

**Code-mixing in the English Classroom: A Case of Secondary Level Community
Schools in Lalitpur District**

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

Submitted by

Bhawana Bajagain

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2025

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2025

T.U. Regd. No.: 9-2-617-1-2013

M.Ed. Fourth Semester Examination

Roll No.: 7628011/076

Date of Approval of

Thesis Proposal: 23/02/2024

Thesis Submission: 28/11/2024

Declaration

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

Date: 28/11/2024

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Recommendation for Acceptance

This is to certify that Ms. Bhawana Bajagain has prepared the thesis entitled **Code-mixing in the English Classroom: A Case of Secondary Level Community Schools in Lalitpur District** under my guidance and supervision.

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Dedication

Dedicated to

My Parents and all the teachers for their never ending support and guidance in each
and every step of my life.

Acknowledgements

I express my sincere gratitude and deepest appreciation to my supervisor, Dr Gopal Prasad Pandey, Reader and Head of Department of English Education, T.U Kirtipur for his wisdom, mentorship incredible supervision, consistent support and valuable guidance throughout the dissertation preparation, which always guided me, to proceed in the right direction to accomplish this research.

Likewise, I am extremely thankful to Prof. Kamal Kumar Paudel and Mr. Guru Prasad Paudel, Department of English Education, TU, Kirtipur for regular guidance and insightful feedback. My deep and cordial gratitude goes to the Department of English Education, Tribhuvan University for developing a learning-friendly environment. I am deeply grateful to Ms. Bishnu Karki, Mr. Bijaya Singh Thakuri and Ms. Aruna Aryal for their passionate participation, valuable discussions and inputs during conceptualization and dissertation preparation. I am also thankful to all the professors from Department of English Education, my friends and classmates of English Education batch 2076 for their help, appreciation and cooperation during my entire work. I am indebted to the Shree Mahankal Higher Secondary School, Gotikhel, Lalitpur and Shree Kalidevi Secondary School, Bukhel, Lalitpur for providing me the time and space for data collection to accomplish this research.

I am much obliged to Mr. Basant Bhandari for his valuable inputs he had put upon my dissertation work and for his consistent support and encouragement. I express deep gratitude to my parents and family members for their support, help and inspiration. This could not have been possible without their help and continuous support.

Bhawana Bajagain

Abstract

The research titled **Code-mixing in the English Classroom: A Case of Secondary Level Community Schools in Lalitpur District** aimed to explore and analyze the types of code mixing used in classroom interactions and the reason behind using code mixing in the English classroom. The study adopted basic qualitative design. Classroom observations and unstructured interviews served as the main tools for the data collection. This study shows the pervasive use of code mixing and single word insertions in teachers' responses. At the same time, the study demonstrates the rare use of the alternative meaning in classroom interactions. Moreover, teachers mixed codes in English classroom for different reasons namely; lack of resources, multilingual backgrounds and absence of appropriate terms. Further, the findings also suggest that the appropriate use of code-mixing fosters the confidence and motivation among students and teachers.

This study consists of five different chapters. The first chapter is the introductory part, which included the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study, and definition of key terms. The second chapter reviews related literature, theoretical literature, and conceptual framework. Similarly, the third chapter deals with the method and procedure of the study, population, sample and sampling procedure, data analysis and interpretation procedure, and ethical considerations. The fourth chapter deals with the analysis and interpretation of the results. Similarly, the fifth chapter includes findings, conclusions, and recommendations of the study. The references and appendices have been included in the last part of the study.

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Acronyms/Abbreviations

CM	:	Code Mixing
ELT	:	English Language Teaching
EMI	:	English Medium Instruction
L1	:	First Language
L2	:	Second Language
L3	:	Third Language

Chapter I

Introduction

Background of the Study

Interaction is a part of communication with more than two participants in two languages. It occurred when the participant wanted to resolve the issue by discussing it in the moment. Interaction is an important part of our daily life and has many advantages as physical, mental and emotional. It is an invaluable tool for maintaining relationships and trust and making strong bonds with the community, which helps balance personal and professional development. Social interaction usually refers to an exchange between more individuals and is a building block of society. They usually followed culturally approved methods to interact with certain things or perform appropriate actions. Social interaction influences our minds, bodies and behaviors, making us responsible for social activities.

Learners' interaction in the classroom by using the native code cannot be ignored in the classroom if the teacher and learners share the native language to interact easily with each other. Let the students use their native language in classroom interaction is a humanistic approach which allows them to speak freely what they think instantly. So, the learners' interaction in the classroom by using code will make them comfortable to share knowledge. In the learners' interaction, code-mixing can be creative and a good strategy for sharing their thoughts, and ideas, especially the interaction with the teacher on subject matter.

Classroom interaction is a procedure that intensifies the development of the two important speaking and listening skills among the learners. Code mixing helps to think critically and share their creative ideas in discussion. Generally, classroom interaction is defined as the fruitful interaction between teachers and learners on any

specific topic and lesson. Many recent studies have started to explore the related factors, which focus on interaction in the classroom. For example; diversity in teacher and learner beliefs, cultural background of the learners and teachers, and the complexities of learning a second language in classroom interaction as well as psychological aspects of learning a second language during classroom interaction (Carter & Nunan, 2010). Interaction in a classroom is the best approach for teaching and learning. Various classroom observational instruments have been adopted to capture the language used by the teacher and the interaction generated. The medium of education in the classroom depends on the language used in interaction and language proposes to convince classroom materials to influence language skills. Influence of language in classroom origins through sociolinguistics, psycholinguistics, multilingualistic, code-switching and code-mixing.

Sociolinguistics is the field of language variation, change, use of language and style. The most important part of sociolinguistics is to prioritize multilingualism, cultural norms, context, expectations of society and consequences of language on society. Sociolinguistics offers to acquire concepts and approaches from the ethnography of language, power, interaction and habitation, language ecology and dissimilarities studies (Baugh, 2011). Linguistics is the study of language and its structure which includes grammar, pronunciation, vocabulary and meaning, overall, how language works is linguistic (Hudson, 2010). Moreover, psycholinguistics and sociolinguistics are based on one frame that studies society and development, and speech development. It describes how people acquire and produce the language according to their social psychology.

Sociolinguistics explores the reasonable process of language comprehension, production and acquisition. Sociolinguistics differs in terms of social norms, cultural

background, gender class, geographic region of origin, and participant's racial and ethnic background (Tannen, 2005). Especially, sociolinguistics is related to the social point of view and the function of language in establishing a social connection where language has contributed to conveying information to the speaker (Trudgill, 2000). These facts can build effectual interaction between language and society. Similarly, standard English and general English have different points of view. Standard English deals with academic purposes and general English concerns people's accents, pronunciation and interaction. Sociolinguistic research in the field of language and society has close attachments with the social sciences mainly in social psychology, human geography, anthropology and sociology (Trudgill, 2000). Speakers cannot be perfect in every linguistic background so they are switching and mixing languages according to their psychology and social factors. They do not just respond automatically to handle the situation but also perfectly switch and mix the languages to adjust to the same setting. Sociolinguistics is concerned with exploring the relationship between language and society for a better understanding of the structure of language. Language functions in communication and the identical aim of the sociology of language is trying to uncover how social structure can be better understood through language (Wardhaugh, 2006).

Psycholinguistics is connected to language and the human mind which explores how the human mind automatically responds through language. Similarly, psycholinguistics represents the society and linguistic performance of the human mind. It concerns two interconnected goals to establish an understanding of the process which carries the system of the human mind and thus as evidence of how human being organize their thought and impose patterns upon their experiences (Field, 2003). Psycholinguistics automatically relates the term as cognition which

means knowledge of everything in psycholinguistic concept. The human mind uses knowledge automatically through language according to the circumstances. Mostly, cognition is related to knowledge of how to use language, its style, tone, alteration and insertion.

The diverse background of the classroom attempted to explore the different ethnic groups and languages inside the class. It is the cause of using code mixing in the ELT. English language teaching is a tough task for a multilingual classroom, where the learner's native language hinders them from learning English and compels learners to mix the code to acquire the target language. They try to minimize code mixing but cannot abandon it from language teaching. Code mixing influences learners to know the intention of the context and to get knowledge, proficiency and capability of learning English. The teacher focuses on improving the learners' proficiency in the English language. Free writing, speaking, presentations, and summarization can be better options for language development. learners could not respond easily to content translation and mixed the code to describe the content or vocabulary. Likewise, the teacher starts the class by using code-mixing like: *good morning class, okay sit down, k chha aaja homework garyau ta?, turn page no 4, khai paltau ta*. Same as students' response is like: *good morning, sir, homework gareko chhau sir*. It helps to interact and actively participate in learning.

In the context of Nepal, English language teachers strive to reduce code-mixing from the basic level. Teachers are successful in creating an English medium instruction and learning environment, but it takes time to receive input. Similarly, teaching-learning materials, innovative techniques and activities can improve the learners' English language class rather than applying the slogan of EMI. In the Nepali context, code-mixing gives great favour to the transmission of the culture and the

meaning can be perceived variously, depending on the cultural variation in the ELT classroom as defined by Tumbahang, (2020). According to him, code mixing is necessary to give a clear impression and expression during classroom interaction.

Statement of the Problem

The problem I wanted to raise in this study is code-mixing in classroom interaction where we found the codes used by teachers and learners easily. Code mixing impedes language development, it can hinder students from fully immersing themselves in the target language and potentially delay their acquisition of vocabulary, fluency and grammar. Code mixing interferes with the learning environment which relies on native language structures and vocabulary. That can interfere with learning proper English grammar, pronunciation and usage. In addition, code-mixing creates cultural barriers because pervasive use of code-mixing may prevent the students from engaging with English-speaking cultures and contexts for language acquisition. However, different research addresses so many issues regarding code mixing in classroom interaction or language teaching. Confusion and miscommunication in learning English, lack of consistency, hindrance in academic performance, interference with learning, and assessment, challenges and cultural barriers could be the main issues of code mixing in the ELT classroom. Code-mixing hinders the learning of a second language rather than clarifying the true meaning of the context.

The issue of code-mixing affects classroom interaction in community schools, language institutes, journalism, and the arts. Many recent studies targeted to find out the result of code-mixing in social media, literature or any newspapers, articles and learner interaction but they totally ignore the issues regarding the classroom interaction at the secondary level. So, I have selected this topic to know the code-

mixing in classroom interaction by learners and teachers at the secondary level and the types of code-mixing in their interaction. I came to see that there are no significant studies regarding only the code-mixing in classroom interaction. This research identifies the related issue of studies and tries to fill the gap of those studies by indicating the research problem.

Objectives of the Study

The objectives of this study were as follows:

1. To examine the type of code-mixing frequently used in classroom interaction in terms of: Insertion, alternation and congruent lexicalization.
2. To find out the reasons for code-mixing in classroom interaction.
3. To provide some pedagogical implications.

Research Questions

This study was guided by the following research questions:

1. What are the predominant types of code mixing observed in English language classroom?
2. What are the most common reasons for code mixing among teachers and students in English language classroom?

Significance of the Study

This study is related to code-mixing in classroom interaction at the secondary level. This study will be useful to English teachers and students, linguists and writers. Through this study, teachers and students can get the ideas about use of code mixing as well as improvement in learning English. It will help linguists and writers to get purity and linguistic terms of literary text. Language specialists and teachers are concerned that code-mixing with English or Nepali can distort the intended meaning and purity of each language. It will be significance for language teachers, researchers,

linguists and learners concerned about the theory and nature of code-mixing in native language and formal interaction, the reason for code-mixing and pedagogical implications regarding code-mixing.

Delimitations of the Study

Due to the access of time and participants, this study has the following limitations:

- The area of the study was limited in two community schools of Mahankal Rural Municipality, Lalitpur district.
- The research design of the study was based on a qualitative method.
- The study was limited in the types and reasons for code-mixing in classroom interaction of teachers and learners.
- English teachers of secondary level and students of grades nine and ten were the participants in this study.
- Interview and checklist were the focused tools for the data collection.
- The interview was recorded with the consent of high confidentiality.
- The data collected from observation was analyzed and interpreted using a table and description. The data collected from the questionnaire was analyzed and interpreted by making themes.

Definitions of the Key Terms

Code-mixing: The transfer of linguistic elements from one language to another and mixed additional words, sentences and phrases into a text and document.

Code Switching: The practice of alternating two or more languages or dialects within a sentence, conversation or even a single phrase.

Multilingualism: An ability to communicate effectively in more than two languages, this can apply to individuals who speak several languages in societies where multiple languages are spoken.

Linguistic: It is a scientific study of language and its elements, structure, use, development, social and psychological aspects. It refers to the elements like language structure as phonetics, syntax, and semantics, a study of the particular language.

Insertion: The process of adding words while communicating in spoken or written form and adding extra elements such as words or sounds into a sentence or phrase, to insert one word into another language.

Alteration: The process of changing words or switching between different actions or elements. The variation in form or structure of a word or phrase often due to grammatical or phonological change.

Congruent Lexicalization: The correspondence of words from different language that can share the grammatical structure of sentence, exchanging of the words in other languages.

Chapter II

Review of Literature and Conceptual Framework

This chapter includes the theoretical and empirical literature review. The review of different theories based on code-switching, code-mixing, and its types of code mixing was presented in the earlier section and another section includes the empirical literature review followed by the conceptual framework and implications of literature reviews.

Review of the Related Theoretical Literature

This research topic is based on the theory of code-mixing. The theory is related to the basis of sociolinguistics and psycholinguistics and the nature of bilingualism or multilingualism. This research topic is related to code-mixing in classroom interaction at the secondary level. For this study, I have reviewed the various literature, articles, journals and different theories related to code-mixing and its type, reasons for using code mixing and its impact on classroom interaction.

Code Switching

Code-switching and code-mixing are the terms of language variation. In linguistics, code-switching is introduced as language in a single conversation. Hudson (2010) describes three types of code-switching:

- a) Inter-sentential code-switching: It occurs between two separate utterances or two coordinated clauses belonging to the same utterance. It depends on the mood of the speaker and also it amplifies and emphasizes the point that has been switched. This type of code-switching is mostly used between fluent bilingual speakers. For example: *“If I’m late for dinner, Hajurharu Khanuhola”*

- b) Extra-sentential code-switching: It is also called emblematic or tag code-switching. And also occurs between a clause and an extra clausal element attached to it. For example: “*She is an amazing singer, hoina ta ?*”
- c) Intra-sentential code-switching: It concerns linguistic elements like nouns, verbs and discourse. It changes within the clause which would be a single word or an internal word in a sentence. It is the shift that is done in the middle of a sentence without interruptions, hesitations and pauses. For example: “*Kati ramro gayan, smooth voice raichha*”

Code-mixing

Code-mixing depicts the common area of sociolinguistics in which speakers mix two languages in a single sentence or sometimes inter-sentential as well. Code-mixing involves not only bilingualism but also the incorporation of different styles, varieties, and registers of language. An example of code-mixing; “*kasto fake smile ho!*” in the above-mentioned example, Nepali and English language are mixed in a single sentence. Code switching and code-mixing creates reason to make meaning clear, to show pride, expressing their identity and shown shared culture and ethnicity. Mostly particular communities and participants, choice of topic, and impact of multiculturalism create the situation of code-mixing. People use various languages in different situations to communicate effectively and connect with specific communities. Likewise, integrating their ethnic communities helps shape the status of that language. For example; Newari language speakers are well-known in the Nepali language as well and when they meet their friends naturally mix the mother tongue with the Nepali language. It is possible when both speakers understand the Newari language properly. But when Newari friend meet Newari then they switch the language from Nepali and start to talk in Newari. Code-mixing is the practice of

alternating between languages within the same utterance during oral or written interactions. The categorization of individuals as bilingual or multilingual occurs within that specific context. Similarly, the discourse is used multiple times in the same interaction, demonstrating users' ability to skillfully and stylishly mix different languages in conversation.

Code-mixing is the phonological and grammatical term of language. It is an action of mixing and practice of more than two languages. It is seen in the bilingual and multilingual environment while using the language in written and spoken form or in communication we can find more than two languages. It is a medium to express thoughts, ideas, feelings and opinions on something. Code-mixing and code-switching the term came under bilingual and multilingual interchangeably. Code-mixing refers to changes in linguistic elements such as grammar and words from one language to another or mixed. It is called the mixing of two or more languages and language varieties in speech. User can be bilingual according to the situation or context and change the language to mix the language in their mood. So Muysken (2000) describes the types of code-mixing in brief:

Insertion. It occurs in the process of inserting items such as words, phrases, clauses, hybrids, and idioms from one language to the structure of another language. For example:

“Drive slow! accident huna sakchha”. (Drive slow, it could be an accident.)

According to IKshani (2013), insertion is the process of inserting the foreign lexical or phrase category into the sentence structure. It occurs in the form of a phrase and a small unit of one language. They would be identified simply by the type of elements and size inserted like; noun versus noun phrase. Code-mixing takes place only in the case of clauses and sentences, such as words or phrases. For example:

Ma *road* ma hidirathe, *suddenly* hawahuri chalyo.

(I was walking on the road, and suddenly there was a gust of wind.)

It is a single English word used in a Nepali sentence, there is infixing or embedding. The English word *road* and *suddenly* inserted into an overall Nepali structure. Insertion is close to lexical items from one language to another language. There can be an insertion in a verb, phrase, adverb, adverbial phrase or mostly some single noun which is easy to understand.

Similarly, insertion refers to the process of inserting the materials in the form of both lexical items and components of the language into the structure of other languages (Antunes & Zico Ma'u, 2018).

For Example:

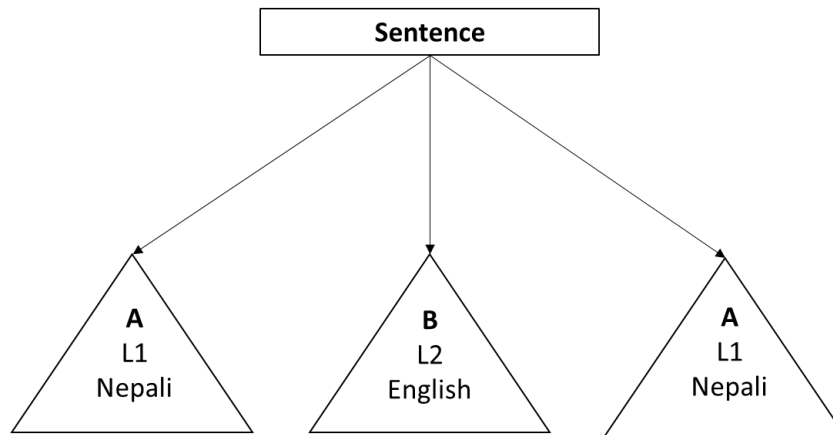
Kati derail *difficult* bhako (It is so difficult)

Excuse me? K *problem* ho? (Excuse me! what's your problem?)

Based on these examples, it is visible that L1 and L2 refer to two different languages A and B or Nepali and English. Similarly, some words are inserted from the dominant language and the whole sentence structure is made in the first language. The first language can fill the word and the second language can complete the sentence or L2 can insert the lexical item and L1 can complete the sentence, it can be vice-versa.

Figure 1

The tree diagram of insertion after Muysken (2000)



Insertion is a type of code-mixing when your user attaches a word or code to their spoken or written language (Astri & Fian, 2020). Generally, native language speakers applied the insertion since the user did not recognize the meaning of that word in their native language.

Alteration. It occurs when the structure of two or more languages is alternated indistinctively both at the grammatical and lexical levels. For example: “Thikai chha tyso bhaye *do come again*” (*It is okay, do come again.*)

It is the alternation between sentence structures from one language to another language. Alternation is close to switching codes between turns or utterances. It simply identifies the size and types of elements alternated in a sentence structure (Ikhsani, 2013). For example; code-mixing occurs in the form of a clause sentence and clauses followed by a grammatical structure like subject, verb or object. Here is an example of alternation:

Hamilai dhila bhairahoko chha, *Lets go home.* (We are getting late, let’s go home) It is a single clause in a Nepali sentence.

In the case of alternation, there is a code that switches to another language engaging the grammar and lexicon. It seems that one language structure switched or replaced the clause of another language. Nepali language's first segment is infixes in the English second segment or vice-versa. It is part of code-switching that occurs between words in turns or between turns. Similarly, alternation is the limitation of mixing in terms of an equivalence of the language engaged in mixed points and clauses. So, the alternations depend on the clause of group words which consist of the subject and guess the meaning but do not express the complete meanings (Sagala, Sihambing & Rudiant, 2022).

Generally, alternation is the process in which two different languages share the grammatical structures that might be lexically by the elements of that language. In the case of alternation, two different language structures are mixed in the same sentences which gives the complete meaning and clarity (Fanani & Zico Ma'u, 2018).

Alternation is also called a term of tag switching, in code-switching where the first language makes the sentence and switches to support with a clause in a second language.

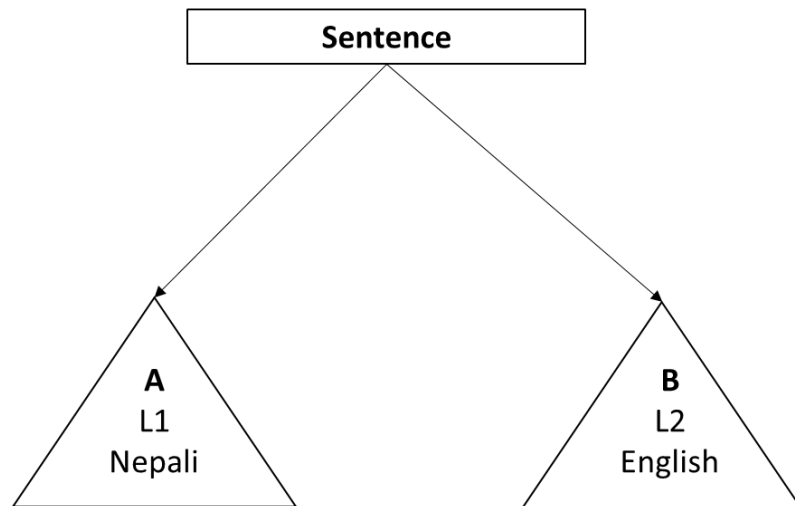
For example:

- Timilai Sancho chhaina jasto chha, *Are you okay?* (You do not seem good today, are you okay?)
- Ma aaja aauna sakina, *probably, I will come tomorrow.* (I could not come today, I will probably come tomorrow)

Same as, alternation is a type of code-mixing applied by the user to mix the language into a form of phrase (Astri & Fian, 2020). In the case of alternation, the speaker mixed the form of a phrase that came from another language.

Figure 2

The tree diagram of alternation after Muysken (2000)



Congruent Lexicalization. It occurs in a situation where two languages share the grammatical structure which can be filled lexically with the components from either language. The mixing of both languages could be interpreted as a combination of alternation and insertion. For Example:

- J bhayo, *that's not good*. aba we have to be calm. (Whatever happened that's not good, now we have to be calm.)

It is a situation where two languages share a grammatical structure that is filled lexically with elements from other languages. In lexicalization, people use words or phrases whose meanings are already known by users in their first language (Ikhsani, 2013). For example:

- Kisko kya hoga, *who knows?* (What happened to whom? Who knows?)

It is a single English clause in a Hindi utterance. The sentence *who knows* could be easily in English as a structure of Hindi. Congruent lexicalization is identified as stylistic and mostly used as synonyms. The user knows the switched language perfectly and makes it stylistic by switching to a clause of another language.

Congruent lexicalization refers to specific words and phrases that have meanings commonly understood by many users. Here is an example of congruent lexicalization given below:

- Hami *Facebook* ma *friends* chhau ni hai? (Are we friend on Facebook?)

Facebook is one of the social media that is now very popular in the world used to share, ideas, pictures, quotes and chatting. So many people are familiar with the word *Facebook friend* and have accounts from different backgrounds such as students, politicians, businessmen, and literary figures. Congruent lexicalization brings the style and synonyms of that language. Furthermore, congruent lexicalization is defined as a situation where the two languages engage and share grammatical structures which can be lexically filled with another language, which can be changed and different in style. Generally, congruent lexicalization refers to the process of linear and structure equivalence between two languages at the syntactic level (Fanani & Zico Ma'u, 2018). It is used to clarify the expression in one language and repeat the same expression in another language and the user mixes the stylistic synonyms to make their conversation zestful. In the congruent lexicalization, the user should be potent in both languages, while a user mixes the code of L1 and instantly uses the code from L2 and could be vice-versa. However, the listener could get confused in the same sentence structure.

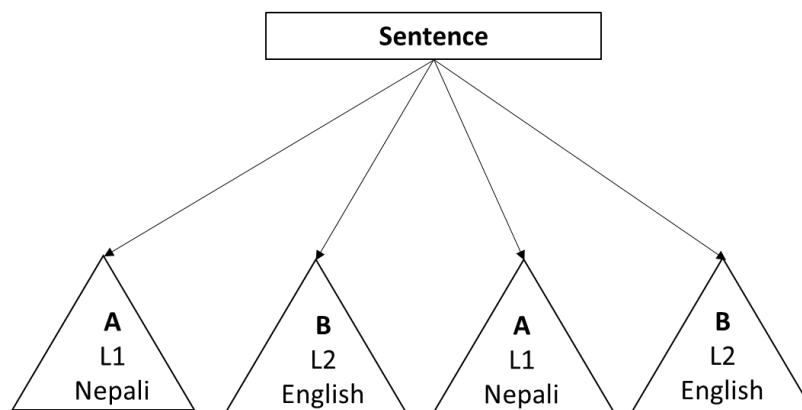
For example:

- Bholi, *I will check your homework*, sabaile garer aune, *understand?* bujyau ni.
- (Tomorrow, I will check your homework, everyone will do it, understand? Do you understand?)

In this example, the user mixed the Nepali code first and used an English word then repeated this word in Nepali language. So, in congruent lexicalization, the user can mix or accept the new word into the lexicon of a language.

Figure 3

The tree diagram of congruent lexicalization after Muysken (2000)



Congruent lexicalization is a type of code-mixing used by the speaker the code language is influenced by the dialect of the speaker (Astri, Flan, 2020). It means when a speaker produces a language, the English word produced by the speaker is similar to the second language. The official language of Nepal has a few similar words to English. For example:

- Mero *computer* chaleko chhaina (My computer is not working.)
- Sorry, ma *phone* ma *busy* thiye. (Sorry, I was busy on the phone.)

In the Nepalese context, native speakers do not perfectly use the English language and they mix the code of Nepali or mother tongue with the English language or mixed English code (single word insertion) with the Nepali language. Mostly code-mixing and code-switching are known for convincing communication as well as easy conversation. While talking about the way of communication, the speaker mixed English, Nepali and another language showing how perfect the speaker is in

discussing something or sharing ideas with someone. For example; “Ma dherai *time* dekhi timro *intazar* ma thiye” and in this sentence there is code language mixed as *dherai* (Nepali), *time* (English) and *Intazar* (Urdu). That’s why, we communicate and teach English or Nepali language generally code is mixed naturally due to bilingualism or multilingualism. The purpose of code-mixing is to talk or convey easily about pacific topics, to express cohesion or harmony in the community, to insert the sentence with code connectors for our proficiency and to quote somebody else. The students from the secondary level can apply code-mixing and code-switching in their daily conversation in school even in society as their informal or formal way of communication. The significance of code-mixing is to show proficiency in different languages which improves communication with others and allows one to grab good opportunities in the future. This study will be a reference for the readers on how the students mixed the code language along with the target language, especially in learning English in the classroom. There will be guidelines and reasons for acquiring as well as mixing the code by native speakers.

The reason behind code-mixing is multilingualism and bilingualism. However, the researcher did not go through the code-switching of students in learning ELT because students belong to different ethnic groups and communities so they switch the code of Tamang, Newar, Maithili and so on. It is not practicable to research code-switching because the researcher cannot take proper data and it can be vague and cannot give the expected outcomes.

Additionally, code-mixing is developing proficiency in the Nepali language same as many ethnic groups like; Maithili, Tharu, Bhojpuri, Newar, Rai, and Limbu along with international languages such as English, Hindi, Urdu, Japanese, Korean and so on. This is possible through social media, tourism and study abroad which

develops globalization and makes it easy to mix the code in language while learning, teaching and communicating.

Code-mixing and code-switching can be found in regular conversations at schools, programs, training, and informal and formal discussions. The speaker comfortably mixed the informal Nepali with English code mix in their conversation. Code-mixing occurs in a specific society where speakers use more than one language. Code-mixing happens in adult communities where they communicate within their groups (Sunari & Simatupang, 2021). Languages enter to gather many speakers from different ethnic groups for discussion and communication.

The speaker is often found mixing verbs and nouns (single word insertion) of Punjabi language in their discourse of Urdu. Speakers usually listen to these nouns and verbs of Punjabi through their parents, friends, grandparents and other family members (Ramzan, et al. 2021). In the same way, native speakers follow the accents and utterances of other languages through their surroundings. Nepali speakers have tried to mix the code as (single word insertion) English or other language which happens through the dictionary of knowledge in the target language. Target language teaching and learning involves the pragmatics of code-mixing and code-switching where the teacher automatically switches or mixes certain linguistic items and utterances of two or more languages in a communicative context to achieve a definite pedagogic motive (Ezeh et al. 2022). It has been compulsorily adopted to accelerate the learning of complicated language contents and to hold the students while learning the second or target language. The teacher has a compulsion to be bilingual and to mix the code of the target language so that they can comfortably convince the meaning of the context which could not ease the intention of the text. Sometimes it is

important to use the utterance of the native language while the speaker can translate the word into another language and face more than two languages simultaneously.

English language teaching (ELT) is not an easy task and is not only focused on translation but also concerns the learner's psychology and linguistic aspects. Different subject has a variety of linguistic terms and the English language serves as the means of medium. In this sense, English language teachers should be concerned about the notion of language and the aims of that language. Similarly, language teachers should have a good knowledge of the language which they have followed. The matter of code-mixing and code-switching is directly related to the present language teaching method known as the Grammar Translation Method (GT). It has a prominent role in language teaching especially in community schools in Nepal, where teachers and students mix a certain code of first language (mother tongue) intending to translate the sentence (Tumbahang, 2020). Both code-mixing and code-switching are related to the lexical movement within an utterance and sentence. Simply, code-mixing is the mixture of varieties of code in a sentence where the speaker chooses to balance the switching and mixing of the code while communicating.

The community is culturally and linguistically diverse and ethnic groups have the right to use their language. In the current situation, the lecturer uses code-mixing and code-switching pedagogically in their subject matter. Code-switching and code-mixing have advantages in educational and conversational situations. Because the speaker wants to talk freely but cannot express through a lack of words or phrases in one language. Speaker enhances it in another language which helps to show their abilities and also promotes social interaction with others makes curious about language learning. The disadvantages of code-mixing and code-switching demotivate EFL learners from searching for the typical word in the target language and the trend

of feeling to show off knowledge in different languages (Al-Qahtani, 2014). He researched in the College of Arabia, where lecturers are using code-mixing and code-switching is widely used in the department of English and English language center. The lecturers belong to many nationalities including Indians, Pakistanis, Arabs, Bengalis, Romanians, South Africans and Americans. All these lecturers are multilingual or bilingual and they are engaged in academic tasks, work with different language colleagues and it seems transactions in Arab and other languages. It is quite impressive to be multilingual but sometimes it is confusing to get the meaning from other languages and it also depends upon the teachers and speakers how they produce utterances in different contexts.

Many countries have begun to use the English language due to their official language is English. Where English language always played an important role in the sector of education and legislation. It is the reason to be bilingual or multilingual to adjust in communities and mass. Code-mixing adopts a broader definition as linguistic elements in two or more language systems in the same utterances at various levels: lexical, phonological, orthographical and grammatical (Yee Ho, 2007).

Code-mixing and code-switching are directly affected by the socio- interactional transmission of various cultures, lexical terms, and structures of language which hybridize today's society. Mostly it seems in the field of teaching and learning, especially in the undergraduate students. Native speaker comfortably uses the code in language classes even if they like to mix the single word usually. Child psychology acquires the native language from their parents and the second language they acquired from the school and their communities. They better prefer to use their mother tongue to get a clear concept of objects and slowly they try to act on vocabulary, grammar and lexical items. For better research on code-mixing and code-

switching graduate students and secondary-level students are good respondents to the questions and observations behind the social and linguistic attitudes (Moradi & Chen, 2022). They focus on evaluating the Chinese bilingual undergraduate students in terms of code-mixing and code-switching. It was related to the speaker's social behaviour that they use two languages in the same conversation.

Nepali and monolingual speakers like to use a variety of language patterns on social media platforms. They prefer to show their proficiency in their language by mixing the codes of other languages and randomly merged with English. Social media platforms and many versatile shows, and programs are affecting the native language which is not spoken and written correctly nowadays. Code-mixing in contrast is a custom of mixing a variety of languages in a single utterance on a social media platform like; Facebook, Instagram, or Twitter etc. for example "*they are innocent but pramana chhaina*" here the words '*pramana*' and '*chhaina*' are Nepali code and modify coherently combine with English (Thara & Prabakaran, 2018). In his view, newspapers and other social media are facing problems like machine translation, dialect identification parsing, automatic speech recognition etc.

The nature of code-mixing is adopted in informal spoken communication. It happens contextually in social media platforms dedicated to technology, sports, and fashion trends and reports frequent word-level insertion. Code-mixing and code-switching, when enhanced by automatic speech recognition (ASR), can integrate both monolingual and code-mixed language use (Pandey et al., 2017). They present that monolingual resources are adopting the code of another language in formal communication and different media platforms. Children at school learn quickly by listening to music, watching movies, and interacting with diverse groups. They are impressed by many languages as a single-word insertion in their formal speaking,

songs and movies using different codes from ethnic groups to entertain the masses. In the same community, other languages are heavily spoken then it is quite possible that the situation of code-mixing. Old generations are strong in their language hardly they mix the code but children in that community adopt the code, language style and patterns from other languages. Communities that speak Hindi, Nepali, English, and Urdu often mix or switch words in their daily communication.

Empirical Literature Review

In the theory of code-mixing, many researchers have carried out many studies to explore the different aspects based on certain objectives. In the same way, I have reviewed the following literature and research that could support me in dealing with dragging an appropriate topic for research work.

Hanafiah et al. (2018) investigated, “The levels of English, Arabic code-mixing in Islamic boarding school students’ daily conversation” The objective of this research was to discover the levels of English. Arabic code-mixing in boarding school students in daily conversation. A qualitative research method was applied in this study and data were collected through the form of words, phrases, and clauses in their recorded conversation. The research location was the Islamic boarding school Al Yusriyah Pangkalan Susu, North Sumatra, Indonesia. The data were analyzed by transcribing the utterances and determining the level of code-mixing. The paper explored the Islamic language with mixture of other language in boarding school. Students are comfortable in mixing the code in their daily conversation as intra and extra-sentential code-mixing. The authors propose researching areas not covered in this study, such as code-switching and the attitudes of students and teachers regarding the use of code-mixing in the school environment.

Moreover, Tambahang (2020) investigated, “Code-mixing and code-switching: A special issue in ELT” This article purposed to discuss the issue of code-switching and code-mixing in English language teaching which is controversial in foreign language teaching. The study applied qualitative as a descriptive method and non-numerical data was followed to explain through analysis. The findings of this study described the benefits of code-mixing and code-switching in ELT. Because there are so many controversies regarding mixing the code in foreign languages. It is necessary to express the meaning of objects through code-mixing. The teacher can describe the meaning in their native codes by applying single-word insertion. Code-switching and code-mixing help to study the transference of the culture and the meaning can be perceived variously depending on the cultural variation.

Thara and Prabakaran (2018) investigated, “Attitude-Behavior Relation and Language Use: Chinese-English Code-Switching and Code-Mixing Among Chinese Undergraduate Students” The objectives of this study were to investigate the socio-pragmatic aspects and socio-motivations of using Chinese-English among Chinese undergraduate students. The study applied qualitative and quantitative approaches and a questionnaire, survey, and interview are the tools for data collection. The participants of this study were 78 Chinese undergraduate students (aged 19-23) from Nanfang College of Sun Yat-Sen University in Guangzhou. The findings of this study were students’ highly positive attitudes toward English and their daily interactions. The study tried to explore the bilingual students’ code-switching and code-mixing, proficiency and knowledge of two languages and effectiveness in conveying their experiences thoughts and intentions comfortably by using code. Undergraduate students are targeted to examine the social and linguistic attitudes in their behaviour.

Similarly, Ramzan et al. (2021) presented, “A study of Code-mixing and Code Switching (Urdu & Punjabi) in Children’s Early Speech” The objectives of this study were to identify the code-switching and code-mixing of Punjabi in Urdu code in different levels and its use. The researcher applied qualitative and quantitative research methods and the participant of this study was age group of 2-5. Interviews, questionnaires and observations were used to collect the data. The data were analyzed by calculating and transcribing the recordings. The findings of this study were mixed of Urdu and Hindi codes in the category of single-word insertion, phrase insertion, clause insertion and sentence insertion respectively. The results calculated code-mixing and code-switching in word degree was about 57.3%, 40.4% on phrase level and 17.3% on the sentence level from the whole data. The study tried to explore children’s lexical level using the codes from Urdu and Hindi in Indonesia. The study belongs to the children’s discourse in utterances, communications, discussions and conversations.

Sunari and Simatupang (2021) researched on, “Code-mixing Analysis in High School Students Conversation” The study aims to analyze code-mixing in Indonesian interaction of students at SMA 99 Jakarta. The descriptive qualitative research method was applied and online interview was the tool for data collection. 15 participants have participated who can speak the Indonesian language. A researcher asked questions related to their favourite movies, songs, vacations and activities during the COVID-19 pandemic. Data were analyzed through written scripts from recordings. The findings of this study showed that 49 different English words were mixed in the Indonesian conversation of students and their English code was mixed in informal Indonesian. The study explores the high school students' code of English, interaction and exposure to English so that the students can speak English fairly. The medium language of

teaching and their daily interaction in English can directly affect the code-mixing with the Indonesian language. They frequently insert words in English with Indonesian conversation properly in terms of words, phrases, clauses and sentences.

Implications of the Theoretical and Empirical Review

Several scholars and researchers have presented different points of view on code mixing in classroom interaction. They have given their perceptions in terms of formulating research gaps, objectives, research questions, methodologies, sampling strategies, and the arrangement of collected data. Code-mixing is a very prominent issue of ELT. This study aims to fill this research gap and examine the types of code-mixing in classroom interaction at secondary levels. Single-word insertion is mostly found in code-mixing. The speaker's accent followed a single word from other languages which didn't match perfectly in communication but the listener can understand what the speaker wants to say (Aziz et al., 2021). It supports knowing about the participant's accent and utterances towards both languages. This research helps to evaluate the accent and types of code-mixing used by learners in classroom interaction.

English language teachers use code from other languages while teaching and learners are focused on paying attention to translated words by teachers. They are comfortable using the code of the target language in interaction. Teachers are compulsive to be bilingual or multilingual and prefer using code to convey the necessary meaning (Ramzan et al., 2021). It supports studying teacher and learner interaction while teaching English in a classroom and whether to prefer code-mixing.

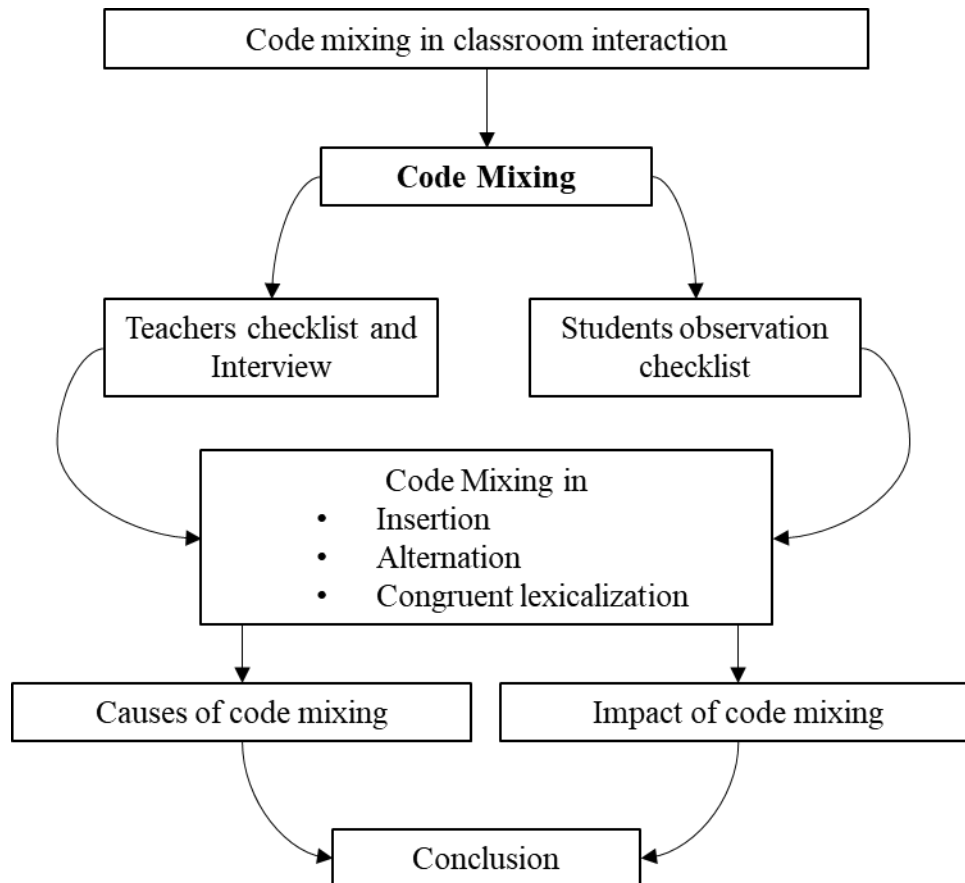
Conceptual Framework

The conceptual framework of this study is illustrated in the visual diagram, which demonstrates a clear workflow throughout the research. It presents the

theoretical background of the current study, the methodology, and the research tools that will be applied, along with expected results, their interpretation, discussion, and implications, depicted in the flow chart below:

Figure 4

The conceptual framework of current research



Chapter III

Methods and the Procedure of the Research

Methodology and procedure lead the present study and effectively direct it towards objectives and researched questions. This chapter incorporates the design and methods of the study, including sources of data, primary and secondary sources of data, the population of the study, sampling procedure, tools for data collection, and the data collection process.

Design and Methods of the Study

Research design is defined as the roadmap to accomplish the study systematically. Research should be complete through the design and method, in the absence of this study may not be worthy.

Concerning my research study, I applied a qualitative research approach using a descriptive method which is a systematic way to observe and describe the characteristics of a subject or phenomena. The technique is mainly used to detail what exists, rather than explaining why it exists. This approach commonly involves data collection through surveys, observations, or case studies, and it is usually intended to give a clear picture of the situation or population under study. Besides I have collected their opinion regarding the reasons and impact of code mixing in teaching English.

I observed 20 classrooms of two different community schools with a checklist for the consistency of items and in-depth interviews with four secondary-level English teachers for the perception, reasons and impact of code mixing in the ELT classroom. I used a pencil and a checklist paper for the English class of grade nine and grade ten. I followed the checklist and filled every interaction while teaching in a classroom.

Sources of Data

For the complete information regarding this topic, I have used primary and secondary sources of data for the generation of required information in this research.

Primary Sources of Data

The research mainly focused on primary sources of data. The primary sources of data for the study of code-mixing in secondary level English teachers and learner interaction in grade nine and grade ten have been considered as respondents (Community school named Mahankal Higher Secondary School, Gotikhel and Shree Kalidevi Secondary School, Bukhel in Mahankal Rural Municipality of Lalitpur District). The responses have been transcribed in the form of primary data.

Secondary Sources of Data

The secondary sources of data include books, dissertations, articles, and journals related to code-mixing and qualitative research approaches. These sources provide essential guidelines for the current research concept and methods, and to identify research gaps in related issues.

Population, Sample and Sampling Strategy

The population of this study was the students from grade nine and grade ten at Shree Mahankal Higher Secondary School and Shree Kalidevi Secondary School located in Mahankal Rural Municipality- 1 and 3 of Lalitpur district. I selected simple random sampling and did observation. Moreover, I selected four English teachers from the secondary level of the same community school.

Tools for Data Collection

Interviews have been conducted to collect information from respondents on the relatable issues. Unstructured interviews have revealed insights into natural and regular activities, perceptions and experiences. Additionally, checklists have been

used to assess the attitudes and behaviors of students and teachers, whether in group settings or individually.

For the data collection, an unstructured questionnaire and observation to gather reliable information about the topic. An unstructured questionnaire with teachers was conducted for the reason behind using code mixing in language classrooms. Moreover, observation was done to examine the types of code mixing in classroom interaction. Data was collected in a natural classroom setting with respecting teachers and students.

Data Collection Procedures

A researcher has adopted the following step-wise methodological procedures to collect the data required:

1. I selected the participants based on the objectives of this study.
2. I visited the two community schools of Mahankal Rural Municipality of Lalitpur district.
3. I took permission to record the interview and filled out the checklist to obtain the data.
4. I observed and interacted with the students and teachers to conduct the unstructured interview focusing on the research objectives following the ethics for the interview.
5. After completing the interviews and the filing checklist, thanked the participants and expressed hope for further assistance in gathering the required data.

Data Analysis and Interpretation Procedures

Using a thematic approach, I analyzed and transcribed the information gathered through a qualitative research design. I organized the data from the

classroom observation into a table and provided a paraphrased description.

Additionally, I set up themes for collecting information from the teacher's interview and interpreted these themes descriptively.

Ethical Considerations

This research has been conducted with a high degree of ethical consideration. The researcher was aware of the ethical issues that can be encountered throughout the journey of research work. All the data and information provided by the participants of this research work was kept in private and pseudonyms have been applied for their confidentiality. The interview was conducted in a comfortable environment and the researcher didn't force any participants and did not make any temptation to give interviews and fill the checklist. The data obtained through this research was not used for any other reasons or purposes except the objective of this research work. The researcher maintained privacy, trustworthiness, objectivity, and credibility in this research by giving proper credit to the authors, scholars, and researchers' works to minimize the risk of plagiarism in this research study.

Chapter IV

Results and Discussion

The chapter includes analysis and interpretation of the data collected from the chosen sample population. Data were collected using observation and open-ended questionnaires. The data collected through observation were presented thematically followed by description under the following headings; table of insertion, alternation and congruent lexicalization, analysis of data obtained by observation checklist, warming up, explanation, responding and exchanging ideas, summing up, feedback and assessment. Similarly, information gathered through the in-depth interview was analyzed and interpreted by using the themes under the following headings; analysis of data obtained by an in-depth interview with English teachers, reasons behind the code mixing in classroom interaction, clarification in content, multilingual classroom, create a fun and friendly environment, absence of appropriate expressions or terms, to summarize the text, lack of material, the impact of the code-mixing in ELT and implications and discussion of the findings was concluded the chapter four.

Data Obtained through Observation

Code mixing raises issues in learning the English language but for the language variation and transmission of culture, it is necessary to apply in the classroom interaction. Similarly, I observed the classroom interaction between the teacher and students during the teaching. I requested the teacher and students to be normal and make a natural interaction in the classroom. I took permission from both school's head teachers and started to observe the English subject class from May 11 to May 19 in the secondary level, classes nine and ten. I observed the English classes based on the checklist as types of code mixing and recorded every sentence, dialogue and word used in classroom interaction. I observed 20 English classes of nine and ten

from two secondary level schools and took an in-depth interview with four English teachers for the reasons of code mixing. I examined the types of codes mixed in the different phases of the lesson, namely: Warming up, Explanation, Responding and exchanging ideas, Summing up and Feedback and assessment.

Code mixing is necessary to give a clear impression of meaning or object through mixing the codes by the teacher and describing the meaning in their native codes by applying the single word insertion. Code-switching and code-mixing help to study the transference of the culture and the meaning can be perceived variously depending on the cultural variation, Tumbahang, (2020). Code mixing raises issues in learning the English language, language variation and transmission of culture. It is necessary to apply it in the classroom interaction.

Similarly, I did classroom observation on the teacher and student's interaction during the teaching. I requested the teachers and students to be as usual and make as a natural interaction in the classroom. I requested with both school's head teachers and started to observe the English subject class taught in unit 1 of class nine as a topic of "Poon hill yoga trek in Nepal" and "Stopping by woods on a snowy evening". Same as class ten taught in unit 2 as a topic of "Battles of the Oranges" from May 12 to May 15 in the secondary level of the first observed school. The second observed school was taught in unit 2 of class nine as the topic of "The acceleration behind telehealth services" and unit 2 of class 10 as the topic of "Battles of the Oranges" from May 15 to 19. I observed the English classes based on a checklist to examine the types of code mixing in insertion, alternation and congruent lexicalization. For the proper data, I made 20 observation papers and recorded every sentence, dialogue and word used in classroom interaction from two secondary level schools.

Warming Up

The teacher and students started the class session through motivation and made ready for the learning. Both schools have warmed up the class by asking and caring for students, asking for homework, attracted them by asking G.K questions or showing topic-related pictures. In some situations, students responded to the teacher by using code but did not make perfect sentence structures in English. It was also seen that while the teacher warmed up by using the English language, students seemed not to be active for further class and showed a lack of interest in interaction. Therefore, code-mixing makes learner easily interact in the classroom and respond to their teachers. According to the observed data of classroom interaction in the warming session, here is the dialogue:

Teacher: *you forget your book? Book lyauna birseko?*

Students: *hain sir, bag ma cha.*

Teacher: *everyone keep your book on your desk. Agadi rakha ta book.*

Here, the teacher uses English structure first and then mixes English code in Nepali sentences also translate the English clause into Nepali. Then students clearly understand and respond teacher by using English code in Nepali structure. Here are some examples found in 1st school's classroom interaction in terms of insertion, alternation and congruent lexicalization.

Insertion:

Ex. 1: *Book lyauna birseko?*

Ex. 2: *Homework gareko chaina?*

Ex. 3: *Ma whole ma check garchu*

Ex. 4: *Roll number 13 absent ho?*

Alternation:

Ex. 1: Reading gardai gara, *go ahead*.

Ex. 2: K chh aaj? *Are you okay?*

Ex. 3: *Please turn page number 8.*

Ex. 4: *You come here?* Hijo kina absent?

Congruent lexicalization:

Ex. 1: *Homework* chain? *Saturday* k garyau ta?

Ex. 3: *Five minutes* ma sakne lekhera

In the warming up class, the teacher and learners both were found to use code-mixing regularly. They used insertion, alternation and congruent lexicalization usually. Mostly single-word insertions and nouns were found in interaction and the teacher mostly used alternation and insertion to address any activities or tasks.

Congruent lexicalization addressed the familiar words used in classroom interaction. The teacher and students were familiar with code mixing which was normal for daily interaction.

The second school's observation shows that teacher always warm up their students by asking for homework and recalling the previous lesson. But the students from the second school didn't respond more to their teachers, they showed through their actions. Here is the dialogue in warming up:

Teacher: *What did we do yesterday?* K garyau vana ta.

Students: (opened the previous lesson) alikati padhna bakichha

Teacher: K bujyau ta tyo *paragraph* bata. Huh?

The teacher didn't translate full sentences but mostly used code to clear the question. It seems that students understand the teacher's question but don't respond. It might be because of making grammar and sentence mistakes. Here are some examples

found in 2nd school's classroom interaction in terms of insertion, alternation and congruent lexicalization.

Insertion:

Ex. 1: Aaja *question answers* garne hai ta

Ex.2: K bujyau ta hijo padhako *paragraph* bata

Ex. 3: *Diary* hera ta *assignment* ke thiyo

Alternation:

Ex. 1: *Look at here*, yata herau ta

Ex. 2: *Morning*, are you *fine*?

Ex. 3: K chha. *Shall we start*?

Ex. 4: *Do questions then*, nagareko vaye

Congruent lexicalization:

Ex. 1: *Page number* kati ho?

Ex. 2: *Same time* ma duita kam nagara na

In terms of warming up the class, a teacher was found to insert the native code and motivate learners to learn. Insertion, alternation and congruent lexicalization were used to motivate the learners and help to acquire the English language. It was a learning tool for learners and a motivating tool for teachers. They used noun-base insertion and clause-base alternation in their interaction. Furthermore, congruent lexicalization was found with regular familiar vocabulary or translation of meaning in L1. It was also found that learners seemed comfortable with L1 and code mixing. Learners need the motivation to acquire the target language, so they showed interest in the easy way of teaching method. It could be vocabulary translation or grammar translation.

Explanation

This is important in how the teacher explains or clarifies the content in the target language. It is also found that mostly code-mixing is applied in the explanation learner expects the exact meaning of the lesson or vocabulary to get knowledge. If the teacher explained and described the text in the target languages would not get a clear idea about the targeted text. While explaining and presenting the text, code-mixing automatically takes place in learning, because it is easy to describe and deliver the exact ideas by using code mixing instead of monotonous target language-related lectures. The first school's observation shows that the teacher used the target language first and then explained it in their native language. Generally, interaction with teachers and students in the classroom was not in the target language, and learners preferred to use the code to interact with the teacher. A teacher describes the sentences in the target language and inserts the L1 to convey the meaning and give hints to them. In this phase of the lesson, a teacher used the following codes for explanation:

Teacher: *Harness on his neck, ghodako ghatima vako ghanti,*
Woods are lovely and snowy, whose woods are these,
kasko jungle hola ta, miles to go before I sleep
marnu vanda agadi udeshya ke ta? think about it

A teacher used literary translation for an explanation of the text, which indicated the pure and exact meaning of the words and the teacher explained the poem line by line with the native code language. Here are some examples found in 1st school's classroom interaction in terms of insertion, alternation and congruent lexicalization.

Insertion:

Ex. 1: *Harness on his neck, ghodako ghatima vayeko bell*

Ex. 1: *Words are lovely and snowy chan, woods vaneko jungle*

Ex. 3: *Trip ko describe garda, mostly viewed scene and nature ko barema lekhne.*

Alternation:

Ex.1: *Don't hold me, I want to be free or I want freedom, swatrantra huna chahanchu vaneko*

Ex.2: *Miles to go before I sleep, marnu bhanda agadi k udeshya cha ta, think about it.*

Ex.3: *Orange battle symbolizes the bloody and salt, haina ta ? read the text.*

Ex. 4: *Writer didn't enjoy the bad practices or that festival, from first to last haina ta?*

Congruent lexicalization:

Ex. 1: *Yoga class or trekking ko advantages diyeko chha ni*

Ex.2: *Exercise garnu paryo yoga vaneko, lesson ma trekker lai package ma lageko chha hai.*

These examples showed the pervasive use of code mixing in explanation to convey the meaning of the text. The teacher used code in translating the literary words in L1 and inserted the English code. In the explanation phase, only the teacher described the text and used code mixing for better explanation. Many words were familiar for learners and they mixed the words regularly in their L1. That's why they can adopt the meaning easily through insertion, alternation and congruent lexicalization.

Similarly, next school's observation for the phase of explanation, teachers read the text first and explained it in Nepali language pointing out the difficult vocabulary of the target language and translating it into L1 or with familiar vocabulary. Similarly, the teacher inserted the Nepali code while explaining or describing the text to facilitate the learners and help them find synonyms and antonyms through the code of L1. For example:

Teacher: *Set me free, do not hold me.* Malai swatranta huna deu

The bird wants to live in freedom, freedom vaneko swatranta hai

Teacher: *Do not believe in that what is impossible, impossible vaneko*

asamvab chija aasha nagarnu bhanera.

So, both school's classroom observations were relatable to using code-mixing. Learners were expected to use the Nepali code in the whole text to get the summary but in reality, it is not always possible to use the mother tongue. It is necessary to insert and alternate the code to give the original meaning of the text along with familiar vocabulary through L1. A teacher has to adopt code mixing in multilingual classes because convincing the meaning is more important than their interaction in L2. The learner should get the textual meaning if the medium of language is English or their native language. Here are some examples found in 2nd school's classroom interaction in terms of insertion, alternation and congruent lexicalization.

Insertion:

Ex. 1: *Telehealth services* vaneko gamin chhetraiko swasthya subidha hai

Ex. 2: *Jasle primary care garchha and pandemic situation* ma dherai help hunchha

Ex. 3: *Fatness* kina hunchha ta? *Lack of physical exercise* haina ta?

Ex. 4: *Yo festival* le chai *social importance* dinchha hai ta

Alternation:

Ex. 1: *Underline with pencil* hai difficult word ma describe garchhu

Ex. 2: *Look at here*, k vanchha, telehealth is a method of providing medical care remotely

Ex. 3: *Have you heard?* Advantages of telehealth ma it connects patients and doctors from any location haina ta?

Ex. 4: Battles of the oranges, indicates the symbol of freedom, *get that?* Also the symbol of the carnival.

Congruent lexicalization:

Ex. 1: They fill the *crate* with oranges and fill their shoulder bags and baggy tops haina ta?

Ex. 2: *Telehealth* ma *internets* through diene sewa like a *video call* or *phone* bat dine sewa ho

In the explanation, insertion and alternation were highly found in the comparison to congruent lexicalization. The teacher explained the text by using the L1 as well as to their familiar vocabulary and synonyms. Translation is more important to explain the contextual meaning. Some words had the same meaning in L1 and L2 like; *telehealth*, *video chat*, *phone* etc. and the congruent meaning was applied that did not have to be translated. Learners seemed to be satisfied in the phase of explanation that they understood the textual meaning through code-mixing. Furthermore, according to the findings of Sagala, Sihambing & Rudiant, 2022., the alternation depends on the clause of group words which consists of the subject and guess the meaning but does not express the complete meaning. A clause is just used to focus the statement and to convince the statement.

Responding and Exchanging Ideas

In the classroom interaction, code-mixing was applied to responding and exchanging ideas, opinions and thoughts regarding the subject matter. Both teachers and students tried to exchange the summary and textual meaning in the target language but gave priority to the original meaning and responded in the first language (L1) to clarify the meaning. Both schools' observation lists highlighted the pervasive use of code-mixing in classroom interaction. Students asked questions from their book where the question is on target language and proper grammatical structure, then the teacher responded to them in English language first then translated and mixed the Nepali code in their question answers. For example:

Students: *why are the leaves fallen down* ko ke hunchha sir?

Teacher: *Because of the winter & dry season* chiso ra sukhah vayer hai.

Teacher: Rukh bata khaseka *leaves* ko *colour* kasto huncha? *How it is?*

Student 1: Khairo, *brown colour* hunchh

Student 2: *Maybe black* hola

Teacher: kaha janchha *leaves* then?

Student 3: *Go again to the sky* hai, akashma jancha.

A teacher asked and convinced questions using code and translated full sentences in first language and learners got the questions but replied answers through single word insertion. Learners know the answers but are afraid of making mistakes in grammar. So, they inserted the nouns and adjectives in a single word. A teacher should understand what the students are trying to say and seem to correct their answers in proper sentence structures. Here are some examples found in 1st school's classroom interaction in terms of insertion, alternation and congruent lexicalization.

Insertion:

Ex.1: Kati din ko *tour* ho ? *from where to where* vana ta?

Ex. 2: *Six days sir*, Kathmandu, Pokhara, Ghorepani ani Poonhill.

Ex. 3: *Trekking* ma ke ke huncha ta *share* gara ta

Ex. 4: Sir? ke ke huncha *everything* vanne ho?

Ex.5: Hoina, *pointwise* vana ta, *panorama views*, *greenery scene*, *sunrises* ani aru?

Alternation:

Ex.1: *Find out the options*. Magnificent ko ke hunchha?

Ex.2: Extremely attractive and impressive. *I think*, ho sir?

Ex.3: The woods are lovely, dark and deep ko meaning ke ho? *Try to find*, na aaye *ask me* hai

Congruent lexicalization:

Ex.1: Chandragiri gayau vane *cable car* ma travel garchau ni haina ta

Ex.2: Who wrote this poem, *Robert Frost* Haina? *Ironic* meaning chha

In the phase of responding and exchanging ideas, learners and teachers interact easily in their native code. In this phase, a teacher tried to focus on the hints of words like; advantages of trekking, exercise and yoga. Learners were found to respond and share their ideas along with a teacher. Learners comfortably inserted the single word in interaction but did not seem to use alternative meanings and clauses. Only a teacher balanced the L1 and L2 through alternation and congruent lexicalization.

Similarly, the next observation has a similar case in the phase of using code-mixing in exchanging ideas. Both teacher and students preferred to mix the code because they were interested in the actual meaning. They preferred their answers in

L1 later they used English code to respond to their teacher. This is how the code-mixing was applied at the secondary level. For example:

Teacher: *Can you give me the example of countable things?* Ganna sakine.

Student 1: *Bench, Books*

Student 2: *Furniture, jun chiz count* garna sakincha

Teacher: *sand* bhaneko baluwa, yo feri *uncountable* garnna nasakine ma parchha

Teacher: *the things which we can count in the song.* Ab vana ta?

Student 1: *man, bird*

Student 2: *Fish* pani ho

From the interaction between teacher and students, it was clearly shown that vocabulary translation makes the learners respond and get the meaning. The teacher asked the questions in the target language and then translated them into L1 to make it easy to respond or exchange their ideas in their native language. However, students didn't respond in full sentences, they only inserted a single word as their answer which was nouns and adjectives only. Here are some examples found in 2nd school's classroom interaction in terms of insertion, alternation and congruent lexicalization.

Insertion:

Ex.1: *What is telehealth service* la vana ta

Ex.2: Biramilai *phone* bat *remote area* ma diene sewa

Ex.3: *Good, medical care remotely usually through video chat* hai

Ex.4: *Mush* ko *meaning* vana ta, a soft thick mass or mixture haina ta

Ex.5: Ani *sip* vaneko *to drink something* ho sir

Alternation:

Ex.1: *Read the text*, ani meaning vetinchha

Ex.2: *Read aloud*, red hat le ke symbolize garcha?

Ex.3: *I think*, red hat symbolize, carnival and freedom

Ex.4: *Say again*, what does it symbolize?

Ex.5: *That's good*, can you find more,

Congruent lexicalization:

Ex.1: *Coronavirus aayepachhi telehealth* ayeko hain ta

Ex.2: *Doctor* le eutai location ma basera *video chat* through service dine nai
telehealth service ho

In terms of responding, learners were found that if they gave quick answers it made them active and interested to learn. But sometimes they respond teacher by inserting a single word in L2. Because they are in fear of mistakes in language structure and prefer to be silent in responding to the answers. In the case of answering the questions, learners confirmed the answers by asking a teacher first and replied with proper language structure. It was found that most of the teachers and students preferred to insert the English code rather than full sentences in English structure. This finding validates with the Thara and Prabharan (2018). They mentioned that bilingual students' code-mixing is effective in conveying their experiences, thoughts and intentions comfortably in the classroom interaction. For the student's comfortable environment, teachers prefer to insert the English code in their L1 structure.

Summing Up

The most necessary practice is to sum up the lesson with proper and meaningful lessons and teachers share the summary of every lesson and class. At this moment, a student has expected the contextual meaning in code language or Nepali

language from their teacher. Because learners didn't get the meaning immediately in the presentation and explanation. So, they expected code language to clarify the text. Observational data from the first school showed that the teacher always wrapped up the lesson through actual meaning and proper translation of the text in L1. While summing up the lesson, the teacher cleared the topic of what the text was trying to say and the moral of the lesson simultaneously in the native language. For example:

Teacher: *this is the poem of Robert Frost* hai,

Poet is going to somewhere, ratma katai jadai chha, sunsan wood forest

vitra haina sensitive and symbolic meaning cha, prakriti sang addicted

and philosophic vayer kabi attracted vayeko chha

Woods are lovely, ani poet lai yo jungle kosko hola vanne jigyasa cha

hain

Ani poet vanchan miles to go before I sleep ma marnu vanda agadi

mero udeshya k ho maile vulnuhudin, yo woods snowy jungle le malai

divert gandai chha but harness on the horse's neck compel poet

towards his destination, ghodako ghatima vako ghanti bajepachhi poet

chai jhaskanchan ra gantabya tira lagchhan,

so do you understand the poem? Kehi confusion chha?

Students: *no sir hami question answers garchhau.*

In terms of summarizing the text, it was found that only the teacher was active in clarifying the text. Learners were asked to summarize the text but they seemed fear of the proper English language and were silent in the acceptance of understanding the text. In some cases, learners underlined the difficult words and asked the teacher then write the meaning in their book. But they were active in doing exercises, only they seemed fear to interact with the teacher. Here are some examples found in 1st

school's classroom interaction in terms of insertion, alternation and congruent lexicalization.

Insertion:

Ex.1: *Poet lai horse le bell bajayer mistake vayo ki vanirako chha*

Ex.2: *Poem is symbolic, poet ko responsibilities le forest ma dherai bera rokina didaina*

Ex.3: *But snowy woods are lovely, attractive jun chai disturbance ho poet ko life ma*

Ex.4: *Battle of orange chai spain ko roman times ko festival ho, that symbolizes the freedom*

Alternation:

Ex.1: *That's the reason, poet didn't stop his horse in the snowy forest hai*

Ex.2: *Listen to me hai, the writer seems not happy because she didn't like to throw the orange because she feels like bloody and carnival.*

Congruent lexicalization:

Ex.1: It is a *trend* in *Europe*, the battle of orange as a festival

Ex.2: *Diphthongs* ma 8 and *Monophthongs* ma 12 letter hunchha

The teacher found that the insertion and alternation in summarizing the text was necessary because students were expected for the proper moral of the lesson. All texts didn't have a direct meaning. Every sentence has a different meaning according to the text and situation. In that situation, the teacher applied congruent lexicalization or familiar words in L1. Similarly, the poem has different ironic and literary meanings, it is difficult to directly understand the contextual meaning of the stanzas. So, by insertion and alternation, the teacher clarifies the text. In the case of alternation, two different language structures are mixed in the same sentences which

makes the sentence complete, meaningful and clear. This finding is validated by Fanani & Zico Ma'u, 2018. In the phase of summing up the lesson alternative words and clauses in L2 came with the L1 as the same structure with complete meaning.

Similarly, next school's observation on the topic of code-mixing, the teacher translated the full text into the native language while summing up the text. It was also found that while teachers translated the text they switched to the Nepali language and it was pure literary as well as original in meaning. First teacher pronounces in English and later on, gives pure Nepali literary words to mix in the text. This is how the code-mixing was applied in summing up the text. For example:

Teacher: *whole text is about the battle of orange vaneko suntalako dana hanne culture ho hai, jasle bloody and salt lai sanket garcha, yo chai spain ko parampara ho, aayeko tourist harulai rato cap laidine, dress laidine To throw something, opposite direction, ulto disha tira fyaknu, symbol of carnival and freedom vaneko swatantra ra mela ko sanket ho.*

A teacher summarized the text through the translation but it was found that single word insertion and alternation were used to clarify the meaning. Similarly, pure literary words were used to summarize the text. The teacher focused on every difficult and ironic sentence as well as translating it through the appropriate familiar vocabulary. Here are some examples found in 2nd school's classroom interaction in terms of insertion, alternation and congruent lexicalization.

Insertion:

Ex.1: The writer is unsatisfied because people are throwing orange violently, usko *head* ma ra *chest* ma lageko chha and *she was injured*.

Ex.2: Telehealth is helpful kina ta tadha vayer pani *remote area* ma *services* diyeko cha *through* ke ta? *internet* haina ta ?

Ex.3: *Pandemic situation* ma *telehealth important* vayo kina vane it allowed access to medical care without going to hospitals.

Alternation:

Ex.1: *Copy these lines* hai from *this to this line*, *telehealth* ko advantages chha hai tyasma that is faster, safer and more effective ani less expensive pani

Ex.2: *Forget the nets* vaneko chai if you want to live in the carnival, be in the middle of the battle and net lai ignore gara vaneko, *did you get it?*

Congruent lexicalization:

Ex.1: *Health assistant, doctors, nurses* le *internet* through *jatibela jahabat* pani service dina sakchan hai, like *video chat, phone call* je bata pani

Ex.2: Aajkal *diabetes, sugar, pressure* pani *Telehealth* service bat follow up garne garinchha

While summarizing the lesson, many words, sentences and statements have ironic or literary meanings. Through the insertion and alternation, most of the English teachers clarified every text and exercise. Many words had the same meaning in L1 and L2 so students were familiar with those words like; *sugar, pressure, diabetes, telehealth* and *video chat*. In the above example, some medical and technological terms were known and they did not need any translation for those words. According to the findings of Ikhsani,2013., in terms of lexicalization, people use words or phrases whose meanings are already known by users in their L1. Sometimes, one single word can contribute to understanding the whole text.

Feedback and Assessment

Feedback and assessment session plays a crucial role in teaching-learning activities. It is worthless if you leave your class without giving feedback on your students' responses. Feedback improves the learners' creativity, fosters proficiency

and develops language skills. Similarly, assessment prepares them for active participation and activities about language learning. So, the first school's observation on code-mixing of teacher's feedback and assessment made learners active in homework and further activities related to the lesson. Because feedback is one of the best learning methods where students can make their corrections and can make improvements in their performance through the teacher. It was also found that learners are hesitant to ask questions and give responses inside the class. Moreover, the teacher was found to facilitate and comfort them in their native language. Later, the teacher used English vocabulary as a code language and clarified its meaning.

Here are some activities observed at the first school:

Teacher: *what are the advantages of yoga trekking? Yoga trekking ko faida ke hola ta? Ke bujyau la vana ta lesson bat? Point wise vanda huncha, Nepali mai vana na ta*

Student 1: *yasle physical ani mental health lai peaceful rakhcha*

Teacher: *Good, now you have to write 5-7 sentence ma afule ghumeke thauko barema lekhne hai*

Student 2: *Ke ke lekhne sir?*

Teacher: *ke ke observe garyau ta? Tyasailai paragraph ma lekhne , Ok sakchau ni?*

Student 3: *Ok sir.*

Giving feedback on any topic or subject matter is not easy because learners expect your correct answers to their mistakes and expect your suggestions. The learners were hesitant to share their opinions in the target language thinking that they were making mistakes in pronunciation and grammatical structure. So, when the teacher facilitated them to share their opinion pointwise or in one word then they

started to give responses to the teacher and also interacted with friends. Native language creates difficulty and makes it odd for learners to interact freely in L2 without code-mixing. So, the code-mixing automatically took place in their interaction. Here are some examples found in the first school's classroom interactions regarding insertion, alternation, and congruent lexicalization.

Insertion:

Ex.1: *Writer le orange battle enjoy garyo ta?*

Ex.2: *No sir, but later she admit to enjoy*

Ex.3: *Visitors ko main highlight k ho ta trekking ma pointwise vana ta*

Ex.4: *Nepali culture, rivers ani diverse flora and fauna*

Ex.5: *Question A, B and C garera lyaune*

Alternation:

Ex.1: *Find out the options, column A ko B ma hai*

Ex.2: *Question D le trip plan gara vaneko chha, so discuss the program, in which month could be best for travel*

Ex.3: *Talk about the plans, and pointwise lekhera lyaune*

Ex.4: *You have to do. Full questions and answers hai*

Congruent lexicalization:

Ex.1: *Vowel letter vaneko a, e, i, o, u. keep on your mind*

Ex.2: *Best month for travel February vaneko Falgun tira hunchha*

In the feedback session, a teacher asked questions and also gave answers to learners' mistakes as well as facilitated them. Learners ignored the grammar in their responses, they just replied answers without proper language structure. The teacher tried to insert the code and gave alternative answers by explaining and giving

assessments in daily classroom interaction. Here are some activities from the observation in the feedback session of 2nd researched area:

Teacher: *what did you learn from the lesson? Can you explain? vana ta ?*

Student 1: umm, *telehealth means ...*

Teacher: *don't be fear, bujheko vana na*

Student 2: *Hospital nagai phone bat healthcare garne*

Student 3: *gaun ma phone bata doctor le dine swasthya subidha*

Teacher: *Good, telehealth care is service through the telephone or computer by doctors especially in remote area. haina ta ?*

English language teaching is not an easy task. The diversity of the class in terms of their language could not adapt to the target language easily, which hinders them from learning L2. In most cases, learners understand the target language but cannot respond for fear of mistakes. That is why, they preferred code-mixing and teacher facilitated to improve their English. Both the school's English teachers and students mostly applied code-mixing in classroom interaction and seemed successful in improving their vocabulary and content delivery. Here are some examples found in 2nd school's classroom interaction in terms of insertion, alternation and congruent lexicalization.

Insertion:

Ex.1: *Momentum means a quantity of motion of a moving body hai that is measured as a product of its mass and velocity.*

Ex.2: *Convenience vaneko aram or subidha hai*

Ex.3: *Yo sabai highlighted words ko meaning lekhera lyaune*

Ex.4: *Battle of orange vaye jastai Nepal ma pani tyasto kunai festival chha that you may know.*

Alternation:

Ex.1: *Line by line herne hai. Read at home and do the questions.*

Ex.2: *Do not write, puzzle garnu pardaina*

Ex.3: *Is there any confusion? Please ask me?*

Congruent lexicalization:

Ex.1: *Hindu community ma colour le hanne chha ni sir, Holi.*

Ex.2: *Ok aru community ma ni khi chh ki like Tamang culture ma kehi chhaina?*

Ex.3: *No sir, hamro society ma ta tyasto kehi hudain tyahi Dashain, Tihar, same ho.*

In terms of, feedback and assessment sessions, the teacher and learners actively participated in using code mixing for responding. If the learners could interact freely in L1 learners would seem active and interested in responding to the answers, participating in the discussion and interacting with a teacher. In these examples, a teacher was more focused on convincing the answers from the text. Insertion and alternation occurred in describing the lesson and congruent lexicalization was less used. In the insertion, a single word was used with L1 and in the alternation, clauses were used mostly rather than alternative words. Moreover, congruent lexicalization was found in the same words and the same meaning of L1 and L2 and translation of language in L1 or L2.

Analysis of Data Obtained through In-depth Interview with English Teacher

It is essential to conduct an in-depth interview to determine the reasons for using code mixing in classroom interactions. I prepared a series of open-ended questionnaires focused on code-mixing and the reasons behind its use. I selected four English teachers from two secondary schools and recorded their responses using my

phone. Afterwards, I identified themes and analyzed the data collected from the interviews.

Reasons for the Code-Mixing in Classroom Interaction

The classroom belongs to the diversity as the age group, learners' background, their socio-cultural norms and especially their mother tongue which is their first language. All of these factors have played a crucial role in using code-mixing during classroom interactions. Their family background and language variation influenced them to acquire the target language. Students are compelled to apply code-mixing to learn the vocabulary and grammar as well as translation. Code-mixing is everywhere as a stylistic factor in language use. People have multilingual backgrounds so they frequently use code from known languages, which shows their language fluency and ability to use the right word in conversation. However, code-mixing is common in society as well as in English language teaching.

Code-mixing refers to the mixing of more than two languages for teaching the English language inside the classroom. In the classroom, a single language cannot address the learner's view and response. Similarly, the teacher has to translate and mix the code from the L1. The English language is taught as the second language (L2) or third language (L3) inside the classroom, so most of the teachers and students use the grammar-translation method to make the subject matter clear, for discussion and interaction. They use their mother tongue or mix the code and are compelled to use the target language inside the classroom. They could not take part in interaction and their problems could not be addressed. So, the first language (L1) can be used in English Language Teaching (ELT) classrooms but not regularly. Code-mixing simplifies conversation, conveys the meaning of the questionnaire, and helps the listener understand what the speaker intends.

The role of a teacher is to repeat that code-mixing and try to improve their level of code-mixing relating to fluency in English. Teachers applied code-mixing for the effectiveness of content delivery. Learners mostly used code-mixing to interact with the teacher. Code is connected with different languages by interlocutors in a conversation. Code-mixing seems to be very necessary in multilingual classrooms. The environment and background of the students influence the occurrence of code-mixing in the classroom. For example, students from the Tamang community often mix their mother tongue with other languages. Some students from this community might say, "*I'm going to my Dhim,*" where "*Dhim*" means "*home*."

The multilingual backgrounds of students, teaching techniques, and learners' confidence play a crucial role in enhancing their language proficiency. At the secondary level, both students and teachers are comfortable using code-mixing. When students are asked to interpret a text, they prefer to respond in a mixture of languages. Teachers generally accept this approach, as it allows students to demonstrate their understanding rather than remaining silent. Here are the several reasons behind using code-mixing according to English language teachers of secondary level: Clarification in content, multilingual classroom, creating a fun and friendly environment, absence of appropriate expressions or terms and lack of resources.

Clarification in Content. Code-mixing is often used in teaching to enhance clarity and understanding of the content. Teachers describe code-mixing as the practice of blending two or more languages during interactions. Many educators believe that code-mixing is not a negative practice; in fact, it can help improve students' fluency in the target language. If a teacher enforces a strict rule of using only the target language, students may become anxious about learning it.

In the classroom, both teachers and students actively engage in responding, reacting, and participating in task-based activities. According to teachers, students prefer code-mixing for content clarification, to better understand the subject matter, and to facilitate discussions. Teachers often strive to minimize code-mixing, but this can be challenging, and some learners may struggle to fully engage with the English language. Teaching English, particularly in community schools with multilingual classrooms, is not an easy task. It is important to clarify and translate content into students' first languages (L1) while also facilitating their understanding of the target language.

In multilingual classrooms, English teachers sometimes adopt code-mixing, which can help students grasp linguistic features more effectively. Teachers have observed that when they incorporate code-mixing, students tend to be more interested and engaged in the learning process. Additionally, using code-mixing in interactions helps foster a sense of respect and focus among students during their learning.

In this connection, T1 reported, “ I often mix the code in the reason of content clarification because only target language could not give justice for the text. I started teaching English from a basic level and found that students are expecting the use of native language.”

Likewise, T2 said, “ I think the first reason is to describe the text through code-mixing to make students comfortable in learning. It is necessary to clarify and translate the content as in their L1”

According to T1 and T2, they both gave similar reasons for using code mixing. They frequently mixed the code and found that students were active in learning and showing interest in the subject matter. Learners feel difficulty in responding to the target language so a teacher can motivate them by using native

language and code-mixing. Content clarification by using code can make the learner interactive and creative. It can foster language development and proficiency.

Multilingual Classroom. Diversity is the practice of different cultures, cast and ethnic communities and the students belong to the multilingualism. The classroom became full of culture and multilingual students. In the classroom, the context, subject matter, and mood of the learners determine the extent of code-mixing used. This helps students easily understand the teachers' instructions and respond to the questions given. Generally, the teacher has to attract their students by being informal and using their native code to ask about the subject matter. Both researched schools have diversified students and applied code-mixing as a teaching method to improve their language skills. However, the teacher accepts the generous use of code-mixing during ELT class is a challenge but should not stop their pupils from code-mixing. It should be a helping tool for the students and not a burden for teachers at the same time but also the tiny bridge to crush the river. Students belong to their language, culture and norms and also being proud of using it so teachers sometimes use the codes of different languages to create fun and make students active in the classroom. It was found that they feel proud to mix the code in the target language and remember their task as well as their meaning.

Both research areas focus on the multilingual classroom, where it is challenging to use the English language exclusively. During classroom observations, instances of code-mixing and code-switching were noted as effective teaching methods and played a significant role in learning English. The Tamang language is often mixed with English, while Nepali serves as the second language (L2). Therefore, code-mixing cannot be overlooked in local community schools. Students often expect their teacher to mix in Tamang or Nepali phrases when explaining

meanings, and they enjoy uncovering the true significance behind these words. For example, a teacher might say, "I will complain to your aaru." Here, "aaru" means "aunt" in this context, but in the Nepali language, it refers to a type of fruit.

Sometimes, the use of their first language can hinder the learning environment, and students may intentionally mix languages in a way that goes beyond the lesson's objectives.

From the second reason, T3 reported, "diversity of classroom is being reasoned because we use the code by focusing the student's native language".

Same as, T4 said that, "According to the government school, multilingual backgrounds in the classroom compel us to use their native code. Here most of the students belong to the Tamang. So Nepali is their L2 and English is L3 and I prefer to mix Nepali language in the English teaching".

T3 and T4 explained that code-mixing occurs due to the multilingual background of the class. They noted that students' native languages can hinder their acquisition of the target language, making it necessary to improve their English skills. While multilingualism is valuable, it can also impede the learning of a new language. Many speakers struggle to master multiple languages simultaneously, which may prevent them from fully learning the target language.

Create Fun and Friendly Environment. Students often look for a friendly and interactive environment in the classroom. However, teachers frequently focus on improving their language skills and teaching methods in the target language. As a result, they may feel shy and hesitate to respond in that language. While teachers strive to create an English-speaking environment, learners often struggle to communicate honestly in English. Teacher training and curriculum development focus on creating a friendly and interactive environment for teaching English. However, the

subject matter and the extensive time spent on teaching can disrupt the classroom experience.

According to teachers, primary-level students benefit from engaging in fun games, puzzles, and drills to learn spelling, vocabulary, and meanings. In contrast, secondary-level students tend to be more focused on the subject matter. Occasionally, teachers allow students to interact in their own language or provide topics for discussion, and they even participate in code-switching to enhance language learning. This approach helps students feel more comfortable with their teachers, encouraging them to share their ideas and expectations. As a result, students become more at ease in asking questions and contributing to discussions in English. Both research area's teachers are concerned about the child learning environment. They follow the English learning environment from the grassroots level and facilitate their student from the basic level in vocabulary, grammar and sentence structure. Teachers are also finding that being friendly outside the classroom and providing feedback on students' learning encourages them to engage in code-mixing during class. This suggests that code-mixing is not a hindrance; rather, it serves as a useful tool for teachers to foster spontaneous responses from students about the subject matter.

According to the T1, “ next reason could be as making friend environment in class, as I found they are being hesitated to respond me but I give permission to talk in their native language and respond to me, they seem frank”.

Same as, T4 reported, “ I just mix the code to create a fun and friendly environment in the class and expect more interaction.”

Both participants admitted the reason for creating a fun and friendly environment through the code-mixing. The English teacher expects more interaction by using code rather than the students' not answering habits during the class. Teachers

can use familiar vocabulary in describing the context to help learners' interest in English. Through the code-mixing, learners feel comfortable and friendly which can help to empower their confidence level.

Absence of Appropriate Expressions or Terms. Learners expect familiar words and vocabulary to understand the text better. In the absence of intentional vocabulary, meaning may remain hidden. English teachers explain that code-mixing occurs when there is no suitable word available to describe a specific topic. Students often seek meaningful terms amidst the confusion of textual descriptions and tend to rely on translations in their native language. English teachers consistently strive to help learners by using suitable words from their native language. Basic-level teachers translate all text and write word meanings in their first language, while at the secondary level, students are encouraged to find the meanings themselves. Code-mixing allows individuals to use the most appropriate and accurate terms in the target language by simultaneously incorporating specific words or phrases from English that relate to either the local language or familiar contexts.

Teachers and students actively engaged in interactions, but their socio-linguistic backgrounds can create challenges in teaching them the target language without code-mixing. Teachers often neglect code-mixing in the classroom, leading learners to expect the exact meaning in their native language, which emphasizes the main point of the text. It is not possible to prevent code-mixing in ELT classrooms because the real meanings are alive. Most students find it easy to do exercise, but they seem weak in speaking skills in the target language. That's why teachers focus on using appropriate words or mixing the words in the absence of intentional words have a positive impact on learning.

In connection with this reason teachers admitted to mixing the code, T1 reported, “Sometimes, I didn’t find the exact word in English, students are expecting exact answers but I was in confusion or dilemma, then I mix the native code for an exact expression.”

As T2 said, “The English language always didn’t give the same meaning which we expect, then it was necessary to mix the code for appropriate terms.”

Likewise, T3 said, “It was quite normal to use the native code in the absence of the word in English on your mind because the Nepali word is coming first rather than the synonyms of that word in English.”

The three English teachers gave the reason for using code mixing as the absence of appropriate expressions. They mixed the native code because of the confusion and absence of the word and later on, they found the synonyms and antonyms of that word in the target language. According to the findings of Ezeh et al. 2022., target language teaching and learning involve pragmatics of code-mixing and code-switching where the teacher automatically switches or mixes certain linguistic items and utterances of L1 in a communicative context to achieve definite pedagogic motive. In the absence of words, the teacher automatically adapts the words from L1.

Lack of Resources. The main reason for the maximum code mixing in the classroom is the lack of resources. Different technology, innovative techniques, teacher professional training and its implications can minimize code mixing in English language teaching. However, the result is constant rather than improvement of the English language in the classroom. Teaching methods and resources are the pillars of fostering the students’ proficiency and capability. According to the teachers, a lack of resources compels them to mix the code. Different technology, software, applications and the English learning environment foster the student’s cognitive mind.

Teaching materials and the design of the syllabus can improve their capability of using the English language without hesitation.

In the reason of it, T1 responded, “We are trying to minimize the code mixing but needed resources are not available. Sometimes students are expected to the images, and visual activities for better knowledge and we could not manage that so we describe it in their native language with examples.”

Likewise, T4 reported, “lack of resources compell the English teachers to mix the code, teaching activities need the resources and materials for the effective teaching, but we have not projector, computer and internet in every classroom. So when we have to describe text, we need to mix the code for better clarification.”

Teaching resources significantly enhance language skills and the English language environment in the classroom. Teaching material can shape the knowledge of students and facilitate for clear understanding of related text. However, a lack of resources can make pervasive use of code-mixing in teaching the English language. Teachers should know the text, without preparation teaching will be worthless. For better teaching, teaching resources are helpful but without the materials, teachers are compelled to do code mixing. Translation can be essential in understanding a poem or literary text; in such cases, a dictionary and library can be very helpful.

Summarize the Text. Many students primarily communicate in Nepali and often mix Nepali phrases with English during their interactions. However, they struggle to construct grammatically correct, structured English sentences. At the secondary level, students are provided with literary texts, including stories, poems, and essays. When the teacher asks them to read and describe the themes, they have difficulty doing so. Their responses tend to be limited and sometimes consist of words

from their first language (L1). They tend to insert English words or phrases into their Nepali sentences when discussing the themes.

From the teacher's view on the reasons for code-mixing, every single English teacher applied code-mixing in summarizing the text. Students commit their mistakes in using the correct word in English but choosing the correct word from Nepali seems a high degree of code-mixing at the secondary level. Teachers translate the word meaning and expect the synonyms and antonyms in English, they are being hesitant and afraid of any mistakes. After the guidance of a teacher, they respond to the synonyms and antonyms in L1. There are many reasons for using code-mixing in classroom interaction like learners subconsciously expressing habits, sharing the real and exact meaning, respecting the nature of language, friendly environment or informal situation and showing language proficiency. All these reasons didn't demotivate the code-mixing but also the encouragement and practice in learning the English language.

In relation of this reason, all teachers were giving their views. According to the T1; "the students must get the lesson but without summarizing the text in native code or without translation, teaching could be worthless."

Likewise, T2 reported, "Students are expecting to summarize the text in Nepali language. But I try to minimize the use of the native code."

Similarly, T3 responded, "Poems and stories should be summarized, so students seem to expect a moral or summary on using the code language."

In addition, the T4 reported that "at the secondary level, every English teacher will apply the code-mixing in summarizing the text, I also mix the code which is necessary, we can minimize code mixing but not refuse it."

Indeed, the reasons for using CM responded from the English teachers found the generous use of code in teaching. Different common reasons are responsible and compel the teachers and learners for code-mixing. Teachers often need specific words or expressions to clarify texts in class; however, they may not find the exact meaning and are compelled to use their native language. Same as the term multilingual classroom supported the view of Ramzan et. Al. (2021), students follow the accent and utterances of other languages and habitual use the code in language classrooms. They did not complete the full sentence in another language, but instead inserted single words during the interaction.

Impact of Code-mixing on ELT

Pervasive use of code-mixing during ELT class is a challenge but teacher can not stop their pupils from code-mixing. It is a helping tool for the students, not a burden but also a tiny bridge to cross the river. In some cases, code-mixing may hinder the learning environment and sometimes students may tend to mix the code intentionally beyond the lesson's objectives. It is not a challenge for ELT because L2 learners cannot exist in only English without code-mixing.

Grammatical terms are omitted in English while code-mixing occurs in interaction. The diversified background and multilingual society are the challenges for teaching English in school. The English medium of instruction leads the teacher and students to learn English and improve in the English language but the multilingual background hinders the learning. However, code-mixing cannot be prohibited and omitted in the classroom but teachers and students follow the code-mixing for better learning. It can be effective in ELT if the students are informed about its significance and how it can be deployed in the conversation. The finding of Al-Qahtani, 2014., is that the disadvantages of code mixing and code switching demotivate EFL learners

from searching for the typical word in the target language and showing off the trend in different languages. Revolution in changing the language can destroy its purity, culture and accent. Learners can depend on their L1, which delays acquiring the target language and cannot be perfect in one language. Code-mixing can be done simultaneously with a quick shift of a particular word or phrase of English relating to other languages. Teachers can be conscious of using CM with those students inside the classroom who can adopt the meaning through it. It motivates weak students, backbenchers, and shy students to make active speakers.

Teachers suggest minimizing code-mixing in ELT classes by teaching vocabulary using the translation method and utilizing familiar words to describe the text. Teachers can give priority to learners in sharing ideas in their native language. Moreover, facilitate them through different teaching techniques to improve grammatical errors and make the proper sentence structure in English. The teacher can follow the constructive learning and give feedback for their attempt. The teacher can help them to play with words, construct their confidence level and prepare English learning environment from a basic level. Furthermore, teachers can use technology for speaking and writing habits, help learners with synonyms and antonyms and help to improve language skills. Code-mixing cannot be banned and should not be taken negatively because every language has its style, accent and significance in society same as in class. Learners use code-mixing in their interaction the respect to their language and share their culture through language.

Implications and Discussion of the Findings

According to the obtained data and information, code-mixing is normal and automatically mixes certain linguistic items in ELT. In the classroom interaction, students didn't seem to be respondents and ignored the teacher's response because it

was teacher-centered. A teacher can mix the code in the absence of any expression or to convince the real intention of the sentence. Code-mixing is used in English language classrooms with the aim of vocabulary translation and summarization of the text. Teachers are trying to minimize the code-mixing inside the class by focusing on different techniques such as dialogue preparation, two-way conversation in English, use of teaching materials, and picture description as well but the fact is students are habitual in code-mixing. Similarly, the lack of resources makes the pervasive use of code-mixing in classroom interaction. Learners are not being creative; they expect the answers from teachers and their response is in one word. They applied single-word insertion to respond to the answers or copy answers without a proper structure of language. Classroom interaction was full of insertion, alternation and congruent lexicalization. In the insertion, learners used mostly nouns and in alternation, they did not respond to the alternate meaning but copied the clause from exercise. In congruent lexicalization, they used familiar words of L1 and L2 and translated the same structure in the target language.

The findings of this observation, teachers and learners pervasively adopted code-mixing in classroom interaction. Learners inserted a single word with L1 and rarely used the alternate meaning in response. Their strong bonding of culture and L1 automatically took place and they did not speak the appropriate sentence. In teaching poems and stories, grammar and vocabulary translation help learners get the literary meaning and its purity because L2 cannot give justice to the whole text. That's why teachers mix the congruent meanings and insert the core words in describing the poem and stories. Similarly, the next finding of this observation is learners showed a lack of interest in the subject matter and was silent in asking questions because the teacher gave a one-way lecture on a subject matter with the target language. It might be

monotonous rather than to get the lesson. Moreover, a teacher used familiar vocabulary and alternate meanings for better comprehension but learners were hesitant to interact in L2 rather than to do exercise. It seems that anxiety about speaking and fear of vocabulary mistakes made them uncomfortable in responding. Similarly, in the absence of appropriate words, teachers automatically used L1 and mostly inserted vocabulary from the native language. Sometimes, textual meaning is not enough to convey the intentional meaning the teacher inserts and uses alternative meanings to describe the text.

As the researcher mentions about the reasons for using code-mixing in previous subheadings, teachers use code-mixing for comprehensible input to avoid linguistic bias, and to address heterogeneous classrooms with proper linguistic management. It mentions cultivating the confidence and motivation of students and helping the teachers to be even-handed. In general, teachers preferred code mixing due to a lack of resources and the absence of appropriate words. Multilingual backgrounds create confusion in content delivery but teachers used L1 to interact and make the learners active in participation. Teachers applied code-mixing to create a fun and friendly environment and clarify the content. Many linguistic texts give phonetic, erotic and dramatic pauses. In that case teacher has to give the literary meaning which could be in L1 and to insert alternative words to explain the literary texts, poems and essays. Moreover, the reason for code-mixing was a lack of resources because language development needs technology, innovative ideas, teaching materials and resources. Learners expect the easy way of learning method because English is their target language and it is difficult to learn when the native language dominates in acquiring the L2. Schools do not have proper resources like; projectors, computer classes, e-library or English-speaking environments. In the absence of words and

resources teachers have to use code mixing. Teachers can facilitate the learners to update techniques like; vocabulary translation by using digital dictionaries, and collaborative learning. Moreover, Pronunciation practice, summarization, dialogue preparation and introduction with familiar vocabulary can improve language development and speaking skills.

However, students are interested in learning English, participating in English-speaking activities, and showing enthusiasm towards the English learning environment. Some teachers are serious in their job, applying different techniques, and expressing ideas for improving vocabulary and grammar which enhances the capability of learners.

Chapter V

Conclusion and Recommendations

Conclusion

In conclusion, code-mixing in language teaching and learning hinders language development and potentially delays the acquisition of vocabulary and grammar. It interferes with the learning environment but it is necessary for contextual learning. It fosters the learner's ability in language proficiency as well as the capability of using different languages. Concerning the objectives of this study, types of code-mixing were normally found in classroom interaction. In the single word insertion, learners mixed their L1 to respond to the teacher and did not use the alternative meaning of L2. In the case of congruent lexicalization, the speaker may be perfect in both languages and they use the core meaning of any word. However, the teacher gave various reasons for using code-mixing. Every reason concern about why they adopted the code and how it fosters the learner's proficiency and skills. Code mixing enhanced communication and accelerated language learning. It is a tool for cultural and identity expression.

In the findings, teachers and learners were comfortable in using code. It was necessary for content delivery, improvement in fluency and comprehension in L2, language development and to foster the learners' ability and skills. ELT was impossible without code-mixing. It cannot be abandoned but can be minimized in ELT classrooms. CM respects the culture and native language that can maintain their connection to their mother tongue. Moreover, it is the tiny bridge that crosses the river, which means it is also an approach to learning English.

Code mixing is the mixture of two languages and insertion, alternation and congruent lexicalization take place in communication. It is a natural communicative

tool. Code mixing also has positive and negative aspects, CM promotes interaction and collaboration, encourages multilingualism, supports learning vocabulary and facilitates effective communication. In multilingual classrooms, it can be a beneficial pedagogical tool for better learning and improvement in language development and skills. CM has many drawbacks and negative aspects. It makes learner dependent on L1 and limits their proficiency in learning. Moreover, CM creates confusion in using appropriate words, especially in formal situations. Excessive use of code mixing discourages learning the target language.

In the practical application, CM motivates the learners to better communication and improvement in vocabulary. It is a successful tool for expressing cultural identity. In language learning, it facilitates language acquisition that can help students learn vocabulary by using familiar words from L1. Moreover, CM helps students to connect with linguistic features in L1 and target language and enhances comprehension.

Code mixing has many advantages in ELT classrooms, but it has some limitations and challenges too. These limitations can affect communication and learning the target language. The pervasive use of code mixing hinders to development of language proficiency because the learner usually mixes the L1 with English and may struggle to learn vocabulary and language skills. Similarly, dependence on L1 can prevent learners from practicing L2.

Recommendations

Based on the findings of this research, there have been three different sections as recommendations which are policy-related, practice-related and further research-related.

Policy Related

The policy is the proper guidance to apply something. Every sector has its own policy and rules like education, economic sector, health, agriculture etc. which leads to running the sector systematically. The recommendations of this research regarding this policy are: the policymaker should respect all the language and its significance, and mention the importance of language and code-mixing and their significant role in ELT. Similarly, policymakers should manage the proper library of linguistic and language studies and make a syllabus focusing on improving ELT. The curriculum department should prepare specific policies for the essential translation of literary text and the curriculum should be designed for proper time management.

Practice Related

English language teaching is not an easy job but also the responsibility of students learning. In classroom interaction, English is being a target language which cannot be acquired easily and also being a difficult task for students. In that sense, code-mixing plays a vital role in crushing English language acquisition. Code-mixing is not only a theoretical matter but also based on practical. In ELT classrooms, teachers and learners both are familiar with code-mixing, and its importance in translation, textual and literary meaning.

The research has some recommendations regarding practice which are mentioned here: teachers should maintain balance to avoid the pervasive use of code mixing in the classroom and manage the resources for English speaking environment. Teachers should not take negatively in learners' code-mixing but limit the amount of code-mixing while teaching English. Different innovative techniques and methods should be recommended to improve students' speaking skills. Encourage the students to express their ideas in familiar vocabulary or L1, especially with diverse linguistic

backgrounds. Moreover, the teacher can conduct extra-curricular activities related to the English language and structurally use CM to introduce the new vocabulary. Furthermore, prepares learners for self-presentation and dialogue preparation to foster language skills.

Further Research Related

Based on this research, there are several recommendations for further study, which are mentioned here: the impact of code mixing on language development of academic language skills and the challenges to avoiding code mixing in ELT classrooms. Examine the types of code mixing at the bachelor level. Another title could be to study the relationship between CM and language policy specially in multilingual society.

Additionally, there are instances of code-mixing that can be compared between government schools and boarding schools. Examine the code-mixing of students and illiterate speakers in society. Moreover, teachers' and students' perceptions towards code-mixing in classroom interaction.

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Appendices

Appendix 1: Reasons for Code-mixing in the English Language Classroom: A Case of Secondary Level Community Schools in Lalitpur District

Observation Checklist

Dear sir and students,

I am Bhawna Bajagain, student from Central Department of English Education, kirtipur. I am researching on the topic of “Code-mixing in Classroom Interaction at the Secondary Level .” To complete this Research I have prepared an observation checklist based on types of code mixing and prepared the questions based on the reason and impact of code mixing in the ELT. Therefore, your natural interaction in the ELT classroom and the teachers' kind cooperation and support will be extremely valuable to fulfilling the objectives of this study. I appreciate your perception and assure you that your response will be completely anonymous and confidential. So please interact naturally and feel free to respond because your answers will be used only for research purposes.

Name of School:

Teacher's Name:

Obs. No.	Insertion	Alternation	Congruent lexicalization
1.	Class, flower, run, garden, start, colorful, reading, building, exercise, whole, meaning, connect, word, gear, sharing,	Go ahead, Ask me, that's all, thank you,	Minute, Number, Saturday Homework

	duplicate, book, common, capacity		
2.	public, perception, difficult, pronunciation, school, every day, never, washing, daily, stop, meeting, page number, respond,	This one, read the text , From first to last, meet my friend	Exercise, Package, Yoga,
3.	brush, teeth, experience, simply, destination, unimaginable, condition, responsibility, inspirational, down, problem, perfect, biodiversity, insignificant, vocabulary	Read aloud, find out options, bye see you, wash hair or not, play games, to be continue, brush your teeth, having meal	Join, hourly
4.	Family, swimming, commerce, parents, absent, bag, large, important, attraction, twice, simply,	Show me, don't fight, listen to the music, clap your hand, turn around,	Cable car, Syllabus, Vowel letter, Opportunity Verb

	<p>expected, picture, indicate, dark and deep, admission, smaller</p>	<p>stand your feet, on the way</p>	<p>July, Baisakh Degree</p>
5.	<p>Preposition, strength, unit, down effect, suitable, scientific, effect, suitable, learning, building, process</p>	<p>Are you fine, have you seen, me respect, jump your height</p>	<p>Second, Football, Comma, Sari, party</p>
6.	<p>Check, dictation, batch, equipment, never, material, background, environment, nature, lover, sand</p>	<p>Come here, Keep copy, keep on the desk, which one, discuss the program, which month, have to write, sure sir,</p>	<p>Packet, Bachelor, Anyway, Morning</p>
7.	<p>Poet, knowledge, somewhere, grassland, sensitive, feathers, woods, advice, farmhouse, suggestion, life philosophy, addicted, laughing</p>	<p>Will do sir, Okay this one, Planning to go, Talk about the plans, I intend to, Can't decide,</p>	<p>Same time, Birthday, Winter season, Please, Excuse me Diary</p>

8.	Whole, charming, surprised, advantages, enjoy, visitors, breakfast, managed, worship, observe, trip	I think, Choose the correct answers, I'm opening,	Perfume, Europe, Evening Symbol,
9.	Count and uncountable, battle, colour, evil, movement, vegetable, custom, volunteers, blood, salt, eliminated	Pronounce these words, Think twice, your turn, listen to me, let's discuss, haven't you done?, try to write	Robert frost, Monophthongs, Diphthongs,
10.	Narrator, excited, war, sludge, members, enjoy, carnival, mixture, health, almost	Turn page no 4, That's the reason, Fill in the blanks, you have to do,	Chemical, Science lab, Apron,
11.	Conversation, interaction, specialty, affected, suffer, connection, infrastructure, furniture, pandemic situation	Look at here, Are you okay, Raise your hand, Are you read,	Hospital, Skeleton, Practical, Nurse

12.	Financially, reporter, protection, physical, action, jumbled, neighbor, assignment	Choose the correct answers, Wake up, Underline with pencil	Spring season, Furniture, Italy Cap
13.	Inform, erase, remote, mistake, correction, council, issue, solve, suffered, dieses, advance	Copy these lines, Shall we start, Have you heard, Read at home, Say again,	Doctor, Orange battle, Square, Hindu
14.	Prevention, nutritious, energy, differences, battle, characters, community, brief, history	Don't hold me, Set me free, Do questions, Is it done?	Abraham Lincoln, Crate, Celebration, Scale,
15.	Festival, involve, memorize, foreign, barley, maize, carnival, government offices, gold, diamond	Try to say loudly, Try to find, You are right, Can you make?	Internet, Telehealth, Name, Video,
16.	Starve, side talk, blank, space, soon, advice, forgotten, greedy, substance, heartbeat, shock, satisfied, wisdom, son,	Say again please, No need to leave, Can you find, Ask questions,	Corona virus, Technology, Health assistant, Singular verb, Object

	sun, refused, insisted, stuff, equipment		
17.	Departure, arrival, announcement, afraid, compartment, adjacent, angle, vanished, return, travel, alone, spouse, wife, always, worried, calm down	Say again, That's fine, Go outside,	Guitar, Signature, Principal, Phone number, Blood pressure,
18.	Guardians, sacrifice, swing, forehead, duration, feast, intermittently,	No ideas, Catch his breath, Come back to me,	Sugar, Junk food, Diabetes,
19.	Mashed, lunar, assorted, typically, crescent, shape, celebrants	All is well,	TV, Sofa, White board, Packed Check
20.	Gusto, abandoned, vibrant, revelers, cassava, flamboyant, decorated, preserves, relationship, maintain	Be careful,	Plane, Muffler Similar word, Vacation, Train, Bus , Car, Line

Open ended questions

Q.1. What do you understand about the term code mixing? Or what is your perception regarding the cod mixing?

Q. 2. What are the reasons behind using the code mixing in the ELT class? What do you think?

Q.3. What do you think that in which situation you mostly use the code? Why?

Q.4. What is the impact of code mixing in ELT classroom?

Q.5.How often students mix code in the ELT classroom?

Teacher 1

Q.1. What do you understand about the term code mixing? Or what is your perception regarding the code mixing?

Ans: code mixing refers to the mixing of the two language or more than two language for teaching English language inside the classroom. The teacher as well as the students bilingually inside the classroom are obliged to compel to use code mixing to instruct the rules. Single language cannot address the all terms inside the class; we have to translate the English language into Nepali language.

For the perception, English language is taught as the L2 or L3 inside the classroom, so must of the teachers and students use the grammatical translation to make the subject matter clear and for discussion and interaction. They use their mother tongue if the students are compelled to use the target language inside the class, they cannot take part for interaction and their problems cannot be addressed.

Q. 2. What are the reasons behind using code-mixing in the ELT class? What do you think?

Ans: um, I think there are many reasons of using code but 4/5 reasons we use code mixing in our teaching like; that we need to clarify the text clearly for learners first, we have to make a fun and friendly environment for learners that they can interact with teacher easily, another is sometime we didn't get the exact word like absence of appropriate word, next one is lack of resources also compel us to mix the code in absence of materials, and I think last one is we need to summarize the text to wrap up the class then we use code for clearance.

Q.3. What do you think that in which situation you mostly use the code? Why?

Ans: Not only one situation but I use code in every reasons which I gave before according the learner's demand. I often mix the code in the reason of content

clarification because only target language could not give justice for the text. I started teaching English from basic level and found that students are expecting for the use of native language. Next reason could be as making friend environment in class, as I found they are being hesitate to respond me but I give permission to talk in their native language and respond me, they seems frank. Sometime, I didn't find the exact word in English, students are expecting exact answers but I was in confusion or in dilemma, then I mix the native code for exact expression in absence of appropriate word. We are trying to minimize the code mixing but needed resources are not available. Sometime students are expected the image, visual activities for better knowledge and we could not manage that so we describe it on their native language with example. Last reason I define that students should get the lesson clearly but without summarizing the text in native code or without translation, teaching could be worthless.

Q.4. What is the impact of code mixing in ELT classroom?

Ans: umm, I don't think the code mixing should be banned, it has its own area. Simply for my view, it is making easy for students as taking part on interaction, discussion and to get the idea of their problems in learning English.

Q.5. How often students mix code in the ELT classroom?

Ans: More than 60% students mix the code. It is the problem in their habit formation. Teachers ignore their language development from childhood.

Teacher 2

Q.1. What do you understand about the term code mixing? Or what is your perception regarding the code mixing?

Ans: Code mixing is the way to simplify the conversation that we can easily understand and helps to convey the real meaning of what the speaker wants to ask as well as access the listeners what the speaker wants to know.

Code mixing in the ELT classroom by students is often seen in government schools, because of their competency in English. Teachers should respect those code mixings and try to improve their level of code mixing towards fluency in English.

Q. 2. What are the reasons behind using the code mixing in the ELT class? What do you think?

Ans: Many reasons are depending on mixing the code, absence of appropriate words and terms compel teachers to adopt L2. 2nd reason lack of resources also compels to use code, same as we use code in summary telling, multilingual background of the students also be the reason of code mixing.

Q.3. What do you think that in which situation you mostly use the code? Why?

Ans: I think the first reason is to describe the text through code mixing makes students comfortable in learning. It is necessary to clarify and translate the content as in their L1. English language always didn't give the same meaning which we expect, then it was necessary to mix the code for appropriate terms. Another reason is students are expecting to summarize the text in Nepali language. But I try to minimize use of the native code. Lack of resources also found the reliable reason of code mixing.

Q.4. What is the impact of code mixing in the ELT classroom?

Ans: Excessive use of code mixing during ELT class is challenge but we should not stop our pupils from CM. it should be helping tools towards the students and not a burden towards the teachers at the same time.

Teacher should be conscious regarding the use of code mixing within those students inside the classroom. It is not hard and care rules of using English during class. So that weak students, backbenchers as well active speakers. CM is not a burden but a helping hand for the teachers to get spontaneous flow from the students regarding their subject matter.

Q.5.How often students mix code in the ELT classroom?

Ans: Very often, maximum they try to use, our role is towards minimization of using code mixing. We should not stop them from CM because some students cannot justice while using English so that the real meaning of the questionnaire is hidden so CM should not be banned.

Teacher 3

Q.1. What do you understand about the term code mixing? Or what is your perception regarding the cod mixing?

Ans: Code mixing means use of L1 as to acquire L2. It is the transmission of language. I take it positive because with the absence of code mixing, learners feel difficult to learn target language.

Q. 2. What are the reasons behind using the code mixing in the ELT class? What do you think?

Ans: Different reasons are depending on using code mixing, like multilingual background, summarization of text, lack of teaching materials.

Q.3. What do you think that in which situation you mostly use the code? Why?

Ans: Government school belongs to the diversity because we use the code by focusing the student's native language, culture and their values. Furthermore, it was quite normal to use the native code in the absence of the appropriate word on your mind, because Nepali word is coming first rather than the synonyms of that word in English. Learners are expecting the poem, stories should be summarized, so students seems to expect moral or summary is on using the code language.

Q.4. What is the impact of code mixing in the ELT classroom?

Ans: CM influenced the learners betrayed every time to acquire the L2 or target language. English is our target language, native code obviously hinders to learn it, we should use the native code by concerning the target language.

Q.5. How often students mix code in the ELT classroom?

Ans: They mostly use code for interaction with teacher or response the answers.

Teacher 4

Q.1. What do you understand about the term code mixing? Or what is your perception regarding the code mixing?

Ans: Code mixing is a context in which codes belong to different language are mixed by the interlocutors in a conversation. Code mixing seems to be very important in multilingual classroom.

In my perception, use of code mixing depends on the language environment and the background of the students. If the students are from Tharu community, students tend to mix the codes of their own mother tongue. In my experience I have been teaching in Tamang context, some students are found to be saying, "I m going to my Dhim" here "Dhim" means home.

Q. 2. What are the reasons behind using the code mixing in the ELT class? What do you think?

Ans: Many reasons are found in using code mixing, some of them are; multilingual background of the class that I found English is their L3. 2nd reason is to create fun and friendly environment for learners I mixed some Tamang code also with Nepali and English. Same as lack of teaching materials and summarization of the text could be the reason.

Q.3. What do you think that in which situation you mostly use the code? Why?

Ans: According to the government school, multilingual background of classroom compel us to use their native code. Here mostly students are belongs from Tamang. So Nepali is their L2 and English is L3 and I prefer to mix Nepali language in the English teaching.

Same as, I just mix the code for to create fun and friendly environment in class and expect for more interaction. Furthermore, lack of resources compel the English teachers to mix the code, teaching activities need the resources and materials for the effective teaching, but we have not projector, computer and internet in every classroom. So when we have to describe text, we need to mix the code for better clarification. Last reason I found at the secondary level, every English teacher will apply the code mixing in summarizing the text, I also mix the code if necessary, we can minimize code mixing but could not refuse it.

Q.4. What is the impact of code mixing in the ELT classroom?

In some cases, it may hinders the learning environment sometimes students may tend to mix the code intentionally beyond the lesson objectives. Mix the code in the ELT classroom frequently to let them feel a kind of respect and focus yet in learning based on their mother tongue this makes them active in learning. Sometime use the codes of

different language to create fun in the classroom and students usually enjoy these activities. For instance, I say I will complain to your *Aaru*, here *Aaru* means aunt. But in Nepali language it means a kind of fruit.

Q.5. How often students mix code in the ELT classroom?

Ans: as far as, I m concerned, students mix codes of their own mother tongue very often. But I take it easily because it happens mostly in multilingual classroom which lets other students know linguistic features. Students are informed about its significance and the way it can be deployed in the conversation. CM can be done simultaneously with a quick shift of particular word or phrase of English relating to other either local or known language of students.

Thank you!