

CHAPTER ONE

INTRODUCTION

This chapter incorporates the introduction to the study. It consists of general background, an introduction to literary genres, an overview of code-switching and code-mixing, an introduction to loan words and factors leading to loan words, words and word formation processes, review of related literature, objectives of the study and significance of the study.

1.1 General Background

Language, now a days, is supposed to be the basic need to human being to adjust and accommodate in the modern world. Without language it is difficult to survive. No one knows all the languages of the world but there are some languages, which have larger number of population in comparison to others. The English language is an international lingua franca and the most dominant language in the world. Understanding the significance and value of the English language, Nepalese government has prescribed it from primary to bachelor level compulsorily. A sound knowledge of English is essential for the development of career in any sector and the person unaware of it is like a handicapped whatever field he/she may join. English language is the key to open the door of success whatever it is: job, business, literature, communication, transportation, entertainment and so on.

Since Nepal is an active member of international organizations like UNO, WHO, SAARC, WTO etc. it is necessary to learn English to adopt oneself in the modern world. There are numbers of opportunities which can be grabbed or performed by staying inside the room with the help of modern technology i.e. computer (e-mail, internet). Otherwise, one should remain

like frog of the well. So, to get mastery over the English language is to get panacea to live a better and prestigious life is what we can say.

Nepal is a multilingual, multicultural and multireligious country. The Nepali language functions as a lingua franca nationally though there are numbers of other languages like: Maithili, Bhojpuri, Tamang, Newari etc. spoken as mother tongues in various parts of the country. Because of the linguistic complexity we always come across the causes of shifting from one language to another in almost all the discourses in our life. Globalization has the effect in every aspect and mainly in the use of language. People speak languages by mixing or switching the code according to the context and situation. Whether it is mixed or switched during conversation or during the creation of literature it is called loan process in broad and technical term.

1.2 Literature: An Introduction

Language is as old as the human civilization but literature has the history of Homer, Socrates, Dante etc. The literature of each period represents the life of contemporary people and their activities. It is the medium to express human emotion, sadness, happiness, pleasure, pain, love, hate, fear, disgust and anger. Such human emotions in literature are expressed artistically through language. While defining literature some of the philosopher's and literary figure's quotations would be live to present here.

- a "Writings that are valued as works of art, especially fiction, drama and poetry (as contrasted with technical books and journalism) "

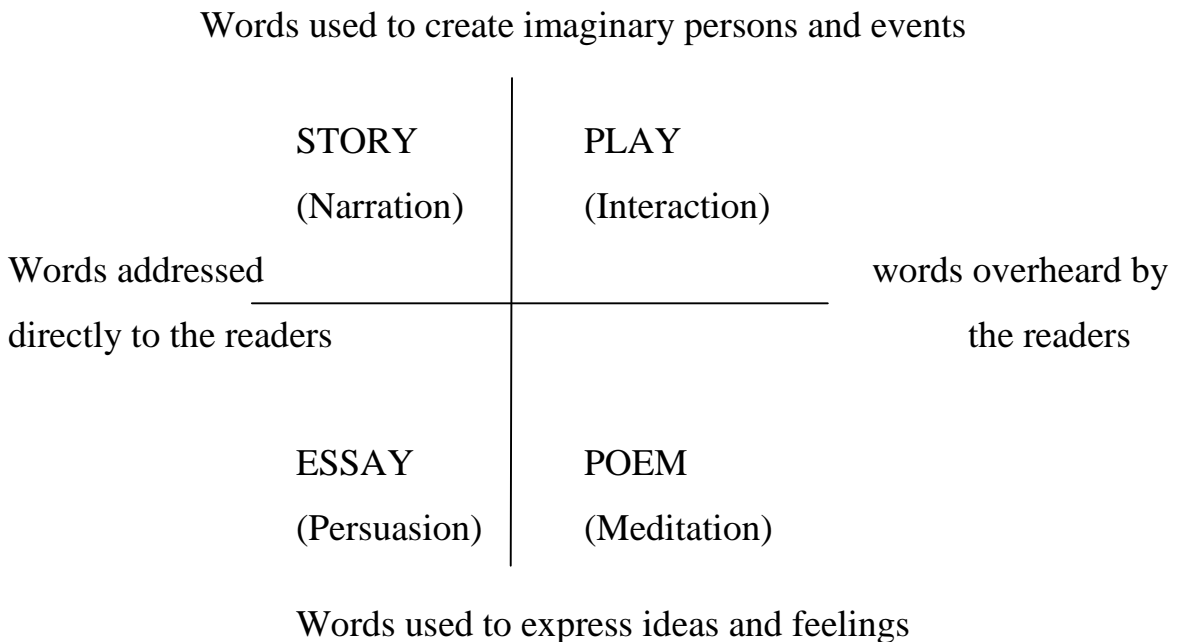
- OALD(2000:751)

- b. It is a mirror of the world to reflect the truth and reality.

From the definitions we can conclude that literature is the mirror of the society; it is unlimited; it has no beginning, middle and ending; it is very complex and it enriches our ability or capacity for understanding and communication.

1.2.1 Forms of literature

Literature has its route in human pleasure. Literature entertains those who attend to it. The basic difference between literature and other discipline is that literature has a special way of presentation of its subject matter by using rhetorical devices. Basically there are four forms of literature: Essay, fiction, poetry and drama. To present the forms:



Saud (2058:4)

The vertical axis refers to the way words are used in literature. The horizontal axis refers to the way in which words are communicated to the readers. On the basis of using words and communicating them to the readers, each literary form has been located in the coordinates. From the viewpoint of

its creation, utility and prominence, literature can be viewed as discipline, subject and often register. Here we go to the surface introduction of the literary genres.

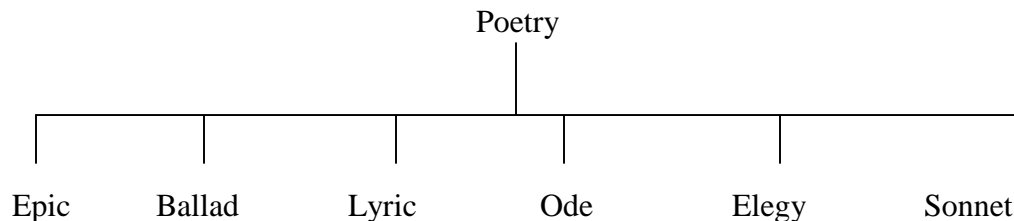
Poetry

Poetry is written in lines of arbitrary length instead of in paragraphs. Poetry's richness in imagery, particularly in metaphor results in a far greater concentration of meaning than is ordinarily found in prose. Poetry, is:

“A piece of writing, in which the words are chosen for their sound and the images they suggest, not just for their obvious meanings”.

-OALD (2000: 972)

From the given definition we can say that poetry is one of the means of expressing ideas, feelings and imagination from the core of heart. There is more imagination and emotion than explanation and clarification. There is an especial character of poem, which entertains readers but we cannot find such features in other genres. From the viewpoint of subject matter, creation etc. poetry can be of different types:



The language used in a poem is poetical i.e. emotional and imaginative. By the poetical interpretation of life, we mean a treatment of its facts, experiences, problems, in which the emotional and imaginative elements predominate. Whatever it touches in life, it relates to our feelings

and passions, while at the same time by the exercise of imaginative power it both transfigures existing realities and gives to airy nothing a local habitation and a name.

Essay

An essay is a piece of composition on a particular theme or topic into any subject with a moderate length. Essay in its purest form uses words to express ideas, which are addressed by the writer to readers. Francis Bacon is said to be the father of English essays since he gave the formality to them.

An essay by Bacon consists of a few pages of concentrated wisdom, with little elaboration of the ideas expressed; Montaigne said that essay is a medley of reflections, quotations, and anecdotes. Hudson (2000:335) says, "...statement of a fact. No judgment upon the fact is suggested. We may regret the tendency of the modern essay towards greater elaboration and formality, and may feel that this implies loss of freedom and personal charm. Yet literary types must necessarily evolve in response to changing conditions and their evolution is, at bottom, a sign of continued life. It is the fact that at the heart of all essays, is the idea of persuasion though they are expressed through different modes." The modes of presentation of essay determines its type or nature and we find the following types of essays:

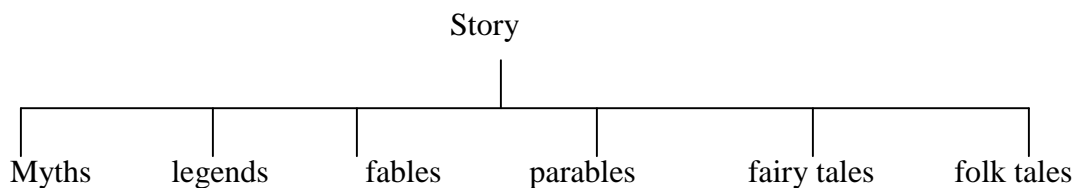
- | | |
|-------------------------|----------------------|
| a. Descriptive essay | b. Narrative essay |
| c. Argumentative essay | d. Meditative essay |
| e. Dramatic essay | f. Personal essay |
| g. Expository essay and | h. Reflective essay. |

Short Story

Short story has firmly established itself as a favorite form in modern literature. Its immense vogue is the result of many cooperating causes;

among them, the rush of modern life, which has made men impatient of those over which readers were glad to linger in more leisurely ages, and the enormous development of the magazine, in which a large field is naturally afforded for tales complete in a single number. Short story is a prose narrative requiring from half an hour to one or two hours in its perusal. Putting the same idea into different phraseology, we may say that a short story is a story that can be easily read at a single sitting.

The origin of stories dates back to the period of Chaucer. As early as Chaucer, there were stories in verse. His ‘Canterbury Tales’ is a collection of stories put into the mouths of traveling pilgrims. It is similar to a novel in some ways regarding thoughts, actions and characters. The story can be comic, tragic, romantic or satiric; it may be written in the mode of realism, naturalism or fantasy. The plot, character, subject, time factor determines the type of story since there are various types of them:



Novels

The term novel is derived from the Italian word ‘Novella’ meaning a short tale in prose having a piece of news. It is one of the forms of literature with a lengthy fictional narrative in prose dealing with plot, character and setting. It is the loosest form of the literary art and its very freedom from all limitations allows it to convey a fuller representation of real life and character than the other forms of literature. A novel is different from the short stories in its length, characters, and enough details of them and well-

elaborated setting. Further, a novel tries to present various aspects of human life whereas a particular aspect of human life is represented by short stories. Novel may have any kind of plot: comic, tragic, satiric, romantic, realistic and naturalistic. If the drama is taken as compound art, it is not pure literature because the literary element is organically bound up with the elements of stage setting and histrionic interpretation. The novel is independent of these secondary arts. The drama is bound by the very law of it's being and by which it is everywhere hampered, gives to the novel a freedom of movement, breadth, and a flexibility to which even in it's most romantic developments, the drama cannot possibly attain. What the novel loses in actuality is vividness by its substitution of narrative for representation. It, thus, amply makes up for in other ways.

Charles Dickens, D.H.Lawrance, George Eliot etc are well known novelists and there are other writers too who contributed a lot in the field of novel.

Drama

Drama as the OALD (2000: 380) defines: “a play for the theatre, television or radio” is designed for representation by actors who impersonate the characters of its story, and among whom the narrative and the dialogue are distributed. The drama imitates the events by action and speech; and it is by reference to the fundamental necessities entailed by such imitation that the structural features of the drama have to be examined and explained. Because it helps us to keep this point clearly in view because it serves to remind us that the literary art of the drama is organically bound up with its histrionic conditions. As similar to other forms it also has some elements.

They are: plot, character, dialogue, setting, conflict and theme. Elizabethan period is the period of drama since it developed, expanded and got popularity.

Without mentioning W. Shakespeare and his works drama remains incomplete because his contribution is incomparable. John Milton, Marlowe, J.B. Shaw, Anton Chekhov etc. are remarkable to talk about drama. Drama in its purest form uses words to create action through the dialogue of characters talking to one another rather than to the readers. It's essential quality is interaction. It depicts the society in terms of words like mirror in terms of reflection of figure.

1.3 Code-Switching and Code- Mixing

Code Switching and Code mixing are the characteristic features of people in their speech and writing these days. Hence both the terms are discussed as they are related directly to the present study.

1.3.1 Code-switching

When a bilingual (a person who knows and uses two languages) or a multilingual (a person who knows and uses three or more languages) takes part in the conversation with another person who also knows and uses the languages in question, he/she often shifts from one language to another language. This process of shifting from one language to another is generally defined as code switching. Richards et al (1985:43) define code switching as “a change by a speaker (or writer) from one language to another. Code switching can take place in a conversation when one speaker uses one language and the other speaker answers in a different language. A person

may start speaking one language and then change to another one in the middle of their speech or sometimes even in the middle of a sentence.”

Likewise other linguists also define the term in a different way. Trudgil (1983:75) says, “code-switching means switching from one language variety to another when the situation demands.” So, we can say that code switching is the change from one language to another from one dialect to the next and one register to other variety.

Wardhaugh (1986:102) further says about code switching as, “we can describe two kinds of code switching: situational and metaphorical. Situational code switching occurs when the languages used change according to the situations in which the conversant find themselves. They speak one language in one situation and another in a different one. No topic change is involved. When a change of topic requires a change in the language used we have metaphorical code-switching.”

Gumperz (1982:59) coined the term conversational code switching and refers to it as “ the juxtaposition of passages speech belonging to two grammatical systems or subsystems within the exchange. Most frequently, the alteration takes the forms of subsequent sentences, as when a speaker uses a second language either to reiterate his message or to reply someone else’s statement.”

Thus, from the definitions given above we can conclude that it is the shift from one language variety to another knowingly or unknowingly to make the conversation or writing effective. Situational, metaphorical and conversational code switching are it's types.

1.3.2 Code Mixing

When bilinguals or multilinguals take part in a conversation, they not only shift from one language to another but also mix the languages. Code-mixing takes place when a person uses the structure of one language and some lexical items or elements of another language. In Wardhaugh's (1986:103) words "code mixing occurs when conversant use both languages together to the extent that they change from one language to the other in course of a single utterance."

Pfafi(1979) provides the following examples of conversational code-mixing among Spanish English bilinguals:

No van a bring it up in the meeting.

'They are not going to bring it up in the meeting.'

Todos los mexicanos were riled up.

'All the Mexicans were riled up'.

Estaba training para pelear.

'He was training to fight.'

(Source: Wardhaugh 1986:103)

Hudson (1980:53) says, "there are cases where a fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation. This kind of alternation is called code mixing." For example:

Luck mero favour ma chhaina.

Love garchhu bhannu marriage garchhu bhanne hoina.

'Luck' and 'favour' in the previous sentences are English words which add effectiveness in utterances. Likewise, love and marriage also have the

same case. Because of the regular code mixing in the present day's communication, it has become an unavoidable feature of any language. When people mix codes for a long time, it becomes their habit to use the words of another language. Most of the educated Nepalese people are competent in English so as soon as one meets another, he mixes the English words within the Nepali utterance, which is the symbol of solidarity and recognition between them. They often mix code to clarify the meaning, which is supposed to be the feature of present young generation in the urban areas.

1.4 Loan Words: An Introduction

Language plays a significant role to perform various activities. To be familiar with the modern world, technology, development etc. one should be multilingual. So, people now days are learning new languages. While speaking or writing, people mix or switch from one language to another. Whether it is mixed or switched there is the use of other language. Sometimes people mix words, sometimes phrase and often sentences while speaking or writing. This process of using words, phrases or sentences from other languages is called loan process in a broad sense. At that time both the forms and meaning are borrowed or assimilated with some adaptation to the phonological system of the target language. Crystal (1941:275) defines the term as: “ a linguistic unit (usually a lexical item) which has come to be used in a language or dialect other than the one where it originated: where both form and meaning are borrowed, or ‘assimilated’ with some adaptations to phonological system of the new language, e.g. /sputnik/”. Some terms related to loanwords are:

- i. Loan blends: This is also a type of borrowing from one language to another but differs a bit from loan words. Crystal (1941:275) defines this term as “in this process the meaning is borrowed, but only part of the form, e.g. restaurant with a simulated French ending/rest r /.” Such types of words can be found in use in written as well as colloquial languages.
- ii. Loan shifts: Crystal (1941:275) says, “ in this process the meaning is borrowed and the form is native. e.g. restaurant as /restrant/”. To talk about the same word in the Nepali language people pronounce it as /resturent/.
- iii. Loan Translation: This is also one of the ways to adapt the second language vocabulary to the target language. Crystal (1941:275) says that "the morphemes in the borrowed word are translated item by item. E.g. superman from Ubermench also known as a CALQUE.” It is generally found in translation process of second language to first one.

Borrowing, the synonymous term of loan words, is defined by Richard et al. (1999:40) as “a word or phrase, which has been taken from one language and used in another language. For example, English has taken ‘coup de tat’ (the sudden seizure of government power) from French, ‘al fresco’ (in the open air) from Italian and ‘moccasin’ (a type of shoe) from an Amerindian language.

When a borrowing is a single word, it is called a loan word.

Sometimes speakers try to pronounce borrowed words as they are pronounced in the original languages. However, if a borrowed word or

phrase is widely used, most speakers will pronounce it according to the sound system of their own language. For example French /garaz/ garage has become /gæra:z/ or /gærid / in British English though American English keeps something like French pronunciation.” But from the definitions given by different linguists we can conclude that borrowing is a process whereas loan word is a product.

When Nepalese people speak or write Nepali, they frequently use English words. There are many English words mixed in the latest Nepali publications: books, journals, newspapers, advertisements etc. related to science, technology, commerce and communication.

The existence of Multilanguage is the obvious reason behind shifting from one language to another. Nevertheless, absolute shifting and partial shifting have specific reasons behind them. Sometimes people take loan words, sometimes clause and sometimes the sentence. When we analyze the frequency, nouns are mostly borrowed in the target language. Taking loan of linguistic units may be conditioned by ethnic background, age, social and financial status, sex, educational background etc. of the participants in question. For example, the participants may have forgotten the exact term; the language they are using may not have the term for the concept they want to express; there may not be a term which is similar in both languages. They may mix the languages to express emotions, close personal relationship and solidarity and to exclude the third person from the part of a conversation.

According to Hockett(1958:404) “the speaker of ‘A’ must have some motive, overt or covert, for the borrowing. These are two in number: the prestige motive or the need feeling motive.” For Hudson (1980:53) “the reason behind loan words seems to be to symbolize a somewhat ambiguous

situation for which neither language on its own would be quite right. To get the right effect the speakers balance the two languages against each other as a kind of linguistic cocktail-a few words of one language, then a few words of the other the back of the first for a few more words and so on. The changes generally take place more or less randomly for as subject matter is concerned...”

Since the real situation helps the students and teachers in learning and teaching processes, these words create the contexts, support them to understand and memorize the lesson for a long time.

1.5 Words

In 'code switching' and 'code mixing', words as well as sentences of one language are used in another language whereas the cover term for both is called loanwords. The term 'loanwords' seems to indicate the written language but it also covers the area of colloquial one.

A word is often defined as a minimal free form, which is separated from one another by spaces in writing and pauses in speaking. It is a group of letters having meaning. Crystal (2003:501) about a word says, “words are the physically definable units which one encounters in a stretch of writing (bounded by spaces) or speech (where identification is more difficult, but where there may be PHONOLOGICAL clues to identify boundaries, such as a pause, or juncture features). ‘Word’, in this sense is often referred to as the orthographic word (for writing) or the phonological word (for speech). A neutral term often used to subsume both is word form.” In other words it is a unit of expression, which has universal intuitive recognition by native

speakers in both spoken and written languages. Though we find numbers of definitions of a 'word' there is no universally acceptable one so far about it.

Wallace (1982:27) states “to know a word in a target language as well as the native speaker knows it may mean the ability to:

- i. recognize it in its spoken or written form;
- ii. recall it at will;
- iii. use it in the appropriate grammatical form;
- iv. relate it to an appropriate object or concept;
- v. in speech, pronounce it in a recognizable way;
- vi. in writing, spell it correctly;
- vii. use it with the words it correctly goes with. i.e. in the correct collocation;
- viii. use it at the appropriate level of formality;
- ix. be aware of its connotations and associations."

1.6 Review of Literature

A number of research studies on 'code-mixing' and 'code-switching' have been carried out under the Department of English Education, T.U. , which are directly or indirectly related to the loan words. Some of them are as follows:

Subedi(2001) conducted a descriptive and a practical study to find out the English words, which are used in the ‘Gorkhapatra Daily’ and their frequency of occurrence. After the continuous study of each issue for a week he pointed out the assimilated and non-assimilated words. Some words like; seat, table, hotel, driver, hospital, jungle, cycle, bank, were assimilated and

internet, budget, lamination, wicket were non-assimilated ones. But he did not talk about loan words, which belong to the English language.

Poudel(2004) studied on Code Switching at Tribhuvan University Premises. He drew the conclusion that code switching is a communicative strategy in a linguistic situation where two or more languages co-exist within the bounds of a society, or are kept in constant contact by politically and economically determined interests. The speakers switch from one communicative code to another under situations and normatively desired conditions (linguistic, psychological, social and pragmatic) in nature. But switching of code and loan words differ in terms of their use and duration.

Baral(2005) researched on the ‘Code-Mixing’ in Nepali Cinemas’. Through watching ten different Nepali films, he found out that there is an increasing ratio of mixing a code in conversation and it is found generally in the urban people and it has negative impact on the Nepali language and culture.

Luitel (2005), for his thesis ‘English Code Mixing in Nepali Stories’, went through ‘Madhauparka’ and ‘Garima’ of 2051 B.S and 2061 B.S. He just selected 100 words from 2051 B.S. and 100 words from 2061’s issues of both magazines for his convenience. He found that the English words used in Nepali stories were already assimilated in Nepali society and they got new entry in the dictionary of the Nepali language.

Pangeni(2005) conducted a descriptive and practical study of Code mixing in Kantipur and Classic FM Radio Programmes in Nepal. His conclusion shows that on the basis of the topic being discussed that the

frequency of using second language repertoires differed. Since it was the study on code mixing there was no any finding regarding the loan words.

Though there are a number of researches in 'code switching' and 'mixing', no research can be found in the loan words of English in the Nepali language and specifically in Nepali textbooks. Hence, this study is different from the others carried out by my predecessors.

1.7 Objective of the Study

The objectives of the present study are as follows:

-) To find out the loan words used in compulsory Nepali textbooks from lower secondary to higher secondary levels.
-) To find out the type of loan words (assimilated and non-assimilated) and to analyze them in terms of language functions, word class and context in which they are used.
-) To suggest some pedagogical implications.

1.8 Significance of the Study

This research will be beneficial to the textbook writers particularly, but the students, teachers, syllabus designers will also be benefited indirectly. Especially the native language lovers who take interest in the present situation of the Nepali language will know how the English language is being adapted in the Nepali from various pretensions. It will be the foundation on the study of loan words in the Nepali language. People interested in this field can move further stepping on this.

This study is further expected to be useful as a reference material for story writers, linguists, teachers, students and all the concerned who are

involved in analyzing, explaining, teaching and learning the nature of borrowed English words in Nepali text books.

1.9 Definition of Specific Terms

Genres: While defining the term 'genres' it is necessary to be familiar about literature. Literature, in common sense, is a piece of writing in any topic in an artistic presentation. Literature and genres are complementary to each other. When a writer writes a piece of literature it is given a title and on the basis of story, plot, character, length, theme, role etc. It is said that is ... genre of literature. To differentiate from one genre to another a particular feature is taken into consideration.

Language Function: When a person speaks he/she has some motives. Through language people express happiness, sadness, anger, agreement, disagreement, sorrow, request, order, greeting etc. The message that one wants to convey to the listener is the function of language because after getting the message some types of feelings or reactions could be seen upon him/her. Different linguists have classified the functions of language in various ways but the present study follows the functions categorized by Van Ek (1976), in which there are six different functions of language as: imparting and seeking factual information, expressing and finding out intellectual attitudes, expressing and finding out emotional attitudes, expressing and finding out moral attitudes, getting things done and socializing.

Word Class: Simply a word is defined as the combination of letters in a meaningful way. When a word is formed then only comes the types of words. Words can be categorized into major class and minor class. The

words which can convey meaning on its own are major class words in which: noun, verb, adjectives and adverbs are listed. Whereas the words which cannot convey meaning alone are called minor word class for example, preposition, conjunction, determiners, articles. Word class in other word is also called grammatical units.

Linguistic Units: By 'linguistic units' we mean the unit of language. Richards et al. (1999) defines it as "... parts of a language system. Linguistic units can be the distinctive sounds of a language (PHONEMES), words, phrases, or sentences, or they can be larger units such as the utterances of a conversation". So the phonemes, morphemes, words, phrases, clauses, sentence and discourse in the hierarchical order of linguistic units. In an utterance at least there should be a word and most of the time there are words, clauses and sentences. This present study listed words, phrases and clauses.

CHAPTER TWO

METHODOLOGY

The study followed the following procedure:

2.1 Sources of Data

In this study, mainly, the secondary sources of data were used for the collection of the required information however, Nepali language experts were consulted for the approval of some cases where the assimilated and non-assimilated English loan words were to be judged.

2.1.1 Primary Sources of Data

This study is mainly based on secondary sources. The primary sources of data for this study were related to the second objective (to find out assimilated and non-assimilated words of the study). For this purpose five Nepali language experts were consulted for the confirmation of the assimilated and non-assimilated words.

2.1.2 Secondary sources of Data

The secondary sources of data used for the study were:

- * The compulsory Nepali textbooks of grade 6, 7, and 8 i.e. lower secondary level,
- * The compulsory Nepali textbooks of grade 9 and 10 i.e. secondary level,
- * The compulsory Nepali textbook of + 2 level. Each and every genre having English loan words were analyzed
- * Previous theses: Subedi (2001), Pangen (2005), Baral (2005) were consulted
- * Hudson (1980), and Wardhaguh (1986).

2.2 Sampling Procedure

The researcher selected compulsory Nepali textbooks from grade six to twelve by non-probability sampling procedure because they were the books which most of the educated people went through. The researcher listed only those lessons having English loan words in different sheets of papers. Within the course of grade six to twelve there were 57 genres having English loan words and all of them were brought into the boundary of the study. As the research was based on secondary data, he consulted Nepali Brihat Sabda Kos by the application of purposive sampling.

For the approval of assimilated and non assimilated words he selected five Nepali language experts by quota sampling procedure from University Campus FOE.

2.3 Tools for Data Collection

For the purpose of this study the researcher prepared an observation sheet before reading the textbooks. (see in appendix I- IV), which contained the items such as: number of loan words in each genre, classification of linguistic units, categorization of word class, discrimination of language functions and listing out the context in which loan words occurred; furthermore, the researcher used a structured interview schedule to find out the view of the Nepali language teachers on assimilated and non-assimilated words.

2.4 Process of Data Collection

The researcher gathered the compulsory Nepali textbooks of grade six to twelve and prepared different sheets of paper according to the purpose of

fulfillment of the objectives. He studied the books in detail and listed down the English loan word in different sheets of paper as given in Appendix I-IV. After listing down the loan words, the Nepali Brihat Sabda Kos was consulted to find out assimilated and non-assimilated words. For those words, which were in common used but not listed in NBSK, the Nepali language teacher were requested to share their opinion towards the topic by preparing structured interview.

2.5 Limitations of the Study

- i) The study was limited to the small area of Nepali textbooks i.e. from the lower secondary to higher secondary level compulsory Nepali textbooks of JSSK ltd.
- ii) Mainly the literary genres (dramas, essays, biography, and story) were focused and the grammar section was ignored.
- iii) Though there were a number of loan words in the study, only the English loan words were analyzed, interpreted and emphasized.
- iv) The study could be made more effective and reliable by practical methodology but to find out the assimilated and non-assimilated words the researcher consulted NBSK which was not enough to bring the update information.
- v) Though word class, linguistic units, language functions of the occurrence and context in which the words were occurred were listed, the detail information of the formation of words, and language functions were ignored.
- vi) There were a number of experts of the Nepali language but only five of them were consulted.
- vii) Though there was compulsory Nepali course in primary level and B.Ed, they were not accounted for.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter incorporates the analysis and interpretation of the data which is divided into four parts. They are the genre wise presentation of linguistic units, classification of English loan words on the basis of word class, the presentation of English loan words with context and their language functions and classification of assimilated and non-assimilated words.

3.1 The Genre wise Presentation of Linguistic Units

Genres of the Nepali textbooks have been categorized into eight major distributions on the basis of loan words used in them. They are: story, essay, biography, one act play, debate, letter, dialogue and monologue. The data records the ratio of linguistic units i.e. words, phrases and clauses. Since there was the large number of occurrences of morphemes, they were not taken into consideration and in spite of the intention to include sentences; they were not recorded because of their unavailability.

Table No. 1: Description of literary genres of Nepali text books of grade 6 – 12

Genres	Grade 6			Grade 7			Grade 8			Grade 9			Grade 10			Grade 11		
	W	Ph	Cl	W	Ph	Cl	W	Ph	Cl	W	Ph	Cl	W	Ph	Cl	W	Ph	Cl
Dialogue	2	.	.	4	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Biography	12	1	.	11	1	.	37	8	.	39	12	.	74	.	.	.	.	.
Letter	3	1	.	1	.	.	3	1	.	.	.	.	7	1	.	.	.	.
Debate	9	1	.	2	.	.	3	1	.	.	.	.	.	.	.	.	.	.
Essay	22	4	.	22	.	.	15	3	.	7	.	.	31	3	.	45	8	4
Monologue	.	.	.	.	.	.	.	.	.	8	3	.	7	2	.	.	.	.
One act play	.	.	.	.	.	.	6	.	.	2	.	.	.	.	.	17	2	1
Story	.	.	.	10	2	.	4	1	.	36	5	.	12	2	.	69	4	.
Total	48	7	.	50	3	.	68	14	.	92	20	.	131	8	.	131	14	5

The table above shows that among the study area there were 520 loan words including phrases and clauses; out of them the highest frequency of occurrence of loan words was in grade 10 and 11 that was 131 words (25.19%) each. The second highest frequency of loan words was found in grade 9 that was 92 words (17.69%); the loan words in grade 8 were 68 (13.07%); likewise, the number of loan words used in grade seven were 50 (9.61%) and the least number of words were found to be used in grade 6 i.e. 48 (9.23%) of the total. In the table given above only the English loan words are demonstrated and others are ignored. The empty boxes shows that there was no such genre in the corresponding grades or there was no occurrence of English loan words. From this we can conclude that the higher the grade, the higher the frequency of occurrence of English loan words. There were 48 loan words including 7 phrases in grade six; there were 50 loan words including 3 phrases in grade seven; likewise, 68 loan words in grade eight including 20 phrases. The frequency of occurrence of loan words were equal in grade ten and eleven but there were 8 phrases in grade ten and 14 phrases in grade eleven. Only five clauses were found in the study i.e. singly in grade eleven.

3.2 Classification of Loanwords on the Basis of Word Class

Words can be classified into different groups on the basis of functions they perform. The occurrence of any word in a particular context, conveys one meaning but the same word in different context conveys different meaning. The loan words in the present study were categorized into nouns, verbs, adjectives, adverbs and others such as prepositions, conjunctions, articles and interjections. Because of small presence of such words they were included into one category. The total number of words used in context

(See Appendix II) are given here with some examples in the following table.

Table No. 2: Classification of Loanwords on the Basis of Word class in grade six textbook

Genre	Nouns	Verbs	Adjective	Adverb	Others
Dialogue	2 Radio, television	.	.	.	.
Biography	9 Academy, college, pasteurization etc..	.	1 French	.	.
Essay	19 Compost, nitrogen, fluorocarbon, ozone etc.	.	3 Super, floro etc.	.	1
Letter	2 Phone, Arabia	.	1 Southern	.	.
Debate	8 Switch, school bus etc.	.	1	.	.
Total	41	.	6	.	1

The table above shows that there were 41 nouns (85.41%) out of the total number of words loaned in grade six. Nouns, thus, took the highest position, however there was no loan word found in the category of verb and adverb in any genres of grade six Nepali textbook. There were six adjectives (12.5%) and we saw only one word in others section.

Table No. 3: English loan words in Nepali textbook of grade seven

Genre	Nouns	Verbs	Adjective	Adverb	Others
Dialogue	4 Rafting, bunzy etc.	.	.	.	.
Essay	20 Bazaar, teleprinter, photography etc.	.	.	2 High	.
Biography	10 Colonel, designer etc.	.	1	.	.
Debate	2	.	.	.	.
Story	4 Land, master etc.	3 Pass, need etc.	.	2 Much	1 A
Letter	1	.	.	.	.
Total	41	3	1	4	1

The Table No. 3 given above records 41 nouns, 3 verbs only 1 adjective, 4 adverbs and 1 in the category of others. Thus, the number of English loan words were not proportional to each word class. The nouns were 82 % followed by adverbs just 8%, verbs 6%, adjectives and other 2%, respectively. The details of the occurrence of words are given in Appendix – II-b .

Table No. 4: English loan words in Nepali textbook of grade eight.

Genre	Nouns	Verbs	Adjective	Adverb	Others
Biography	28 Radium, training, merit etc.	.	3 Public, pitch etc.	.	4 With, the etc.
Story	3 Hotel, bus etc.	.	2	.	.
Essay	15 Square, probe, retrorocket, etc.	.	2	.	.
One act play	5 Sofa, globe etc.	.	.	.	.
Letter	3 Red cross	.	1 Junior	.	.
Debate	1	.	.	1	.
Total	55	.	8	1	4

Table No. 4 shows that there were 68 loan words in the textbook of grade eight. Among them 55 (80.88%) were nouns. The other words falling into other word classes were very few. Adjectives were 8 (11.76%) whereas others were 4(5.88%) followed by one adverb and no word in the category of verbs was available. The details of the occurrences of the loan words are given in Appendix II-c .

Table No. 5: English loan words in Nepali textbooks of grade nine

Genre	Nouns	Verbs	Adjective	Adverb	Others
Story	32 Platform, charge, commission etc.	.	4 Collector, saving etc.	1	.
Essay	6 Certificate, powder etc.	.	.	.	.
Biography	29 Religion, association, fifa etc.	.	7 Beautiful, metropolitan, feminist etc..	.	5
One act play	1 Cigarette	.	.	.	.
Diary	4 Scout, lions club etc.	.	3 Trolley, petrolium	.	.
Total	72	.	14	1	5

As in the previous tables, the present Table also records 70 (78.26%) nouns, the highest frequency of occurrences followed by adjectives 14 (15.21%), and others 5 (5.43%). However, no loan word were found in grade nine Nepali textbook similar to previous ones. Similar to the textbooks for grade 6-8, poems do not contain loan words.

Table No. 6: English loan words in Nepali textbooks of grade ten

Genre	Nouns	Verbs	Adjective	Adverb	Others
Biography	57 Humanist, origin, descent, freedom etc.	1 Pass	6 Pressure, youth, Methodist etc.	.	7
Monologue	8 Restaurant	1	.	.	.
Essay	31 Welding, robot etc.	.	Buffet	.	.
Letter	7	.	1	.	.
Story	10 Lieutenant, colonel etc.	.	1 carriage	.	.
Total	112	2	10	.	7

Out of 131 English loan words given in Table No. 6, 112(85.49%) were nouns i.e. the highest frequency in this class, too. Adjectives occupied the second position 10(7.63%), followed by others 7 (5.34%) and verb 2 (1.52%). Adverbs were not used in any genres of grade 10.

Table No. 7: English loan words in Nepali textbooks of grade 11

Genre	Nouns	Verbs	Adjective	Adverb	Others
One act play	11 Pantaloan, major etc.	2 Halt, wonder etc.	.	.	2 If, the etc.
Story	66 Vague, typhoid, frame, aluminum, climax, ribbon etc.	3 Consult, diagnose etc.	7 Hygienic, torch etc.	.	.
Essay	35 Hostess, pronunciation, childhood etc.	2 Wait, see etc.	3 Third class	.	.
Total	112	7	10	.	2

The table given above shows that there were altogether 131 loan words in the Nepali text book of grade eleven. Out of them, 112 (85.49%) were nouns which ranks the top position in terms of their frequency of occurrence. Further, there were 10(7.63%) adjectives, 7(5.34%) verbs and 2(1.52%) others. The modern creation such as ‘Bahula Kazi ko Sapana’, ‘Mahapurus ko Sangat’ contained more than half of loan word. (See Appendix II-d)

In comparison to other genres, biography was the most remarkable in terms of frequency of occurrence, secondly, the essay and third position was

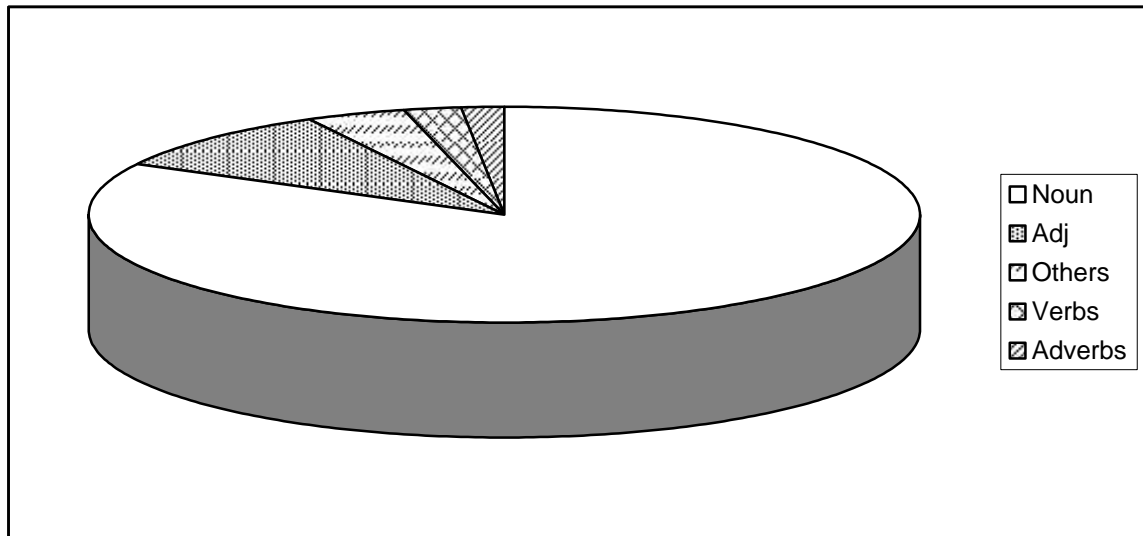
taken by story; the other categories were proportional from the view point of the occurrence of loan words.

Table No. 8: Holistic Presentation of word class of the study

Grade	Nouns	Verbs	Adjectives	Adverbs	Others
6	41	.	6	.	1
7	41	3	1	4	1
8	55	.	8	1	4
9	72	.	14	1	5
10	112	2	10	.	7
11	112	7	10	.	2
Total	433	12	49	6	20

The table above shows that there was an extra-ordinarily large number of nouns which were brought in use in Nepali textbooks. Out of 520 loan words in the study, nouns were 433 (83.26%) . The second large number of word class was adjective (49)i.e. 9.42 %. The occurrences of other word classes (preposition, conjunction, articles, and determiners) were 20 and it was 3.84 %. Verbs were just 12 (2.30%) and the least number of words fell under adverb class i.e. 6 (1.15 %). The following pie chart gives a clear picture of what has been described above:

Figure No. 1: Holistic Presentation of word class of the study



3.3 The Presentation of English Loan Words with Contexts and their Language Functions

This section deals with the context in which loan words were used in the Nepali textbooks and their language functions. The researcher classified the language functions into six broad categories following Van Ek, J.A. 1976 'The Threshold level' to include all the occurrences of English loan words as: Imparting and seeking factual information, expressing and finding out emotional attitudes, expressing and finding out moral attitudes, getting things done and socializing. The detail presentation of the context in which English loan words were used and the language function they represent to is given in Appendix III(a-f). The following table shows the frequency of occurrence of language functions of each grade.

Table No. 9 : The Presentation of English Loan Words with Contexts and their Language Functions

Language function	The frequency of occurrence in each grade						
	6	7	8	9	10	11	
Imparting and seeking factual information	13	18	27	14	20	32	124
Expressing and finding out intellectual attitudes	5	6	6	9	7	16	49
Expressing and finding out emotional attitudes	5	3	4	16	4	16	48
Expressing and finding out moral attitudes	.	.	5	8	3	8	24
Getting things done	3	1	6	8	1	7	26
Socializing	.	3	.	3	4	6	16
Total	26	31	48	58	39	85	287

The table above shows that there were 26 occurrences of loan words in grade six Nepali textbook, which is 9.05% of the total. There were thirteen occurrences of expressing factual information; five each of expressing intellectual attitudes and emotional attitudes and three of getting things done. We saw that there was not any expression indicating moral attitude and socializing. Likewise, in grade seven there were 31 (10.80%) occurrences of English words. Among them, eighteen were used while imparting and seeking factual information; 6 expressing intellectual attitudes; 3 expressing emotional attitudes 1 getting things done and 3 socializing. There was no loan word which expressed moral attitudes.

Similar to this, there were 48 occurrences of English words in grade eight, which was 16.72% of the total. The table shows that 27 expressions indicating imparting and seeking factual information; 6 expressing intellectual attitudes; and 4 emotional attitudes. Likewise, there were 5 loan words which expressed moral attitudes and 6 indicated getting things done. In grade eight, no loan word was used in the context of socializing function of language.

Grade nine Nepali textbook consisted of 58 different occurrences of English words which was 20.20% of the total percent of the study. There were 14 expressions indicating factual information. Likewise, there were 9 expressions which indicated intellectual attitudes; followed by 16 occurrences which expressed emotional attitudes. There were 8 occurrences which expressed moral attitudes and the equal numbers of occurrences were there to express getting things done. Only 3 expressions were there which indicated socializing in grade nine Nepali textbook. There were just 39 occurrences of English words which expressed different language functions. The number was 13.58% of the total. There were 20 expressions in the whole book which imparted factual information. There were 7 expressions indicating intellectual attitudes followed by 4 expression indicating emotional attitudes; 3 expressing moral attitudes; whereas a single word was found in the context of expressing getting things done and 4 in the context of socializing. In grade 11 there were 85 (29.61%) occurrences of English words. Among them 32 were used in the context of imparting and seeking factual information; 7 while expressing intellectual attitudes followed by 4 expressing emotional attitudes and 3 expressing moral attitudes respectively. Likewise, there was a single occurrence in the context

of getting things done followed by 4 indicating socializing. The data is presented in histogram below.

Figure No. 2 : The frequency of the occurrence of imparting and seeking factual information (language functions) in each grade.

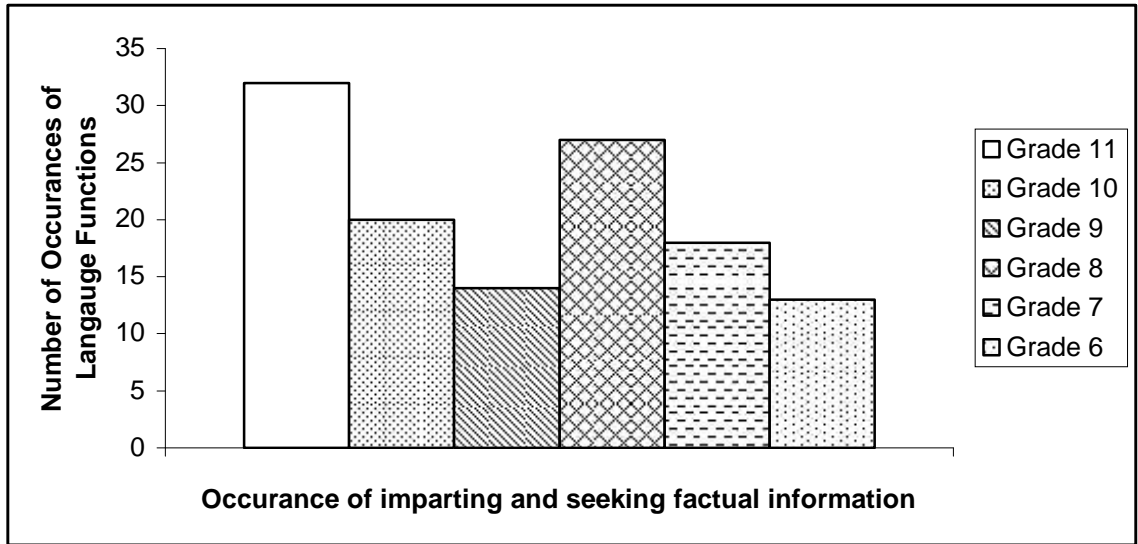


Figure No. 3: The frequency of occurrence of Expressing and finding out intellectual attitudes of each grade.

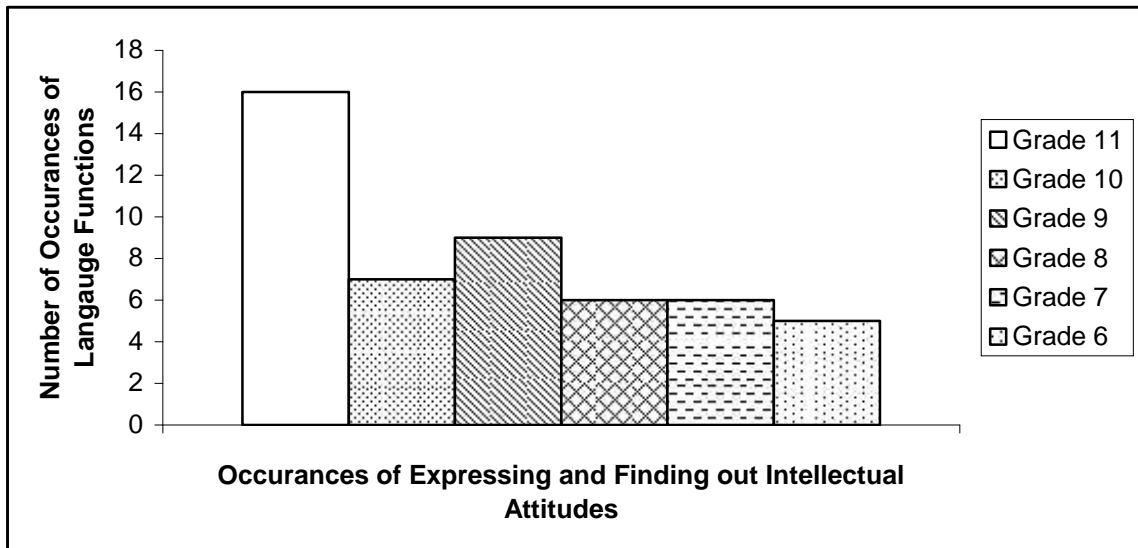


Figure No. 4 : The frequency of the occurrence of expressing and finding out emotional attitudes of each grade.

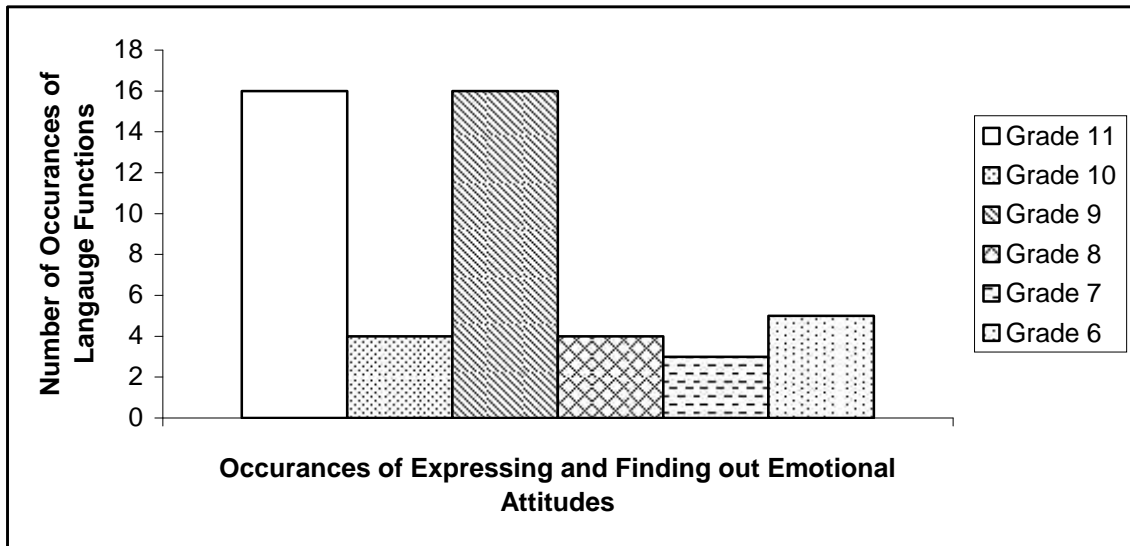


Figure No. 5 : The frequency of the occurrences of expressing and finding out moral attitudes of each grade.



Figure No. 6: The frequency of occurrence of getting things done (language functions) in each grade.

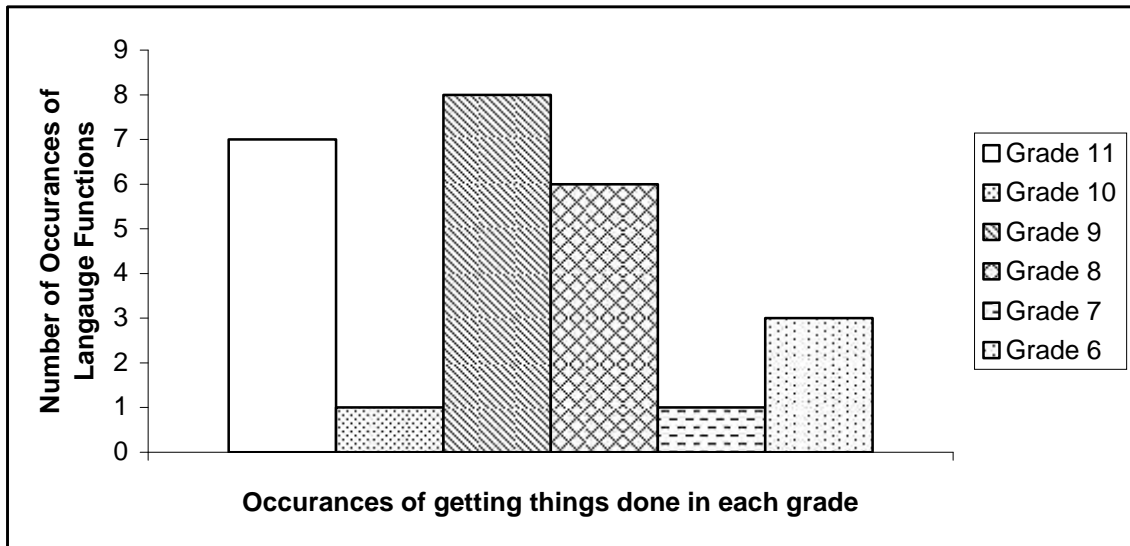


Figure No. 7: The frequency of occurrence of socializing functions of language of each grade

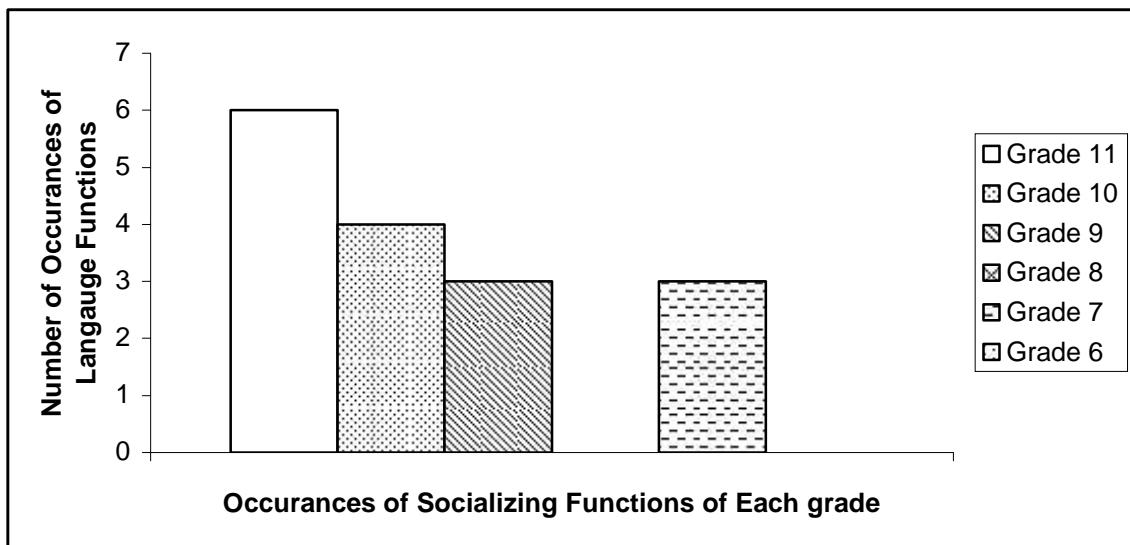
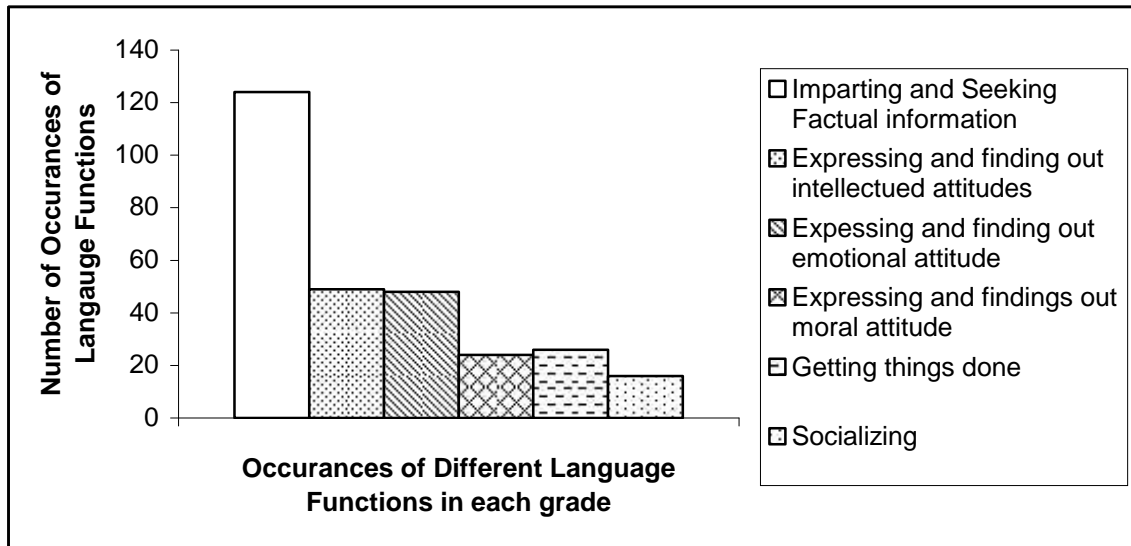


Figure No. 8: The Holistic presentation of language functions of the study



3.4 Classification of Assimilated and Non-assimilated Words in the Study

By the term assimilated words we understand those words which are used in day to day activities and easily understood by common people. Though the Nepali language is rich enough in terms of vocabulary, grammar etc. we find the use of loan words from other languages while speaking and writing as well.

This study listed out such assimilated and non-assimilated words found in Nepali textbooks of grade six to eleven (See Appendices IV: a-f). There were such loan words in different genres except poem prescribed in the course of grade six to twelve. Non-assimilated words, as defined earlier, are not assimilated so the common people do not understand if they are mixed in colloquial or written language. We found numbers of such words used in the textbooks but why? None of the writer or speaker has such

intention for not to make understand to the readers or listener. To classify the assimilated and non-assimilated words the researcher mainly based on the Nepali dictionary i.e. ‘Nepali Brihat Sabdakos’ and still there were many words which pushed the researcher into confusion so he listed such words which were in use in daily life but were not listed or included in the dictionary. Then, to avoid such confusion he went to consult the experts of Nepali language. Such words are given in Appendix IV: g section; the assimilated and non-assimilated words are presented below.

Table No. 10: Assimilated and Non-assimilated Words of Grade Six Textbook

Genre	No.	No. of assimilated words	No. of non-assimilated words
Dialogue	1	2 Radio, television etc.	.
Biography	2	16 Pipe, academy, centigrade, college etc.	2 Pasteurization, bacteria etc..
Essay	2	14 Phosphorus, tempo, ozone etc.	4 Fluorocarbon, murate, starch, sulphate etc.
Letter	1	2 South , Arabia etc..	.
Debate	1	6 Switch, school bus etc..	2 Bye bye etc.
Total	7	40	8

The table given above shows that there were five different genres containing English words. Dialogues contained two words which were assimilated. Similarly there were two lessons on biography in which eighteen words were found. Of them, sixteen were assimilated, for example pipe, academy, college etc., and two were non-assimilated for example pasteurization, bacteria etc. There were two essays in which eighteen English words were mixed, out of them fourteen were assimilated for example phosphorus, tempo, ozone etc. and 4 were non-assimilated for example fluorocarbon, starch, murate etc. There was one letter in which two assimilated words were used and there was one debate in which 6 assimilated for example switch, school bus and 2 non-assimilated words for example bye etc. were used.

Table No. 11: Assimilated and Non-assimilated Words in Grade 7 textbook.

Genre	No.	No. of assimilated words	No. of non-assimilated words
Dialogue	1	1	3 Rafting, lodge, bunzy etc.
Essay	4	14 Teleprinter, poster, chocolate, photography etc.	9 Projector, telescope, email etc.
Biography	2	5 Engineer, lieutenant, helicopter etc.	5 Designer, crane, royal etc.
Debate	1	1	1
Story	1	1 Master	8 How, much, land, need etc.
Letter	1	1	.
Total	11	23	26

Table No. 11 shows that there were 11 lessons containing English words, among them 1 was dialogue in which 1 assimilated and 3 non-assimilated words for example rafting, bunzy, etc. were used. There were 4 essays in grade seven with 14 assimilated English words for example; teleprinter, photography etc. and 9 were non-assimilated for example projector, telescope, email etc.; 2 lessons on biography in the textbook contained 5 assimilated words such as: engineer, helicopter etc. and 5 non-assimilated words, for example, designer, crane, royal etc. were used. Likewise, 1 assimilated and 1 non-assimilated words were used in debate. Two story lessons included 1 assimilated word, for example, master and 8 non-assimilated words, for example, how, much, land, need etc. There was one letter which loaned one assimilated word.

Table No. 12: Presentation of assimilated and non-assimilated words of grade-8 textbook

Genre	No.	No. of assimilated words	No. of non-assimilated words
Biography	4	14 Public, doctor, party, radium etc.	24 Institute, pitch-blend, course etc.
Story	2	3 Hotel, school etc.	1 Boarding
Essay	3	6 Engine, rocket, bazaar etc.	10 Rafting, dunlop, probe, retrorocket etc.
One act play	1	2 Table, T.V	3 Sofa, globe, pant
Letter	1	2	1
Debate	1	1	1
Total	12	28	40

In grade 8 Nepali textbook, there were 6 different genres spread into twelve lessons with English loan words. Out of them 4 were biographies in which, we found 14 assimilated words, for example, engineer, helicopter etc. and 24 non-assimilated words for example crane, designer, royal etc. Two lessons on story with 3 assimilated and 1 non-assimilated loan words were found. In the essays there were 6 assimilated words, for example, rocket, bazaar etc. and 10 non-assimilated words such as: rafting, dunlop, probe etc. Biographies and essays covered half of the loan words. There were a one act play containing 2 assimilated words and 3 non-assimilated words. Likewise, there was one letter and one debate which contained 2 assimilated 1 non-assimilated and 1 each, assimilated and non-assimilated word respectively.

Table No. 13: Assimilated and Non-assimilated Words of Grade-9 textbook

Genre	No.	No. of assimilated words	No. of non-assimilated words
Story	2	14 Report, case, office, commission etc.	19 Saving, platoon, high-court, collector etc.
Essay	2	7 Powder, note, diesel etc.	3 Gas, certificate etc.
Biography	4	14 Parliament, commander in chief, trade mark etc.	28 Life, marketing, feminist, association etc.
One act play	1	.	1 Cigarette
Diary	1	3 Red cross , bus etc.	3 Lions club
Total	10	38	54

There were ten different lessons containing English loan words in grade nine textbook: 2 stories, 2 essays, 4 biographies and 1 each one act play and diary. Biographies contained 42 loan words, which was nearly half

of the total. In grade nine there were 38 assimilated words for example parliament, trademark etc. and 54 non-assimilated English words such as: life, marketing, feminist, association etc. The stories singly contained 14 assimilated words, for example report, case, office etc. and 19 non-assimilated words, for example, saving, high-court etc. Biographies contained 14 assimilated words like trademark, parliament etc. and 28 non-assimilated words for example life, feminist association etc. One act play was the one having the least number of loan words and the only one word used was non-assimilated. Diary contained 3 assimilated and 3 non-assimilated words.

Table No. 14: Assimilated and Non-assimilated Words of Grade-10 textbook

Genre	No.	No. of assimilated words	No. of non-assimilated words
Biography	4	27 Institute, degree, pass etc.	48 Selection, descent, expression, humanist etc.
Monologue	1	3	3
Essay	2	16 Superintendent, brake, tennis etc.	15 Universal, robot, receiver, deposit etc.
Letter	1	2	6 Network, modem, fax etc.
Story	2	9 Captain, box, number etc.	2 Carriage etc.
Total	10	57	74

The table above depicts five different genres having ten lessons. Altogether there were 131 loan words found in grade ten Nepali textbook. Four out of ten lessons were biographies and 75(57.25%) words fell under this category. Of them, 27 were assimilated in the Nepalese society and 48 were non-assimilated ones. There was a lesson of monologue which

consisted of 3 assimilated words and 3 non-assimilated words. Essays contained 31(23.66%) loan words of which 16 were assimilated, for example, superintendent, brake etc. and 15 non-assimilated ones, for example, universal, robot, deposit etc. There was one lesson on letter containing 8 loan words: 2 were assimilated and 6 non-assimilated. Stories, contained 11 loan words: 9 were assimilated, such as: captain, box etc. and 2 were non-assimilated.

Table No. 15: Assimilated and Non-assimilated Words of Grade-11 textbook

Genre	No.	No. of assimilated words	No. of non-assimilated words
One act play	1	6 Halt, general, bottle etc.	11 Pantaloon, girl, company etc.
Story	4	48 Diagnosis, change, machine, shelf etc.	24 Clip, dry-clean, fraternity, liberty, vague etc.
Essay	2	16 Rocket, footpath, rubber etc.	26 Country, childhood, hostess, breakfast etc.
Total	7	70	61

The table above shows that there are seven lessons having English words, 4 stories, 2 essays and a one act play. Stories contained majority of borrowed English words i.e. 54.96%. There were 48 assimilated words, for example, diagnosis, change, shelf etc. only in stories while the total number of assimilated words in grade eleven was found to be 70. On the other hand, there were 61 non-assimilated words, for example, clip, fraternity, liberty etc. and 24 words fell under stories. There were two essays having 16

assimilated and 26 non-assimilated words which were 22.85% and 42.62% respectively. Out of the total (131) loan words 70 (53.43%) were assimilated and the remaining 61 (46.56%) were non-assimilated. From this, the researcher concluded that the higher the level, the greater the frequency of occurrence of loan words.

Table No. 16: Holistic Presentation of Assimilated and Non-assimilated English Words of the Study

Genre	No.	No. of assimilated words (in degree)	No. of non-assimilated words (in degree)
Biography	16	76 (106.78)	107 (146.46)
Story	12	75 (105.46)	54 (73.91)
Essay	15	73 (102.65)	67(91.71)
One act play	3	8 (11.25)	15(20.53)
Letter	4	7 (9.84)	7(9.58)
Debate	3	8 (11.25)	4(5.47)
Dialogue	2	3 (4.21)	3(4.10)
Diary	1	3 (4.21)	3(4.10)
Monologue	1	3 (4.21)	3(4.10)
Total	57	256(359.86)	263 (359.96)

The table above shows 9 different areas of composition. Among them, there were 16 biographies containing 183 (35.19%) loan words of the total. Among them 76 were assimilated and 107 were non-assimilated. There were 129 (24.80%) loan words of the total in stories. Essays contained 140 English loan words: 73 assimilated and 67 non-assimilated. Other areas such as debate, letters, one act play dialogue etc. had no such significant contribution to the present study though they were used.

Out of 520 loan words, there were 256 assimilated and 263 non-assimilated words which were 49.23% and 50.77%, respectively. The holistic presentation of assimilated and non-assimilated words of each genre is given below.

Figure No. 9: Occurrence of Assimilated loan words in each genre in the study area

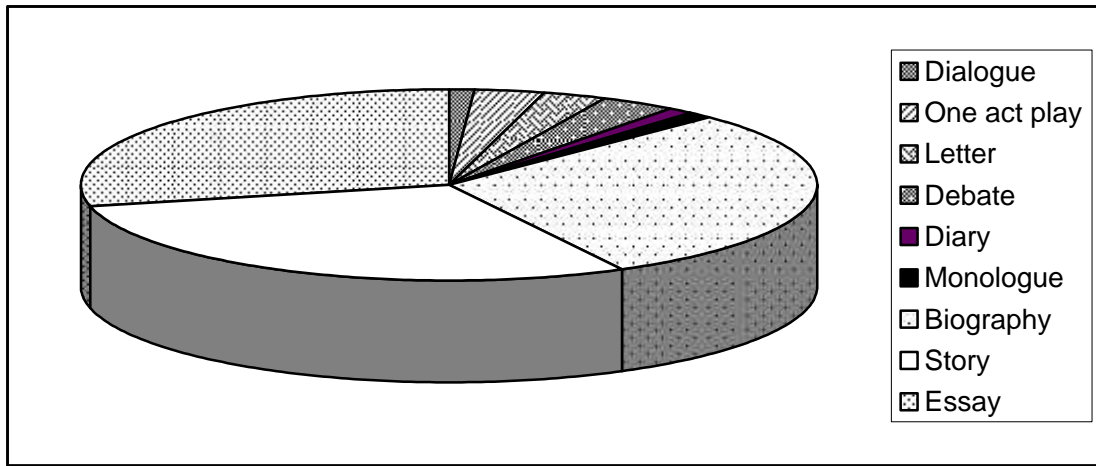
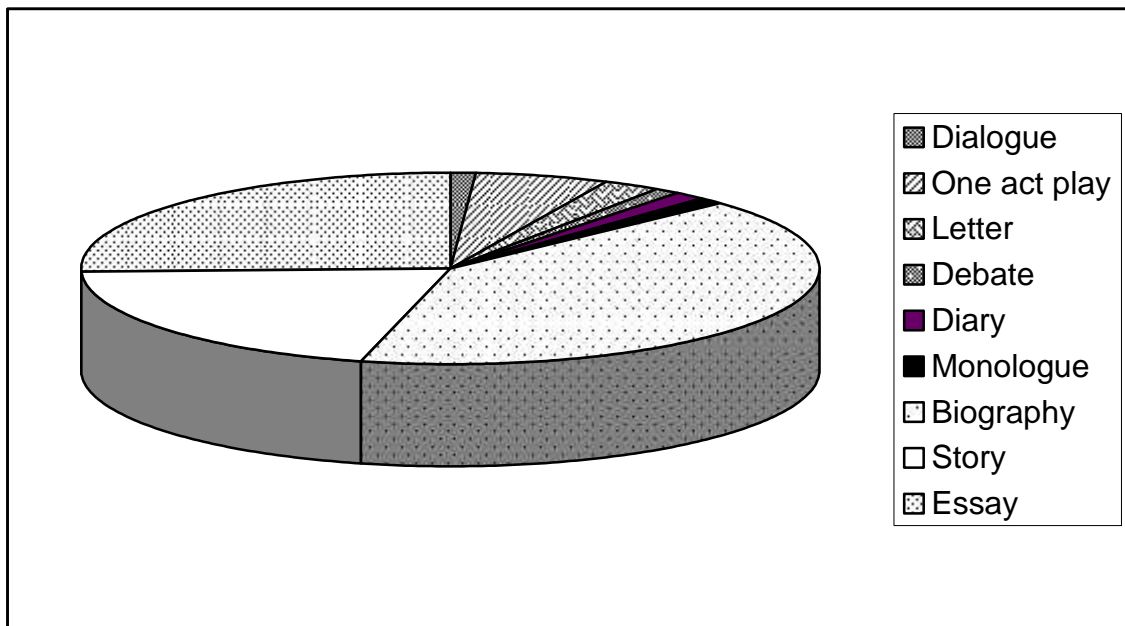


Figure No. 10 : Occurrence of Non-assimilated loan words in each genre in the study area



3.5 Words in Common use but not Found in Nepali Brihat Sabda Kos

During the study, the researcher found some words which were in common use but they were not included in Nepali Brihat Sabda Kos . For that purpose he consulted Dr.Kedar Prasad Sharma, professor and the executive director of curriculum development centre (CDC) Tribhuvan University with other teachers Dr. Hemanga Raj Adhikari Professor Nepal Department, Dr. Ram Chandra Lamsal Professor Nepali Department, Bhoj Raj Dhungel, Reader Nepali Department, Maheshwor Neupane Reader Nepali Department and tried to elicit the authoritative view. Among the words: camera sofa, pant, cancer, gas, dot pen, ticket, plate, jail, cup, tuition, tie, company, ambulance, cooker, according to them, should be included in Nepali Brihat Sabda Kos because some of them had no Nepali alternative words and others had Nepali alternatives but they were not in common use. Bye bye, IA, SLC, boarding ,nurse ,BA, cigarette, calculator , pocket, faint, mummy, daddy, cotton, certificate etc. had Nepali alternatives but they were not in common, use for example स्नातक, चुरोट, खल्ली, वेहोस, प्रमाण-पत्र तह etc. Furthermore, they added that those words which were not in our culture should be discouraged. About the question: why the number of words is larger at the higher the level of education? They opined that because of the wider area they were and the level of understanding of students was also taken into consideration. Couldn't we convey the message that we wanted without English words in the textbooks? They suggested it was not the matter of ability and inability but to bring the exactness and effectiveness sometimes they were used and on the other hand for the stories, essays, biography etc. written by other people, CDC had no right to put and dismiss such words. The next question put forward to them by the researcher was: how did they take this trend of

using English words in Nepali textbooks? Haphazard use of other languages words should be discouraged and those words which the students entertain should be welcomed because they should adopt in the modern world accordingly. Whether there is positive or negative impact of this trend for the Nepali language was the next question asked to them and some of them said there was negative impact in the development and improvement of Nepali language others vice-versa. Further, borrowing itself was not harmful but, the way to borrow, the reason and impact should also be taken into consideration. Otherwise it might be one of the major factor for losing internalized characteristics of any language.

CHAPTER FOUR

FINDING AND RECOMMENDATIONS

This chapter consists of the findings and recommendations of the study.

4.1 Findings

On the basis of analysis and interpretation, this study has derived the following findings.

About loan words

- i) Among the literary genres, biography contained the higher number of words borrowed from English. The loan words, in the study area were 520 and 183 out of them were occurred in biography alone which was 35.19 % of the total. There were 16 lessons of biography and the frequency of occurrence of loan words in each lesson was 11.43 in average.
- ii) The loan words of biography were both assimilated and non-assimilated i.e. 76 words were assimilated and 107 were non-assimilated which were 41.53 % and 58.46 % respectively.
- iii) Essays occupied the second position in the number of occurrences of loan words. Out of (520), 140 loan words were found in essays, which was 26.92 % of the total. Of the 15 lessons on essays each contained 9.33 words in average. The loan words of essay were also assimilated and non-assimilated i.e. 73 (52.14 %) were assimilated and 67 (47.85 %) were non-assimilated.

- iv) Stories came into the third position having high frequency of occurrence of loan words. They contained 129 loan words, which was 24.80% of the total. There were 12 stories that contained English loan words and the frequency of occurrence of such words in each story was 10.75 in average.
- v) As in other genres stories also contained both assimilated 75 (58.13 %) and non-assimilated 54 (41.86 %) English loan words.
- vi) One act play was another field of study having 23 loan words out of which 8 were assimilated and 15 were non-assimilated and the average occurrence was 7.66.
- vii) There were 4 lessons on letters in the present study. They contained 14 loan words, 7 each were assimilated and non-assimilated. The frequencies of occurrence of loan words were 3.5 in average.
- viii) There were 3 lessons on debate in the present study having English loan words. Among 12 loan words used in debates, 8 were assimilated and 4 were non-assimilated. The frequency of occurrence was 4 in average.
- ix) Dialogue was another field included in the Nepali textbooks. Three each loan words were assimilated and non-assimilated and the ratio of occurrence of loan words was 3 in average.
- x) One lesson each on diary and monologue was there in the study having 6 loan words each and in both the field 3 words were assimilated and 3 words were non-assimilated. The average frequency of occurrence of loan words in each genre was 6 in number.

About language functions

- i) There were 287 occurrences containing English loan words as a whole which represented different language functions.
- ii) 124 expressions out of 287 were for imparting and seeking factual information, which was 43.20 % of the total.
- iii) Expressing and finding out intellectual attitude obtained the second highest position in the study. 49 expressions were found expressing intellectual attitudes, which was 17.7 % of the total.
- iv) Expressing and finding out emotional attitude had obtain the third place out of 287 occurrences, 47 fell under this category.
- v) Expressing and finding out moral attitude had obtain the fourth place. Out of 287 occurrences, 24 fell in this category, which was 8.36 % of the total.
- vi) Twenty six expressions were used in the context of getting things done, which was 9.05% of the total.
- vii) Similarly, 16 expressions indicated socializing, which was 5.57 of the total.

About work class

- i) Out of 520 loan words 433 were nouns, which was 83.26 % of the total. Followed by adjectives, verbs and adverbs with 9.52%, 2.30% and 1.15% respectively. Other parts of speech took the share of 3.84%.
- ii) Out of 520 occurrences of loan words, 449 (86.34 %) were words, 66 phrases (12.69 %) and remaining 5 (1.04 %) were clauses.

4.2 Pedagogical Implications and Recommendations

This Sections consists of two sub headings as:

4.2.1 Pedagogical Implications of the Study

- i. Words like murate, pasturization in grade 6, bunzy, projector in grade 7, retrorocket, probe, pitch blend in grade 8, charge highcourt, feminist association, Amnesty international, Blue mimosa etc in grade 9, downhouse, descent, matriculation, buffet methodist, carriage etc in grade 10 and wonder consult, fraternity, liberty vague, climax etc. in grade 11 are difficult words for the students of government school. Until the students understand the meaning of such words, they remain in confusion. This study kindly requests the authority to create such environment in which there is cheerful relationship between the level of the students and the lesson prescribed to them.
- ii. This study certainly makes the Nepali subject teachers aware of the nature of the course and lead them to act accordingly.
- iii. The study reveals that code mixing is a natural phenomenon. So the teachers should be up-to-date with the language of Nepali textbooks to teach the students.
- iv. The students of government school, specially in rural areas were not bold enough to understand all the words loaned in corresponding level. Either the words should be clarified in the glossary or footnote, or the teacher should be trained to make the students understand the context and meaning.

4.2.2 Recommendation for Further Research

On the basis of the study and its findings the researcher attempts to present some recommendations for the betterment of future research of this nature.

- i. If the study area was increased up to Master level and the optional Nepali course was also brought under the study the impact could be found out.
- ii. Views of the students and teachers about loan words should be understood and on the basis of that the course should be designed.
- iii. Underlying factors, which compell the writer and course designers to mix the English words into Nepali course books should be identified.
- iv. Loan words of other languages besides English could also be the topic of the research.
- v. The survey about the English loan words in Nepali textbooks should be done to findout the percentage for positive and negative aspects.
- vi. The comparative study of assimilated and non-assimilated words of Nepali textbooks in rural and urban areas should be made.
- vii. While designing the course the rural areas students should also be taken into consideration and loan word in itself is not negative but they should be brought in appropriate context and should be clarified in any way.

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Appendix – I

The selected Nepali textbooks for the study of loanwords

(a) The literary genres of grade 6 (classification of linguistic units)

S.N.	Genres Topic	N. of words	N. of phase	N. of clause
1	Dialogue (आफ्नै खुट्टामा उभिन सिकनुपर्छ)	2	-	-
2	Biography (साहित्यकार भवानी भिक्षु)	2	-	-
3	Essay (कृषि मल)	14	3	-
4	Letter (पितासंग पुत्रको आग्रह)	3	1	-
5	Debate (शहरिया जीवनभन्दा गाँउले जीवन सुखी हुन्छ)	9	1	-
6	Biography (लुइ पाश्चर)	10	1	-
7	Essay (वातावरणको रक्षा)	8	1	-
	Total	48	7	-

(b) The literary genres of grade 7

S.N.	Genres Topic	N. of words	N. of phrase	N. of clause
1	Dialogue (पर्यटनको महत्व)	4	-	-
2	Essay(पीपल)	1	-	-
3	Biography(नाटककार वालकृष्ण सम)	7	1	-
4	Debate(जागिर भन्दा व्यापार बेस)	2	-	-
5	Story(मानिसलाई कति जमिन चाहिन्छ)	7	2	1
6	Letter(प्रधानाध्यापकलाई निवेदन)	1	-	-
7	Essay(समाचार पत्र)	5	-	-
8	Essay(मित्रता)	2	-	-
9	Story(मास्टरकी आमा)	3	-	-
10	Biography(लियोनार्दो दा भिन्चि)	4	-	-
11	Essay(चलचित्र हेर्दाको पहिलो अनुभव)	14	-	-
	Total	50	3	1

(c) The literacy genres of grade 8

S.N.	Genres Topic	N. of words	N. of phrase	N. of clause
1	Biography (गोपाल प्रसाद रिमाल)	6	1	-
2	Story(खसीको तौल)	1	-	-
3	Essay(दरवार)	1	-	-
4	Essay(मनु)	3	2	-
5	Essay(अन्तरिक्षयान)	11	3	-
6	One act play(हामी एउटै हौं)	6	-	-
7	Biography(फ्लोरेन्स नाइटिङ्गेल)	15	4	-
8	Letter(समाज सेवाको वाटोमा)	3	1	-
9	Debate(धन भन्दा विद्या ठूलो)	3	1	-
10	Biography(विश्वेश्वर प्रसाद कोइराला)	6	1	-
11	Biography(म्याडम क्युरी)	10	2	-
12	Essay (पर्यटन)	3	-	-
	Total	68	15	-

(d)The literacy genres of grade 9

S.N.	Genres Topic	N. of words	N. of phrase	N. of clause
1	Story(सहिद)	24	3	-
2	Essay(भलादमी)	4	-	-
3	Biography(राष्ट्रिय विभुती भिमसेन थापा)	4	1	-
4	Story(खड्ग बहादुर)	12	2	-
5	Biography(स्वामी विवेकानन्द)	5	2	-
6	One act play(घरको माया)	2	-	-
7	Biography(साहित्यकार पारिजात)	12	3	-
8	Diary(राजधानीमा चारदिन)	8	3	-
9	Essay(मौरी पालन)	3	-	-
10	Biography(पेले)	18	6	-
	Total	92	20	-

(e) The literary genres of grade 10

S.N.	Genre Topic	N. of words	N. of Phrase	N. of clause
1	Biography(जय पृथ्वी वहादुर सिंह)	9	3	-
2	Monologue(काम खोज्दै जाँदा)	7	2	-
3	Essay(यन्त्र मानव)	13	3	-
4	Letter(व्यापारिक चिठी)	7	1	-
5	Biography(चार्ल्स डार्विन)	47	8	-
6	Story (भविष्य निर्माण)	3	-	-
7	Biography (इमान सिंह चेम्जोड)	6	-	-
8	Story(दोषी चस्मा)	9	2	-
9	Essay(जय भोली)	18	-	-
10	Biography(नेल्सन मन्डेला)	12	-	-
	Total	131	19	-

(f) The literary genres of grade 11

S.N.	Genre Topic	N. of words	N. of Phrase	N. of clause
1	One act play(नालापानीमा)	17	2	1
2	Story(बहुला काजीको सपना)	36	1	-
3	Story(सिपाही)	20	3	-
4	Story(हारजीत)	8	-	-
5	Story(मधुमालतीको कथा)	5	-	-
6	Essay(आइमाई साथी)	9	3	-
7	Essay(महापुरुषको संगत)	36	5	-
	Total	131	19	1

Appendix – II

Classification of word class of loan words.

(a) Classification of loan words on the basis of word class of grade Six.

S.N.	Genres	Nouns	Verbs	Adjectives	Adverbs	Others
1	Biography	Radio, television	-	-	-	-
2	Biography	Pipe No. 2	-	-	-	-
3	Essay	compost, nitrogen, phosphorus, potash, sulphate, urea, phosphate, murate, protin, starch				
4	Letter	phone, Arabia	-	Southern	-	-
5	Debate	Minute, switch, metor, television, doctor, telephone, schoolbus, bye-bye	-	-	-	-
6	Biography	December, school, doctor, college, bacteria, centigrade, pasteurization, academy	-	French	-	-
7	Essay	Cancer, motor, taxi, tempo, jet, carbon, ozone	-	Floro	-	-

(b) Classification of loan words on the basis of word class of grade seven.

S.N.	Genre	Noun	Verb	Adjective	Adverb	Other
1	Dialogue	Rafting, bunzy, hotel, lodge	-	-	-	-
2	Essay	Oxygen,	-	-	-	-
3	Biography	I.s.c, Leutenant, colonel	-	Teafenant	-	-
4	Debate	Mike, bazaar,	-	-	-	-
5	Story	Land, man,	Need, does	-	How, much	A
6	Letter	Football	-	-	-	-
7	Essay	Teleprinter, telephone, email, internet, bazaar	-	-	-	-
8	Essay	-	-	-	High, high	-
9	Story	Master, I.A	Pass	-	-	-
10	Biography	Engineer, designer, helicopter, crane	-	-	-	-
11	Essay	Poster, ticket, line, minute, hotel, biscuit,	-	-	-	-

		chocolate, school, motor, camera, photography, projector, telescope, cameraman				
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(c) Classification of loan words on the basis of word class of grade eight.

S.N.	Genres	Nouns	Verb	Adjective	Adverb	Others
1	Biography	Lieutenant, college, I.A, S.L.C, school	-	Public	-	-
2	Story	Hotel	-	-	-	-
3	Essay	Square	-	-	-	-
4	Story	School, bus	-	School, boarding,	-	-
5	Essay	Probe, rocket, engine, tower, radio, retrorocket, October, sputnik, November, July, apolo	-	rocket, service	-	-
6	One act play	Sofa, T.V, globe, table, pant	-	-	-	-
7	Biography	May, nurse, course, doctor, lady, lamp, st. Thomas nurse training, training order of the merit.	-	-	-	With the of
8	Letter	Redcross, doctor,	-	Junior	-	-
9	Debate	Minute	-	-	High	-
10	Biography	Cancer, B.A, B.L, party, jail, anson	-	-	-	-
11	Biography	Nobel, November, hi	-	High pitch	-	Of
12	Essay		-	-	-	-

(d) Classification of loan words on the basis of word class of grade nine.

S.N.	Genre	Nouns	Verb	Adjective	Adverb	others
1	Story	Station, report driver, number, mill, bank, table, train, police, case, building, engine, redcross, office, bed, platform, commander, gengir, platun, penicillin, charge	-	Saving, head	-	-
2	Essay	Note, certificate, powder	-	-	-	-
3	Biography	General, commander, in chief	-	-	-	In
4	Story	B.A, tram, bus, car,	-	Collector,	-	-

		primeminister, commison, coat, highcourt, judge		high		
5	Biography	Metropolitan school, parliament of religion	-	Metropolitan	-	Of
6	One act play	Cigarette	-	-	-	-
7	Biography	College, B.A, M.A, doctor, the blue mimosa, international, association, amnesty, international	-	Blue, international, feminist	-	The
8	Diary	Redcross, scout, lions club, bus, minute	-	Lions, trolley, petroleum	-	-
9	Essay	Diesel, petrol, gas	-	-	-	-
10	Biography	Kilometer, police, good, football, referee, life, game, station, company, trademark, fifa, photo	-	My, beautiful radio, sports, marketing	-	And, the

(e) Classification of loan words on the basis of word class of grade. 10

S.N.	Genres	Nouns	Verb	Adjective	Adverb	Others
1	Biography	High school, college, I.A, colonel, humanist, I.P, institute	-	-	-	-
2	Monologue	Table, company, B.A, pass, high school, restaurant	Pass	-	-	-
3	Essay	Telephone, radio, television, computer, welding, chess, checker, table tennis, mak, robot	-	Big, universal	-	-
4	Letter	Fax, e-mail, telephone, network, modem, computer, internet	-	Telephone	-	-
5	Biography	Radio, television, cycle, telephone, transistor, cooker, dot pen, computer, calculator, camera, cotton, lean, battery, thomas, cement, burner, gas, February, school, doctor, degree, origin, species, Down house, descent, man,	-	Pressure, grammar	-	Of, in, to, the, and

		selection, relation, April, sex, expression, emotion, animals				
6	Story	Lieutenant, captain, colonel,	-	-	-	-
7	Biography	Ticket, school, matriculation, I.A., B.A	Pass	-	-	-
8	Story	Colonel, power, motor, number, plate, time, box,	-	Carriage	-	-
9	Essay	Telephone, hello, receiver, line, teleprint, nurse, ambulance, car, brake, Newroad, minute, hotel, buffet, dinner, deposit	-	-	-	-
10	Biography		-	Long, Methodist, youth	-	To

(f) Classification of loan words on the basis of word class of grade 11.

S.N.	Genres	Nouns	Verbs	Adjectives	Adverbs	Others
1	One act play	East, India, company, colonel, major, doctor, hi, halt, he, pantloon, 'I wonder if the girl'	Halt, wonder	-	-	-
2	Story	Box, bazaar, motor, line, pocket, coat, table, map, black-board, master, school, metric, fail, vague, typhoid, note, fee, case	Change, consult, diagnosis, faint	Black, second, hygienic	-	-
3	Story	Coat, pant, fountain-pen, barrack, officer, cigarette, machine, captain, bottle, bomb, shelf, biscuit, orange, pi, glass, frame	-	Green	-	-
4	Story	Aluminums, minute, building, torchlight, kettle, acre, dry-clean	-	Torch	-	-
5	Story	Second, climax, ribbon, bicycle,	-	Double, rail	-	-
6	Essay	Motor, hotel, restaurant, rubber, duty, high school, college, petrol	-	Chicken, third class	-	-

7	Essay	Number, daddy, breakfast, plate, mummy, bathroom, I, idea, children, childhood, Nepalese, language, English, pronunciation, television, telestar, heater, refrigerator, country, rocket, air hostage, lover, hotel, tuition, footpath, cycle	Wait, see			
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Appendix III

The presentation of English loan words with context and classification of language functions.

(a) The list of English loan words of grade six with context.

S.N.	Genre	Context in which loan words are used	Language functions.
1	Dialogue (आफ्नै खुट्टामा उभिन सिक्नुपर्छ)	Radio कि television को समाचार	Seeking factual information
2	Biography (साहित्यकार भवानि भिक्षु)	'pipe No' 2 उपन्यास लेखेको	Seeking factual information
3	Essay (कृषिमल)	Compost मल प्रयोग गर्नुपर्छ । माटोमा खनिजहरुजस्तै Nitrogen, Phosphorus, Potash, Amonium, Sulphate, urea, super phosphate पाइन्छ । Protin बन्न Nitrogen आवश्यक हुन्छ । Starch बनाउने काम potash ले नै गर्छ ।	Getting things done Seeking factual information Seeking factual information Seeking factual information
4	Letter (पितासंग पुत्रको आग्रह)	Phone वाटै भएपनि ... पैसा कमाउन South Arabia गएका	Getting things done Expressing emotional attitudes.
5	Debate (शहरिया जीवन भन्दा गाँउले जीवन सुखी हुन्छ ।)	पाँच minute को समय दिइनेछ । Switch थिच्नासाथ बलि बलेजस्तै सरर motor मा गुड्न पाइने Telephone वाट घरघरै doctor भिकाउन सकिने ... सुती सुती television वाट संसार हेने पाइने ... School bus छुट्टा गाँउले जीवनलाई bye bye गरि	Getting thing done Expressing intellectual attitudes Expressing emotional attitudes Expressing emotional attitudes Expressing emotional attitudes Seeking emotional attitudes Expressing emotional attitudes
6	Biography (लुइ पाश्चर)	27 December 1822 मा ... School को शिक्षा पुरा गरेमा ... Doctor को उपाधि पाए ...	Seeking factual information Seeking factual information

		<p>विज्ञान college का प्रधानाचार्य Bacteria भन्ने जीवाणुका कारणले .. 50, 60 Centigrade सम्मको तापक्रममा ...</p> <p>TB उत्पन्न गर्ने किटाणुहरु नष्ट हुन्छन Pasteurization भनिन्छ ...</p> <p>उनी French Academy का सदस्य पनि भए</p>	<p>Seeking factual information</p> <p>Seeking factual information Expressing intellectual attitudes Seeking factual information</p> <p>Expressing intellectual attitudes Expressing intellectual attitudes</p> <p>Seeking factual information</p>
7	Essay (वातावरणको रक्षा)	<p>Cancer जस्ता रोगहरु लाग्न सक्ने ... Motor, taxi, tempo, jet विमान जस्ता यातायातका साधनले वातावरणमा प्रदुषण ... Floro- carbon छाला तथा आँखाको लागि घातक ... Ozone को रक्षा गर्नको लागि ...</p>	<p>Getting things done</p> <p>Expressing intellectual attitude Getting things done</p> <p>Expressing intellectual attitude</p>

(b) The list of English loan words of grade seven with context.

S.N.	Genre	Context in which loan words are used	Language functions.
1	Dialogue (पर्यटकको महत्व)	<p>नदिमा rafting गर्ने ... Bunzy जस्ता चामत्कारी खेलमा सरिक गराउने पछि । पर्यटकका लागि आधुनिक hotel, lodge र पर्याप्त पथप्रदर्शकको व्यवस्था ...</p>	<p>Imparting factual information Imparting factual information</p> <p>Expressing intellectual attitude.</p>
2	Essay (पिपल)	उसवाट प्राणीहरुलाइ oxygen प्राप्त हुन्छ ।	Imparting factual information
3	Biography (नाटककार बाल कृष्ण सम)	<p>I.Sc सम्म अध्ययन गरेका थिए । leutenant Colonel सम्म भएका थिए । ... कहिले radio नेपालका निर्देशक यिनी Royal Nepal Academy का उपकुलपति पनि भए । मको कुनामा mike राखिएको छ ।</p>	<p>Imparting factual information Imparting factual information Socializing. Seeking factual</p>

			information. Imparting factual information
4	Debate (जागिर भन्दा व्यापार वेश)	वोल्न पाँच minute मात्र समय दिइनेछ । कालो bazaar गरि प्रसस्त धन कमाउने लोभमा ...	Getting thing done. Expressing emotional attitudes.
5	Story (मानिसलाई कति जमिन चाहिन्छ)	How much land does a man need कथामा आधारित ।	Expressing intellectual attitude.
6	Letter (प्रधानाध्यापकलाई निवेदन)	Football खेल खेल्ने विचार गरेका छौं । लिडकनको जन्म सन १८०९ को February महिनामा गरिव परिवारमा भएको थियो ।	Expressing emotional attitudes. Imparting factual information
7	Essay (समाचारपत्र)	आजको वैज्ञानिक युगमा teleprinter, telephone, र आकासवाणी, email, internet जस्ता साधनहरूको प्रयोग गरिन्छ । Bazaar लाइ चाहिने जती संख्यामा अखवार छापिएपछि ...	Imparting factual information Imparting factual information
8	Essay (मित्रता)	सम्पत्तिमा सबैको high high विपत्तिमा कोहि छैन दाजुभाइ	Expressing emotional attitudes.
9	Story (मास्टरकी आमा)	Master को आमा ... IA पनि pass गरेछ ।	Socializing. Finding out intellectual attitude.
10	Biography (लीयो नार्दो दा भिन्चि)	उनी engineer भवन designer पनि थिए । सैनिक helicopter को design गरे । ढुङ्गा उठाउन सजिलो हुने crane पनि बनाए ।	Socializing. Expressing intellectual attitude. Expressing intellectual attitude.
11	Essay (चलचित्र हेर्दाको पहिलो अनुभव)	ठुला ठुला poster र चित्रहरू टासिएका थिए । चलचित्र हेर्न ticket किनुपर्दो रहेछ । त्यहि line मा लागनुभो । सुरु हुन पन्ध्र minute बाँकी हुँदा ' विज्ञापनमा hotel, biscuit, chocolate, school ... को सुचना दिइएको थियो । motor को ओहोरदोहोरो कसरी चलचित्रको विकासमा camera, photography, processor ले ठुलो योगदान पुऱ्याएका छन् । थोमस एडिसनले telescope नामक यन्त्र बनाए ।	Imparting factual information Imparting factual information Imparting factual information Imparting factual information Imparting factual information Finding out intellectual attitude.

		Cameraman ले तस्विर खिच्छन ।	Imparting factual information Imparting factual information Imparting factual information
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(c) The list of English loan words of grade eight with context.

S.N.	Genre	Context in which loan words are used	Language functions.
1	Biography (गोपाल प्रसाद रिमाल)	Lieutenant सम्म भएका थिए । त्रीचन्द्र College मा भर्ना भए ... IA सम्मको अध्ययन गरे । S.L.C परिक्षामा प्रथम भएर Public school स्थापना गरे ...	Imparting and seeking factual information. Imparting and seeking factual information. Imparting and seeking factual information. Expressing intellectual attitude. Seeking factual information.
2	Story (खसिको तौज)	Hotel पसल त्यतिखेर थिएनन	Seeking factual information.
3	Essay (दरवार)	दरवार Square लाइ मानिएको छ ।	Seeking factual information.
4	Story (मनु)	नजिकैको School मा भर्ना भएपछि ... School Bus ले लाने ल्याउने गर्थ्यो Boarding school मा पढ्न थालेपछि	Seeking factual information. Seeking factual information. Getting thing done.
5	Essay (अन्तरिक्ष यान)	अन्वेषक probe सबै अन्तरिक्ष यान मानिन्छन । Rocket हरुको मिलनवाट हुन्छ । Rocket engine को सहायताले उडाइन्छ । Service tower मा लगेर radio संकेतहरु द्वारा सक्रिय बनाइन्छ । Retro rocket हरु चलाइन्छन	Expressing intellectual attitude. Seeking factual information Expressing intellectual attitude. Expressing intellectual attitude.
		October 4 तारिखमा ... Sputnik – 1 को प्रक्षेपण रसियाले... November 23 मा अर्को अन्तरिक्षयान ... July 20 तारिखका दिन	Seeking factual information Seeking factual information Seeking factual information

		Apolo 11 का अन्तरिक्ष यात्री चन्द्रमामा	Seeking factual information Seeking factual information Seeking factual information
6	One-act-play (हामी एउटै हौं)	एकातिरको sofa मा TV मा नृत्यको कार्यक्रम ... TV माथि ठूलो globe राखिएको ... Table माथि ... Pant र कमिज लगाउँछु ।	Imparting factual information. Getting things done Imparting factual information. Imparting factual information. Getting things done
7	Biography (फ्लोरेन्स नाइटिडगेल)	जन्म May 12 का दिन भएको ... जीवनमा Nurse बनेर समाजको Nurse course का वारेमा तालिम लिन ... विरामीहरु Doctor को उपचार संग भन्दा... ... 'Lady with the Lamp' को उपनामले 'St. Thomas Nurse training'. नामको एउटा अस्पताल ... 'Order of the Merit' को उपाधिले सम्मान गऱ्यो ...	Seeking factual information Finding out emotional attitude. Getting things done Expressing emotional attitude ... Expressing moral attitude. Seeking actual information. Expressing moral attitude.
8	Letter (समाज सेवाको वाटोमा)	Junior Redcross को अध्यक्षमा ... आँफु भविष्यमा doctor बनेर ...	Seeking factual information. Expressing emotional attitude.
9	Debate (धन भन्दा विद्या ठुलो)	पाँच minute को समय दिइन्छ । सम्पत्तीमा सबैको high- high ...	Getting things done Expressing emotional attitude.
10	Biography (विश्वेश्वर प्रसाद कोइराला)	उनी स्वयंलाइ cancer ले ... उनले BA, BL, उत्रिर्ण गरेका थिए ... नेपाली कांग्रेस party को स्थापना गर्न ... Jail सुधार तथा प्रजातान्त्रिक व्यवहारको माग ... 29 दिन सम्म लामो anson मा	Expressing moral attitude. Seeking factual information Getting things done Expressing intellectual attitude. Expressing factual information.
11	Biography	Nobel पुरस्कार वाट सम्मानित ...	Expressing factual

	(म्याडम क्युरी)	7 November 1867 मा भएको High school पछिको अध्ययनलाई ... Pitch blend वाट किरणहरु निस्कने कुरा ... Radium लाई test tube मा राख्थे । 'Cury Institute of Radium' नाम गरेको संस्था खोलिन ।	information. Expressing factual information. Expressing factual information. Getting things done. Seeking factual information. Seeking factual information.
12	Essay (पर्यटन)	Rafting गर्न आउने पर्यटक ... Bazaar कृ सुविधा उपलब्ध गराउने ... वाक्ला Dunlop मा वस्तु भन्दा ...	Expressing moral attitudes. Expressing moral attitudes. Expressing intellectual attitudes.

(d) The list of English loan words of grade nine with context.

S.N	Genre	Context in which loan words are used	Language functions.
1	Story (सहिद)	Rickshaw मा station पुरयाउला । थानामा report लेखाएर आउँदैछु । ... शहर भरिका driver हरुको ... एक number को mill मा भैसगाहा हाक्दा । Saving bank मा जम्मा गर्ने गर । Table मा राखेको घडी ... Train बाटै police ले उत्तीखेरै समातेर ... सरावको case मा छोडाइदिएको थिएँ । ठुलो building मा काम ... Engine ले सिङ्गी दिएपछि ... Redcross मा काम गर्दा ... Head office मा जम्मा भए । कुनाको bed वाट ... Platform मा अचानक भेट ... वहादुर commander चाहिन्छ । नेपाल आमा ganzir ले वाधिएकी ... Platoon commander मा भर्ति भएर ... चार लाख penicillin दिए ।	Expressing intellectual attitude. Seeking factual information Expressing intellectual attitude Seeking factual information Getting thing done. Expressing emotional attitude. Imparting factual information. Expressing intellectual attitude. Seeking factual information Getting thing done. Getting thing done. Seeking factual information Getting thing done Expressing emotional attitude.

		आफ्नो charge लिनलाई ...	Expressing moral attitudes. Expressing emotional attitude. Expressing emotional attitude. Expressing moral attitudes. Expressing intellectual attitude.
2	Essay (भलाद्मी)	Note को भाउ बढ्ने कहिले ... Certificate कोठाको box मा हुन्छ । Powder को सट्टा खरानी ...	Expressing moral attitudes. Seeking factual information Expressing emotional attitude.
3	Biography (राष्ट्रिय विभुती भीमसेन थापा)	General र Commander in Chief जस्ता सेनाका उच्चतम दर्जामा रहेर ...	Expressing moral attitudes.
4	Story (खडरग बहादुर)	BA परिक्षा pass गरेर ... Tram, bus, car जस्ता साधनहरु ... Prime minister लाई भेटेर कुरा ... Commission यहाँहरुलाई पनि टक्रयाउँला । थाना collector पनि ... कस्मिराको coat पहिरेर ... खबर high court मा पुग्नासाथ ... Judge कहाँ पठाएर ।	Seeking factual information Expressing intellectual attitude. Getting thing done. Expressing emotional attitude. Expressing intellectual attitude. Seeking factual information Getting thing done
5	Biography (स्वामी विवेकानन्द)	Metropolitan school मा भर्ना गरियो । Parliament of religion का माध्यम बाट ...	Imparting factual information. Finding out intellectual attitudes
6	One-act-play (घरको माया)	Jean को कट्टु लगाएको ... Cigarette खान्छस् ?	Socializing Finding intellectual attitudes
7	Biography (साहित्यकार)	पद्मकन्या college बाट BA सम्मको अध्ययन गरेकी ... अंग्रेजी विषयमा MA गर्ने उद्देश्य ... doctor बनाउने सपना ... The Blue Mimosa (सिरिसको फूल) को अध्यापन गराइनु ... उनी international feminist	Socializing Expressing emotional attitude. Expressing emotional attitude. Expressing emotional attitude.

		association मा आवद्ध थिइन । Amnesty International संगको आवद्धताले ...	Imparting factual information. Expressing emotional attitude.
8	Diary (राजधानीमा चार दिन)	Redcross को सदस्य भएर ... Scout का विद्यार्थिले स्वम सेवक भएर ... Lions Club जस्ता संस्था को योगदान ... चीन सरकारको सहयोगमा trolley bus संचालन ... petroleum पदार्थले चल्ने गाडीको सट्टामा ... पन्ध्र minute हिंडी ...	Expressing emotional attitude. Expressing emotional attitude. Finding out moral attitudes. Expressing factual attitude. Finding out moral attitudes. Getting thing done
9	Essay (मौरीपालन)	Diesel, petrol र gas को प्रयोगले वातारण प्रदुषण ...	Finding out moral attitudes.
10	Biography (पेले)	तीन सय kilometer पश्चिम ... जुत्तामा police लगाइदिने ... Goal गर्ने कलाले गर्दा ... Referee ले मैदानवाट बाहिर निकाल्दा ... 'My life and the Beautiful Game' नामक पुस्तक ... उनको अहिले निजी Radio Station छ । Marketing company को स्थापना ... विभिन्न company को trademark भएर ... FIFA ले उनलाई सर्वोत्कृष्ट खेलाडी ... उनी संग photo खिचन तीन घण्टा ...	Getting thing done Seeking factual information Expressing emotional attitude. Expressing emotional attitude Socializing Seeking factual information Expressing intellectual attitude. Finding out emotional attitudes. Expressing moral attitudes. Imparting factual information.

(e) The list of English loan words of grade ten with context.

S.N.	Genre	Context in which loan words are used	Language functions.
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1	Biography (जयपृथ्वी वहादुर सिंह)	दरवार high school मा गरेका ... भारतमा एउटा college मा ... IA सम्मको अध्ययन गरेका ... Colonel पदवाट सम्मानित ... 'The Humanist' नामक मासिक पत्रिका ... J.P. Insitute संस्थाको स्थापना गरे ।	Imparting factual information. Imparting factual information. Imparting factual information. Expressing moral attitudes. Imparting factual information. Imparting factual information.
2	Monologue (काम खोज्दै जांदा)	Table माथि राखिएको ... Company हरुको पनि के भर हुँदो रहेछ ? BA pass गरेपछि उनी ... High school मा शिक्षक भएर ... पेट पाल्नका लागि restaurant मा जुठा भाँडा ...	Expressing intellectual attitude. Expressing intellectual attitude. Seeking factual information. Finding out emotional attitude. Expressing intellectual attitude.
3	Essay (यन्त्रमानव)	संचार तथा मनोरञ्जनका साधनहरु Telephone, radio, television, computer ... धातुका टुक्रा टाक्लाइ welding गर्ने ... खेलहरु जस्तै : chess, checker, table tennis पनि खेल सक्छन् । Big mak नामक यन्त्र मानव ... रोसम्य Universal robot को प्रयोग ...	Imparting factual information. Imparting factual information. Expressing intellectual attitude. Socializing Socializing
4	Letter (व्यापारिक चिठी)	Fax, email, telephone network द्वारा सजिलै ... Modem भन्ने एउटा संयन्त्र computer मा जेडिन्छ । Internet ले त भन् सम्पूर्ण विश्व ...	Expressing intellectual attitude. Getting thing done Finding out moral attitudes.
5	Biography (चार्ल्स डार्विन)	हामिले प्रतेक दिन प्रयोग गर्ने radio, घडी, television, cycle, telephone, transistor, pressure cooker, dot pen, आदि देखि लिएर computer, calculator, camera,	Imparting factual information.

		<p>cotton, jean, battery, thermos, cement, burner, gas आदि सबै विज्ञानकै देन हुन ।</p> <p>... जन्म 12 February 1809 मा भएको थियो ।</p> <p>... जन्मस्थलकै grammar school मा भयो</p> <p>... doctor भएको देख्न चाहन्थे ।</p> <p>... उनले स्नातक degree हासिल गरे ।</p> <p>... 'Origin of Species' नामक बहुचर्चित ग्रन्थ प्रकासन गरे ।</p> <p>... पछिको समय Down House मा बिताए ।</p> <p>... 'Descent of Man', 'Selection in Relation to Sex', 'The Expression of the Emotion in Man and Animals जस्ता विश्वप्रसिद्ध पुस्तकहरु प्रकासित छन् ।</p>	<p>Imparting factual information.</p> <p>Imparting factual information.</p> <p>Imparting factual information.</p> <p>Expressing emotional attitude.</p> <p>Imparting factual information.</p> <p>Imparting factual information.</p> <p>Imparting factual information.</p> <p>Imparting factual information.</p> <p>Imparting factual information.</p>
6	Story (भविष्य निर्माण)	<p>...Leutenant भएका थिए पछि captain भए ।</p> <p>कोहि Colonel हुने अभिनय गर्छन् ।</p>	<p>Imparting factual information.</p> <p>Expressing emotional attitude.</p>
7	Biography (इमानसिंह चेम्जोङ)	<p>... हुलाक ticket मा चित्राङ्कन गरेका ...</p> <p>स्थानीय school बाट matriculation उत्तिर्ण गरि ...</p> <p>IA pass गरेर उनले BA पढ्न थाले ।</p>	<p>Seeking factual information</p> <p>Imparting factual information.</p> <p>Imparting factual information.</p>
8	Story (दोषी चस्मा)	<p>Colonel को घोडा ...</p> <p>चस्माको power उनका आँखाको लागि कम भएछ .</p> <p>... Motor को number plate लाइ गौर गरे ।</p> <p>... time मा भात सम्पनि खुवाउन सकिदैन ।</p> <p>... motor को carriage box लाइ ...</p>	<p>Socializing</p> <p>Seeking factual information</p> <p>Expressing intellectual attitude.</p> <p>Expressing emotional attitude.</p> <p>Socializing</p>

9	<p>Essay (जय भोली)</p>	<p>... हिजो आजको जस्तो telephone को व्यवस्था ... Hello hello गरेको त receiver को ... Line विग्रेको तीन दिन भयो ... एउटि युवती nurse ले ... Seat पनि खालि छैन ।</p> <p>Superintendent साहेव बाहिर जानुभएछ । Ambulance car को brake पनि भोली बनि सकेछ । Newroad मा सुनिने भयो । Teleprint हुने भयो । एक एक table ...</p> <p>तीन minute को कुरालाइ ... काठमाडौं को ठूलो hotel मा buffet dinner थियो । एक्काइसौ सताब्दीका लागि deposit रहन के वेर ?</p>	<p>Expressing intellectual attitude.</p> <p>Socializing Imparting factual information. Expressing moral attitudes. Expressing intellectual attitude.</p> <p>Imparting factual information. Expressing intellectual attitude.</p> <p>Expressing emotional attitude. Expressing emotional attitude. Expressing emotional attitude.</p> <p>Expressing emotional attitude. Seeking factual information</p> <p>Finding out emotional attitudes.</p>
10	<p>Biography (नेल्सन मनडेला)</p>	<p>Methodist school मा प्रारम्भिक शिक्षा हासिल गर्नका लागि भर्ना भए । BA परिक्षा उत्तिर्ण गरे । .. Party को भातृ संगठन 'Youth league' का संस्थापक सदस्य भए । Police को नजरवाट आफुलाई जोगाउँदै ...</p> <p>उनलाई Jail जीवनवाट मुक्त गरियो ... 'Long walk to Freedom' (स्वतन्त्रताका लागी लामो यात्रा) नामक आत्मकथा ...</p>	<p>Imparting factual information.</p> <p>Imparting factual information. Imparting factual information.</p> <p>Expressing intellectual attitude.</p> <p>Imparting factual information. Imparting factual information.</p>

(e) The list of English loan words of grade eleven with context.

S.N.	Genre	Context in which loan words are used	Language functions.
1	One Act play (नालापानिमा)	<p>East India Company को भण्डा गाडिएको छ ।</p> <p>Colonel मबी , major Richards र अरु गोरा सिपाही ...</p> <p>General जिलेस्पी फेरी अरु साथी ...</p> <p>Hi, मेरो प्रितम मलाइ छोडेर जानुभयो ।</p> <p>Halt!</p> <p>आउ टोप र tie pantlool लाइ ...</p> <p>I wonder if the girl (को लय) मा गीत ...</p> <p>Doctor उपचार गर्न पछि लाग्दछन् ...</p> <p>यहाँ bottle समेत दिन्छौं ...</p>	<p>Imparting factual information</p> <p>Imparting factual information</p> <p>Imparting factual information</p> <p>Expressing moral attitudes.</p> <p>Getting thing done.</p> <p>Getting thing done.</p> <p>Socializing.</p> <p>Imparting factual information.</p> <p>Finding out moral attitude.</p>
2	Story (बहुला काजीको सपना)	<p>काठको दयह संगै पानीको भाँडा ...</p> <p>Bazaar मा खानेकुरा त्यतिका छन ...</p> <p>यसको आमा motor ले किचेर मरेदेखि ...</p> <p>घाम नभल्कीदै निस्क, line मा बस ।</p> <p>आफ्नो pocket मा हातले खोस्रदै ...</p> <p>हातले coat को फेर हल्लाउदै ...</p> <p>गुरु वस्ने table र मेच ...</p> <p>... सामुन्ने map / blackboard भन्ड्याइएको छ ।</p> <p>लडकाहरु वस्ने bench हरु छन् ।</p> <p>Copy लाइ मात्र एकनास हेरिरहन्छ ।</p> <p>यँहा ले न याँ नील down गरा अनि ...</p> <p>हाम्रो class मा आएर वस्न पाउने ...</p> <p>master साहेबले भनेपछि ...</p> <p>office वाट वीरवहादुरलाई यहाँ पठाइ देउ ।</p> <p>चाडै matrik pass गर्ने छ ।</p> <p>के second पण्डित वाजे ?</p> <p>म fail हुनेलाई pass गर्न किमार्थ सक्तिन . (equality, fraternity, liberty)</p> <p>समानता, भ्रतृत्व, स्वाधिनता शव्दको ...</p> <p>अस्पष्ट vogue !</p> <p>हाम्रो समाज केहि change हुदैनकी ?</p> <p>...coat ... दुवैतिर भन्ड्याइएका छन् ।</p> <p>यहाँ दस त कसरी भन्नुं । hygienic दृष्टि वाट पनि ...</p>	<p>Seeking factual information.</p> <p>Seeking factual information.</p> <p>Expressing moral attitudes.</p> <p>Expressing moral attitudes.</p> <p>Expressing moral attitudes.</p> <p>Seeking factual information.</p> <p>Seeking factual information.</p> <p>Seeking factual information.</p> <p>Seeking factual information.</p> <p>Seeking factual information.</p> <p>Seeking factual information.</p> <p>Expressing moral attitudes.</p> <p>Getting thing done.</p> <p>Expressing moral attitudes.</p> <p>Expressing moral attitudes.</p>

		<p>doctor संग अयलकगति गरि हेरेनौ ? रोगलाइ राम्ररी diagnosis नगराइ हुन्छ र ? एक्काइस दिने भनेपछि typhoid जस्तो भइहाल्यो नि । Pocket वाट दुई तीनवटा लयतभ भिकेर ... तिनीहरुले school को fee पनि कसरी पुरयाइदिरहन सके ? फेन्ट (faint) मुर्छा परिरहेछ । case त भन भन विग्रदै छ ।</p>	<p>Getting thing done. Expressing intellectual attitude. Expressing intellectual attitude. Seeking factual information. Expressing intellectual attitude. Finding out intellectual attitude. Expressing intellectual attitude. Expressing emotional attitudes. Imparting factual information Expressing intellectual attitude. Seeking factual information. Seeking factual information. Imparting factual information Expressing emotional attitudes. Expressing emotional attitudes. Expressing emotional attitudes. Expressing emotional attitudes.</p>
3	Story (हारजीत)	<p>कालो coat, फौजी टोपी खाकी pant ... Fountain pen को clip पनि टल्किरहेको ... Queen N छडि पनि त्यसको नाडीमा बाँधिएको ... मैलै यति पढ्न barrack मै सिकेको ... हाम्रो officer पनि यहि भन्छ ... यता wrong route तयार गर्न आएको हुँ । Cigarette को धुँवा मुखवाट निकाल्दै ... त्यसका गोडा machine भै स्वत : अधि</p>	<p>Socializing. Socializing. Imparting factual information Expressing intellectual attitude. Expressing intellectual attitude.</p>

		<p>वडिरहेका थिए । त्यो captain संग पो गइ । Bomb, गोली, मृत्यु म कल्पना गर्न पनि सत्तिन । आफ्नो हात table मा फ्याक्थे । चियाको प्लितभि बसाएको थियो । Shelf को ढाँचाको आलमारी थियो । लिलि biscuit को पुरानो तप्ल को डव्वा ... Orange pi को खाली डव्वा ... दुई तीन glass देखा पर्थे । Frame भएको एना ल्याउन भनि ..</p>	<p>Imparting factual information Expressing emotional attitudes. Expressing emotional attitudes. Expressing emotional attitudes. Expressing emotional attitudes. Expressing intellectual attitude. Imparting factual information Seeking factual information. Seeking factual information. Seeking factual information. Seeking factual information. Getting thing done.</p>
4	Story (सिपाही)	<p>एसको लागि wheel भए । एक glass रस पेटमा हुलेपछि ... दुई minute जती वातावरण मौन भयो ।</p>	<p>Expressing intellectual attitude. Expressing intellectual attitude. Expressing intellectual attitude.</p>
5	Story (मधुमालतीको कथा)	<p>प्रतेक second ... उत्सुकता climax को चरमतिर पुग्यो । रातो ribbon ले कपाल ... सानो bicycle चढेर ... Double वेगले तानेको ...</p>	<p>Expressing intellectual attitude. Expressing emotional attitudes. Imparting factual information Imparting factual information Imparting factual information</p>
6	Essay	रेल motor चढदा ...	Expressing emotional

	(आइमाइ साथी)	<p>Hotel, restaurant मा खाँदा Rubber को पुतली जस्ती ... आफनो duty सिध्याएर ... High school का यी छात्राहरु अहिले collage पुगेका ... Petrol खन्याइ ...</p>	<p>attitudes. Finding emotional attitude. Socializing. Finding out intellectual attitude. Imparting factual information Getting thing done.</p>
7	Essay (महापुरुषको संगत)	<p>Numberi पण्डित कहाँ पुगेँ ... Daddy breakfast गर्दैहुनुहुन्छ । ... wait गर्नुपरयो . तामाको plate मा chicken पुलाउ खादै रहेछ । Mummy bathroom मा हुनुहुन्छ । I see भन्दै आले । मेरो idea, छ children लाइ childhood देखिने Nepalese language बोल्नैनदिएर English बोलाउदै लान पाएपछि, यिनको pronunciation राम्रो हुन्थ्यो भन्ने । Television र telestar को वर्णन सिध्यायपछि ... Heater र refrigerator पनि पाइन्न ... नेपाल एउटा country नै होइन बुझ्नुपरयो ... पहिले कता air hostess थिइन रे ... पहिलो lover ले धोका दिएकाले ... Third class hotel मा बसिरहेकी ... Tuition मा जान लागेका ... Footpath मा cycle अड्याएर Peon ले आएर उनलाई चिठी टक्रयायो ।</p>	<p>Expressing emotional attitudes. Imparting factual information Getting thing done. Expressing emotional attitudes. Seeking factual information. Socializing. Expressing intellectual attitude. Expressing intellectual attitude. Expressing intellectual attitude. Expressing emotional attitudes. Finding out intellectual attitude. Expressing emotional attitudes. Expressing emotional attitudes. Socializing. Imparting factual information Imparting factual information</p>

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APPENDIX – IV

Patterns of loan words used in Nepali textbooks.

a) Classification of assimilated and non assimilated words of grade 6.

Genre	Mixed English loan words	Assimilated	Non assimilated
Dialogue (आफ्नै खुट्टामा उभिन सिक्नुपर्छ)	radio, television	radio, television,	
Biography (साहित्यकार भवानि भिक्षु)	Pipe No.	pipe, number	
Essay (कृषिमल)	compost, nitrogen, phosphorus, potash, sulphate, murate, protein, starch	compost, nitrogen, phosphorus, potash, protein	Murate, starch, sulphate
Letter (पितासंग पुत्रको आग्रह)	phone, Southy Arabia	phone, Southy Arab	
Debate (शहरिया जीवन भन्दा गाँउले जीवन सुखी हुन्छ ।)	minute, switch, motor, telephone, doctor, television, school bus.	minute, switch, motor, telephone, doctor, television, school bus.	bye bye
Biography (लुइ पाश्चर)	December, school, French, doctor, college, bacteria, centigrade, TB, pasteurization, academy	December, school, French, doctor, college, TB, academy, centigrade	bacteria, pasteurization
Essay (वातावरणको रक्षा)	cancer, motor, fluorocarbon, taxi, tempo, jet, ozone,	cancer, motor, taxi, tempo, jet, ozone	fluorocarbon

b) Classification of assimilated and non assimilated words of grade 7.

Genre	Mixed English loan words	Assimilated	Non assimilated
Dialogue (पर्यटकको महत्व)	Rafting, hotel, bunzy, lodge	Hotel	Rafting, lodge, bunzy
Essay	oxygen	oxygen	

(पिपल)			
Biography (नाटककार वाल कृष्ण सम)	I. Sc, Lieutenant, Colonel, radio, Royal Nepal Academy	Lieutenant, Colonel, radio	ISc, royal academy
Debate (जागिर भन्दा व्यापार वेश)	mike, bazaar	bazaar	mike
Story (मानिसलाई कति जमिन चाहिन्छ)	how much land does a man need		how, much, land, does, a, man, need
Letter (प्रधानाध्यापकलाई निवेदन)	football	football	
Essay (समाचारपत्र)	teleprinter, telephone, email, internet, bazaar,	telephone, bazaar, teleprinter	email, internet
Essay (मित्रता)	high high		high high
Story (मास्टरकी आमा)	Master IA	Master	IA
Biography (लीयो नार्दो दा भिन्चि)	engineer, designer, helicopter, crane	engineer, helicopter	crane
Essay (चलचित्र हेर्दाको पहिलो अनुभव)	poster, ticket, line, minute, hotel, biscuit, chocolate, school, motor, camera, photography, projector, telescope, cameraman	poster, ticket, line, minute, hotel, biscuit, chocolate, school, motor, photography	camera, cameraman, projector, telescope

c) Classification of assimilated and non assimilated words of grade 8.

Genre	Mixed English loan words	Assimilated	Non assimilated
Biography (गोपाल प्रसाद रिमाल)	Lieutenant, college, IA, SLC, public, school	Lieutenant, college	IA, SLC
Story (खसिको तौज)	hotel	hotel	
Essay (दरवार)	square		square
Story (मनु)	school bus, boarding school	school, bus	boarding
Essay (अन्तरिक्ष यान)	probe, rocket, engine, tower, radio, retro-rocket, October, sputnik, November, July, Apolo	engine, radio, July, November, rocket,	retro-rocket, sputnik, probe, October, Apolo, tower,

One-act-play (हामी एउटै हौं)	sofa, T.V., globe, table, pant	TV, table	sofa, globe, pant
Biography (फ्लोरेन्स नाइटिङ्गेल)	May, nurse, course, doctor, lady, lamp, St. Thomas, nurse, training, order of the merit	May, doctor	nurse, course, lady, lamp, St. Thomas, training, order of the merit
Letter (समाज सेवाको वाटोमा)	junior, Red cross, doctor	Red cross, doctor	junior,
Debate (धन भन्दा विद्या ठुलो)	minute, high	minute	high
Biography (विश्वेश्वर प्रसाद कोइराला)	cancer, BA, BL, party, jail, anson	party, jail	cancer, BA, BL, anson
Biography (म्याडम क्युरी)	Nobel, November, high school, pitch blend, test-tube, cury, institute of radium	November, Nobel, Radium, test-tube	Pitch blend, Cury institute of high school
Essay (पर्यटन)	rafting, bazaar, Dunlop	bazaar	rafting, dunlop

d) Classification of assimilated and non assimilated words of grade 9.

Genre	Mixed English loan words	Assimilated	Non assimilated
Story (सहिद)	station, report, driver, number, mill, bank, table, train, police, case, building, engine, Red cross, office, bed, platform, genzir, commander, platoon, charge, penicillin, saving, head	report, driver, number, table, police, engine, case, Red cross, office	station, head, mill, band, train, saving, building, bed, platform, genzir, platoon, charge, commander, penicillin
Essay (भलाद्मी)	note, certificate, powder	powder, note	certificate
Biography (राष्ट्रिय विभुती)	general, commander in chief	general, commander in chief	

भीमसेन थापा)			
Story (खडरग वहादुर)	BA, tram, bus, car, coat, prime-minister, commission, high court, judge, collector	commission, tram	BA, prime- minister, high court collector, judge
Biography (स्वामी विवेकानन्द)	metropolitan school, parliament of religion		metropolitan school, parliament of religion
One-act- play (घरको माया)	Cigarette		cigarette
Biography (साहित्यकार पारिजात)	college, BA, MA, doctor, The Blue mimosa, International feminist association Amnesty International,	college, doctor	BA, MA, The Blue Mimosa International feminist Association, Amnesty International
Diary (राजधानीमा चार दिन)	Red cross, scout, bus, Lions Club, minute	minute	Lions club
Essay (मौरीपालन)	diesel, petrol, gas	diesel, petrol	gas
Biography (पेले)	kilometer, police, football, referee, life, game, station, company, trademark, FIFA, photo, marketing, beautiful, and the, radio, sports	kilometer, police, football, referee, trademark, photo, goal radio	life, sports, game, and station, the company, FIFA, beautiful, marketing

e) Classification of assimilated and non assimilated words of grade 10.

Genre	Mixed English loan words	Assimilated	Non assimilated
Biography (जयपृथ्वी वहादुर सिंह)	high school, college, IA, Colonel, humanist, J.P. institute, the	college, Colonel, institute	high school, IA, humanist, the J.P
Monologue (काम खोज्दै जांदा)	table, computer, BA, pass, high school, restaurant,	table pass, restaurant	Company, BA
Essay (यन्त्रमानव)	telephone, radio, television, computer, big, welding, chess, checker, table	Telephone, radio, television, table,	chess, checker, mak, robot,

	tennis, universal, mak, robot.	computer, tennis,	universal
Letter (व्यापारिक चिट्ठी)	Fax, email, telephone, network, modem, computer, internet	Telephone, computer	Email, internet, network, modem, fax
Biography (चार्ल्स डार्विन)	radio, television, cycle, telephone, transistor, cooker, dotpen, computer, calculator, camera, cotton, jean, battery, gas, February, school, doctor, degree, origin, species, down-house, descent, man selection, relation, April, sex, expression, emotion, animals, pressure, grammar, of in, to, the, and.	radio, television, telephone, computer, jean, battery, thermos, cement, doctor, February, school, degree, cycle	transistor, cooker, dot pen, calculator, camera, cotton, burner, gas, origin, species, down-house descent, man, selection, relation, April, sex, of in. to, the, and expression, emotion, pressure, grammar, animals.
Story (भविष्य निर्माण)	Lieutenant, Captain Colonel	Leutenant, Captain Colonel	
Biography (इमानसिंह चेम्जोड)	ticket, school, IA, BA, matriculation pass	school, pass	IA, BA, ticket, matriculation
Story (दोषी चस्मा)	Colonel, power, motor, number, plate, time, box, carriage	Colonel, power, motor, time, box, number	plate, carriage
Essay (जय भोली)	telephone, hello, receiver, line, teleprint, nurse, seat, superintendent, car, table, ambulance, brake, Newroad, minute, hotel, buffet, dinner, deposit	telephone, line, teleprint, seat, table, superintendent, minute, hotel, car, brake	receiver, nurse, hello, ambulance, Newroad, buffet, dinner, deposit
Biography (नेल्सन मनडेला)	Methodist, school, BA, Party, 'Youth League, Police, Long walk to freedom, jail	school, party, police	Methodist, BA, Youth League, jail, long walk to freedom

f) Classification of assimilated and non assimilated words of grade 11.

Genre	Mixed English loan words	Assimilated	Non assimilated
One Act play (	East India Company, halt, if, the, wonder, Colonel, tie, major, doctor, pant loon, I, girl, hi, general, bottle	Halt, Colonel, major, doctor, general, bottle	East, India, Company, if, the, wonder, tie,

नालापानिमा)			Pant loon, hi, I, girl
Story (बहुला काजीको सपना)	box, bazaar, motor, line, pocket, coat, table, map, blackboard, master, school, matrik, fail, vogue, note, typhoid, fee, case, change, consult, diagnosis, faint, black, second, hygienic, bench, copy, down, class, office, pass, number, doctor, equality, fraternity, liberty	box, bazaar, motor, line, table, coat, master, note, school, diagnosis, matrik, blackboard, bench, copy, class, office, pass, fail, second, number, typhoid, fee, case, change, note	map, pocket, consult, down, hygienic, equality, fraternity, liberty, vague, faint, black
Story (हार जीत)	aluminum, minute, kettle, building, torch light, acre dry-clean	Minute, kettle, torchlight	aluminum, building, dry-clean
Story (सिपाही)	coat, pant, fountain pen, barrack, officer, cigarette, machine, captain, bottle, bomb, shelf, biscuit, orange pi, glass, frame, queen N.	coat, fountain pen, barrack, officer, machine, captain, bottle, bomb, shelf, glass, biscuit, frame	paint, cigarette, orange pi, clip, queen N
Story (मधुमालतीको कथा)	second, climax, ribbon, bicycle, double,	second, bicycle, ribbon,	climax, double
Essay (आइमाइ साथी)	motor, hotel, restaurant, rubber, duty, high school, college, petrol	motor, hotel, restaurant, rubber, college, petrol	duty, high
Essay (महापुरुषको संगत)	number, daddy, breakfast, wait, chicken, plate, I, see, mummy, bathroom, idea, children, childhood, Nepalese, language, English pronunciation, television, telestar, heater, country, refrigerator, rocket, lover, air hostess, tuition, cycle, footpath, third class	number, plate, English, television, rocket, footpath, cycle, class	mummy, daddy, breakfast, wait, chicken, I, see, bathroom, idea, children, childhood, Nepalese, Language, pronunciation, telestar, heater, cup, country, refrigerator, lover, air hostess, tuition, third

APPENDIX V

Words in common use but not found in Nepali Brihat Sabda Kos

Bye bye	Mummy
IA	Daddy
SLC	Cotton
Boarding	Certificate
Nurse	Camera
BA	Sofa
Cigarette	Pant
Faint	Cancer
Calculator	Gas
Pocket	Dot pen
CUP	Ticket
Tuition	Plate
Tie	Jail
Company	Cooker

APPENDIX VI

Structured Questionnaires Asked to the language Teachers During the Study

Questionnaire are translated into English

1. What is your opinion about the given words ? (See in Appendix V)
2. Should we encourage the writers to loan words ?
3. The number of loan words are greater the higher the level of education why ?
4. Can't we convey the message that we want without English words in the textbook ?
5. Whether it is positive or negative to use English Words in Nepali Textbook ?
6. Would you please separate the assimilated words from the list ?