daily (KD) in terms of word class and types of news where CM takes place. The researcher used the descriptive survey with both qualitative and quantitative research design. An observation sheet was the major tool for data collection. She found that the greatest number of nouns, verbs, adverbs and adjectives were found in the issues of Bhadra 1st, Bhadra 3rd, Bhadra 5th and Shrawan 28th, respectively. Likewise, she found that the mixing of abbreviation was remarkable and regular as well as no English sentences were found in the KD. As a whole out of total 210028 words the number of total mixed English words were 4048 and the percentage was 1.92.

2.3 Implication of the Review of Study

Researches are built on the concept of previous research. Review of literature is, therefore essential and considerable research study which serves as indicator of researches in the selected area or issue.

Mixing of one language code while speaking or writing to other language is referred to as code mixing which is a natural phenomena. One language in a society is incomplete without mixing the code of another language. It means to say that when the speakers communicate with others, certainly, they shift from one code to another. The previous study helped to step down the stone on the path of my research study. The definitions of code, CM and CS provided by Heller (1988), Wardhaugh (2006), Coupland (1985), Fischer (1972), Fishman (1972), Hudson (1996), Myer-Scotton (1997), Gal (2006), Hockett (1985), Gumperz (1986), Richards et. al. (1985) are helpful to build the concept of the background and theoretical literature study. In the same way, Emeka-Nwobia's (2014) types of CS and Muysken's (2000) division of CM helped me to get knowledge of the classification of CS and CM. Likewise, I got an insight of research designs, methodology, sample and sampling strategy by Kumar (2014). From the literature review of Subedi (2003), Baral (2005), Luitel (2005), Lamichhane (2006), Neupane (2007), Gautam (2008), Tumbhang (2009), Limbu (2012), Chhetri (2012), Niroula (2016), Yakkha (2016), and Karki (2017), I got ideas in the formulation of objectives, to collect data, to build the conceptual framework of the study and to make the structure of thesis to accomplish this research. They also helped me to cope up with the research problem, broaden the knowledge regarding the research area and analyze and interpret the collected data in systematic way.

2.4 Theoretical or Conceptual Framework of Study

This research work is based on the mixing of codes from one language to another within a single sentence which takes place naturally. In this present study, I have has presented theoretical or concept framework from the previous studies in order to accomplish it. The conceptual framework of this research can be presented in the following framework.

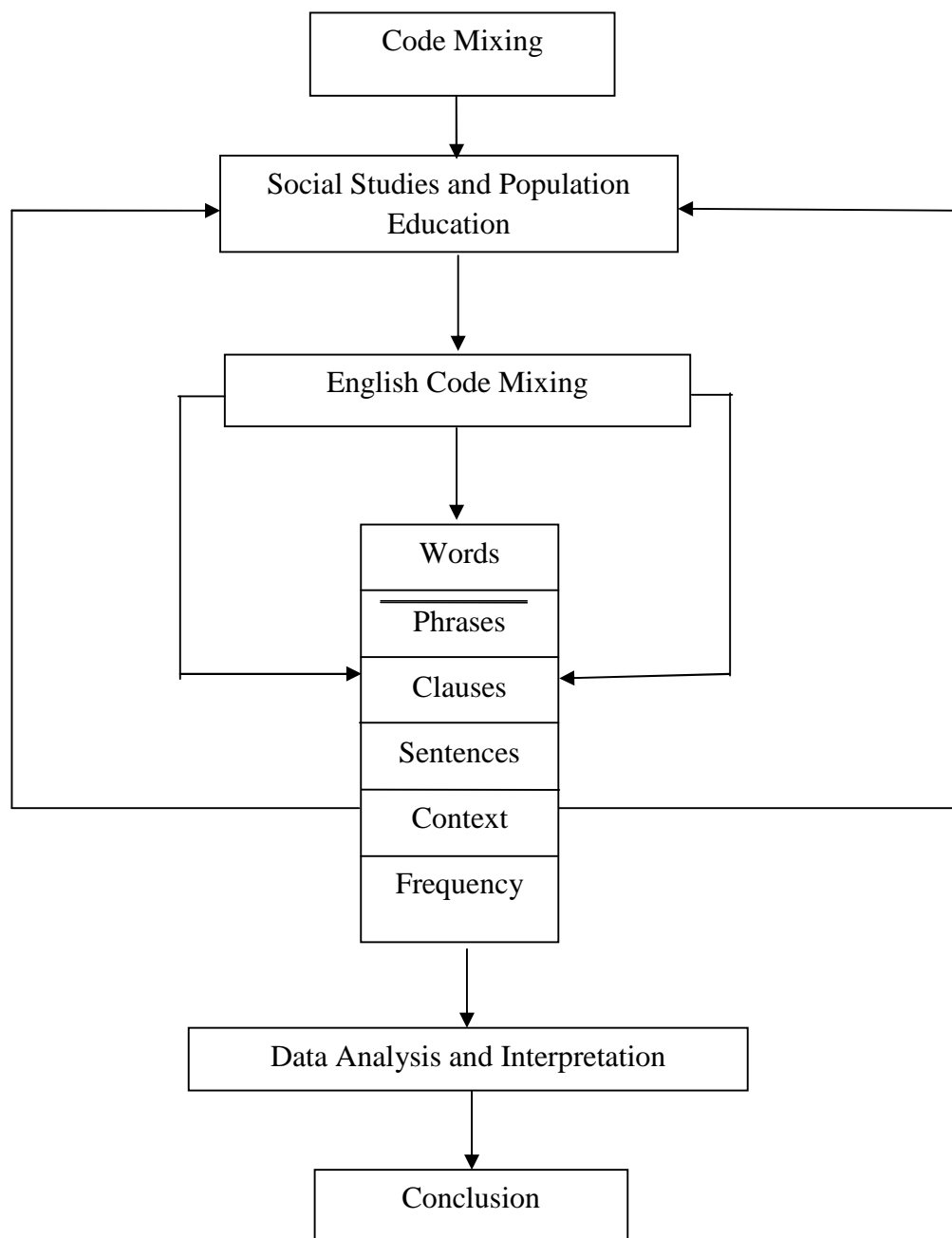


Figure-1: Conceptual Framework of Code Mixing in Textbook of Grade Eight Social Studies and Population Education.

CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

I adopted the following methodology in order to meet the objectives:

3.1 Design and Method of the Study

This study was document analysis in which both qualitative and quantitative research design have been used to accomplish the objectives. The collected data were described and explained both quantitatively and qualitatively using tables and figures.

3.2 Population, Sample and Sampling Strategy

Population, sample and sampling strategy of this research were as follows.

3.2.1 Population and Sample

Population of my research was Universe and ten units from the Social Studies and Population Education of grade eight textbook were sample population in my study.

3.2.2 Sampling Strategy

I selected 10 units from the textbook of Grade eight that is Social Studies and Population Education using non random purposive sampling procedure.

3.3. Study Area/Field

The study area of this research was code mixing in the textbook of Grade-8 Social Studies and Population Education which is taught in government schools.

3.4 Data Collection Tools and Techniques

I prepared observation sheets and OK as the major tools for data collection. They contained the details about the items such as word class, sentence types in which code mixing has taken place.

3.5 Data Collection Procedures

For the collection of the data, I adopted the following procedures:

- a. At first, I collected the textbook of Grade eight Social Studies and Population Education.
- b. After that, I intensively studied it from the beginning to the end time and again. Then, I noted down the mixed English codes and analyzed their word classes.
- c. Then after, I counted the number of English words to find out the percentage from the total.
- d. At last, I counted the frequency of words according to their types.

3.6 Data Analysis and Interpretation Procedure

Having collected of all the essential data systematically, I analyzed and interpreted the data and procedure using both qualitative and quantitative methods. For this study data were collected using observation tool and checklist.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

I collected data from Grade Eight Social-Studies and Population Education textbook as primary source. I purposefully studied the textbook to find out the English code-mixing and to interpret and analyze in terms of its word, phrase, clause, and its contextual use. I studied the textbook thoroughly and noted down the code of English expression in which they are used in the textbook.

After collecting English code mixing from the text book, I analyzed such code mixing expressions in different ways. The collected data were analyzed and interpreted in terms of:

- Holistic analysis of English codes used in the textbook of Grade-8 Social-Studies and Population Education.
- Word class based comparison
- Contexts of code-mixing in the textbook
- Comparison of the frequency of occurrence of English code in the text book.

4.1 Holistic Analysis of English Codes Used in the Textbook

At first, I analyzed and interpreted the collected data from Social Studies and Population Education holistically. All the mixed English expressions were classified into six categories which include word class, phrase, clause, sentence, context and frequency. But no deliberate use of expressions at clause and sentence levels were found in the textbook. So, further analysis has not been carried out at these levels. The following table presents the holistic comparison of English codes in the textbook:

Table 1 Holistic Analysis of Mixed English Codes in the Textbook

S.N.	Expression Categories	Number	Percentage
1	Words	83	60.14
2	Phrases	55	39.86
3	Clauses	-	-
4	Sentences	-	-
Total		138	100

The current study found that altogether 138 different English expressions were used in the textbook. Among them, 83 were from word level which occupied 60.14% of the total expressions. This is the most frequent category in comparison to others. Likewise, there were 55 different phrases in the textbook occupying 39.86% of the total. I did not find any expressions in the clause and sentence levels.

Examples

- a. Bayumandal ma raheko hawo *air* chalayaman vayo vane teslai bayu *wind* bhaninx

(The air which is found at atmosphere with its movements is called as wind)

- b. Timro kakchha kotha ko niyam *house rule* pani samsjik niyam ho

(Your classroom rule is also social rule)

In the above examples, the English words *air* and *wind* as well as phrase *house rule* were found to be mixed in the Nepali sentences. This phenomenon is called code mixing.

4.1.1 Word Class Based Comparison

For the analysis of English expressions at the word level, the mixed words have been categorized in terms of their word class. Although words can be classified into major and minor word class, only the expressions from major word class have been taken into account in this section. The English words categorized under major word classes have been presented in the following table:

Table- 2: Word Class Based Comparison in the Textbook

S.N	Word Class	Number	Percentage
1	Noun	78	93.98
2	Pronoun	-	-
3	Verb	2	2.41
4	Adjective	3	3.61
5	Adverb	-	-
6	Conjunction	-	-
Total		83	100

As stated in table-2, there are altogether 83 words in the textbook. Nouns covered 93.98% of the word level occurrence which contained 78 words out of total 83. In the same way, English verbs occupied only 2 (2.41%). The adjectives were in the second position consisting of 3.61 % with 3 words. But the English pronouns, adverbs and conjunctions were not found to be mixed in the textbook.

Examples

- a. Aago balna, *hiter* balna ra *machine* ghumauna shaktika rupma hami urjako prayog gariraheka hunchhou.

(we have been using energy as power to fire, use heater and start machine)

- b. Kunai chhetrama janasankhya bitaran ko aak nischit prarup *pattern* hunx

(In some area, there is certain pattern of population distribution)

c. Jaibik *organic* khetilai jod dinuparchha

(Organic agriculture should be prioritized)

Above examples reveal that the writer has used English nouns, verbs and adjectives within Nepali sentences in the textbook. The words *heater* and *machine* are English nouns in the first sentence and the verb *pattern* is in the second sentence. Likewise, the adjective *organic* is mixed in the last sentence in example.

4.1.2 Phrase Based Comparison

A phrase is a group of words forming a part of sentence. In this regard Aarts and Aarts (1986, p. 60) say, "Phrase can be distinguished as noun phrase, adjective phrase, adverb phrase, verb phrase and prepositional phrase. A phrase can be identified on the basis of the word class membership of its most important constituent." Most of the English expressions at phrase level are very common in the textbook. The following table presents the details of phrase based comparison:

Table-3: Phrase Based Comparison

S.N.	Types of Phrases	Number	Percentage
1	Noun phrase	45	81.82
2	Verb phrase	1	1.82
3	Adjective phrase	7	12.73
4	Adverbial phrase	-	-
5	Prepositional phrase	2	3.63
Total		55	100

The above table shows that there were 55 different kinds of phrases used in the textbook. Among them noun phrase occupied the highest rank, i.e. 45 (81.82%) in the textbook. Likewise, adjective phrase occupied the second position, i.e. 7 (12.73%) in the textbook. Verb phrase and prepositional phrase occupied 1 and 2 (1.82% and 3.63%), respectively. But adverbial phrases were not found to be mixed in the textbook.

Examples

a. Janasankhyik tathyanka (*population statistics*)
 b. Janasankhyako bitaran (*population distribution*)
 c. Unale *Google search* garera ritu paribartan *season change* bhani *type* gare
 (he typed season change by searching google)

d. Sev da children (*save the children*)

e. Shikshakle chitratmak napoka *graphical scale* bare bataidinuwayo.

(teacher described about graphical scale)

f. Basai saraima aune prakriyalai aaprabas *in migration* ra jane prakriya lai utprabas *out migration* bhaninchha

(In migration, the process of coming is called in migration and the process of going out is called out migration)

In the above examples, different kinds of phrases are mixed in the sentences. The noun phrases found in the examples are *population statistics*, *population distribution*, *Google search* and *season change*. The verb phrase *save the children* and adjective phrase *graphical scales* are mixed in the examples. Similarly, prepositional phrases used in the example are *in migration* and *out migration*.

4.1.3 Context Based Description

Context means, here, the possible region/situation in which English code is used instead of Nepali one. Certainly, there are thousands of situations where language is used. The context and situation plays the vital role in which the language is used. The same code can express different meaning in the different contextual situation. Thus, it is necessary to study the contextual situation in which the language is used for.

The contextual use of English language in the textbook of Grade eight Social Studies and Population Education is described below:

i. Political Context

I found the words which are related to the political background. The words mixed in the textbook used as political context are given within examples.

- a. Plato le rajnitik sastrako mahattopurna grantha *republic* ko rachana gareka thiye

(Plato has published republic, the important book of political science)

- b. Prachin grecema nagar rajyaka nagarikharu harek barsa nisshit thauma vela vayera parisad *council* ko chunab garthe

(In ancient Greece, the citizens of City State held the election by gathering in particular place every year)

- c. Rajnitik *politics*, loktantra *democracy* ra nagarik *citizen* jasta sabda ko utpati pani greece bata nai vayeko maninchha

(The words politics, democracy and citizen are also originated from Greece.)

In the above three examples, the code- mixed terms like republic, council, politics, democracy and citizen are used in the Political context.

ii. Geographical Context

The words used in geographical context are given below with examples:

- a. Bhukampa lai *rector scale* ma napinchha

(Earthquake is measured in rector scale)

- b. Jaminmuniko bhukampako utpati vayeko esthan lai *hypocenter* ra so kampan sidha satahama aaipugne Kendralai *epicenter* bhaninchha

(Hypocenter is the underground place where the earthquake is originated and epicenter is the center to come that movement)

- c. John tindalle harit gryha prabhat *green house effect* ka barema patta kagayeka thiye

(John Tindal had found out about green house effect)

In the above examples, code mixed words 'epicenter', 'hypocenter' and code mixed phrase 'rector scale' and 'green house effect' are used in the geographical context.

iii. Communication Context

The words used in communication context are given below with example:

- a. Sat din samma *radio* wa *television* bihan wa beluka kunai sanmachar sunne wa herne gara

(Watch or listen any news in the morning or in the evening on radio or television till seven days)

In the above examples, the code mixed terms like 'radio' and 'television' are in the communication context.

iv. Technological Context

The words used in technological context are given below with examples:

a. Yes *card* lai *atm kard Automated Teller Machine* card bhaninchha

[This card is called ATM card (Automated Teller Machine)]

b. Bidhyalayama raheko *thermometer* kakchha ko aak bhitta ma addyayera rakha

(Hanged out thermometer of school on the wall of classroom)

In the above two examples, the code mixed terms like ATM card, and thermometer are used in the technological context.

v. Historical Context

The words used in historical context are given below with example:

Devine comedi mahakabya lekhera dantele *Italian* sahityama mahattopurna yogdan gareka thiye

(Dante had contributed to Italian literature by writing an epepee Devine Comedy)

In the above example, code mixed words 'devine comedy' and 'Italian' are used in the historical context.

vi. Medical Context

Testai parichaarika Nurse, lab assistant, doctor, JTA aadhiko aawasyakata parcha.

In the above examples, the code mixed terms like nurse, lab assistant, doctor, and JTA are used in the medical context.

vii. Abbreviations

WTO, BIMSTEC, SAARC, UNFPA, ATM, UNICEF, CPI, BPI, HIV/AIDS, FAO, ILO, UNDP, WHO, UNESCO jasta samyukta rastra sangaka bisitikrit sasthaniko sadasya vai bivina karekarma sanchalan gardai aayaki chha.

In the above examples, code mixed words WTO, BIMSTEC, SAARC, UNFPA, ATM, UNICEF, CPI, BPI, HIV/AIDS, FAO, ILO, UNDP, WHO and UNESCO are used in abbreviations.

viii. Miscellaneous

Rafting, military, hotel, lodge, restaurant, resort, travel agency, paragliding, trekking, gulf, polo, drill, gas, petroleum, battery, coal

4.2 Comparison of the Frequency of Occurrence of English Codes in the Textbook

Code mixing is natural phenomenon in which the codes of one language is mixed up in the conversation of another language. It can be found in every language. I studied the textbook in terms of holistic approach and word class basis and I have found 138 English codes in the textbook. I again studied the frequency of the codes. I found that the noun words were frequently occurred, in the textbook. The most common frequent word was 'degree' which occurred 18 times in the textbook. Similarly, the second largest frequent word was 'petrol' which occurred 4 times in the textbook. The words 'monitor', 'transparency international', 'HIV/AIDS' occurred 3 times in the textbook. In the same way, the words air, wind, hitter, radio, democracy, organic, television, nurse and republic occurred only one time in the textbook.

4.3 Summary of the Findings

On the basis of analysis and interpretation of data, the following findings were enlisted:

- a. There were 138 English expressions mixed in the textbook.
- b. Out of 138 mixed expressions, English words were 83 (60.14%) and English phrases occupied 55 (39.86%) in the textbook.
- c) On the word class basis, English nouns occupied 78 words (93.98%), 2

verbs (2.41%) and 3 adjectives (3.63%) were found in the textbook

- d) There were not mixing of pronouns, adverbs and conjunctions words in the textbook.
- e) Regarding the phrase, noun phrases were greater in number (i.e. 45 out of 55 or 81.82% out of 100%) than other phrases. Similarly, adjective, prepositional and verb phrases were 7(12.73%), 2(3.63%) and 1(1.82%), respectively. But adverbial phrases were not found to be mixed in the textbook.
- f) There was no use of any expression at the clause and sentence levels in the textbook.
- g) In terms of frequency, the most frequently repeated expressions were the words. The word 'degree' was the most frequently used word repeating 18 times in the textbook.
- h) Mixing English abbreviations were found in a greater number such as UNFPA, ATM, UNICEF, CPI, BPI, HIV/AIDS, FAO, ILO, UNDP, WHO, and UNESCO
- i) The greater number of code-mixing occurred mainly in the political and geographical context.

CHAPTER-FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusions

The present thesis 'English Code Mixing in Social Studies and Population Education of Grade 8' was carried out to find out the English codes mixed in the textbook. I analyzed the English mixing in terms of different criteria. I went through the number of the related literature including previous theses carried out in the Department of English Education T.U. and other different books related to sociolinguistics in general and code mixing in particular.

The main objective of the study was to analyze the English code mixing in the textbook. For this study, four objectives were formulated. On the basis of the analysis and interpretation of data, the findings were divided into holistic, word class and comparative analysis. There were 138 English codes mixed in the textbook. Out of total words, there were 83(60.14%) words and 55(39.86%) were phrases mixed in the textbook. As a result English noun expressions were more than phrases ones.

To sum up, code mixing is a natural phenomenon. Single language cannot fulfill itself without the help of other language codes. It is used as a strategy to facilitate communication in bi/multilingual community. Its coverage is increasing day by day due to globalization.

5.2 Recommendations

Shifting one code from another is a common feature of a bilingual society. With the change on the social expectation and linguistic standard of the readers, Nepali writing these days has been streamlined with a hybrid linguistic feature including multi-linguistic codes. Greatly influenced of the migration and globalization, Nepali writers use English codes in their writings.

On the basis of above findings, the following recommendations have been made for pedagogical purpose:

5.2.1 Policy Related Recommendations

Code mixing is natural. Every language has code mixed of other languages to complete its linguistic service. The textbook of grade eight is not secure to it. Therefore, some policy recommendations are presented as below:

- a) The policy makers should consider the formulation of policies and plan on language selection so as to minimize and make easy English code mixing in the textbook.
- b) Social Studies and Population Education textbook is a compulsory course in the school. So, the textbook writer should consider the ground reality of the society.
- c) Policy maker should hold workshop, seminar, and many other programs before they design the curriculum and syllabus of social education.

5.2.2 Practice Related Recommendations

Policy should be practiced to get better achievement. Some practice related recommendations are given below:

- a) The teacher should have good knowledge of culture, social background, and many more to teach the textbook effectively.
- b) The teacher should have teacher guide, reference books and other teaching materials for better teaching.
- c) The teacher should teach the technical words, cultural words, political words with the related references.
- d) The teacher should know about the code mixing to give clear meaning to the learners.
- e) The teacher should teach the English code mixed terms with references to other materials to give clear meaning.

5.2.3 Research Related Recommendations

A few research is the complete and ultimate finding. This research cannot cover all the area of code mixing in the Nepali language. My thesis might be gateway to study the below research area.

- a) My study on code mixing in the textbook of grade eight does not find the concept of teachers who teach the language. So, the teacher's belief on the language teaching is needed to be researched.
- b) My research does not show the attitude of students on code mixing in the textbook. This can be a topic to be researched.
- c) This research does not answer why code-mixing occurs. The research can carry and further research on reasons for code mixing in the textbooks.

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