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Dabal Bahadur Bhandara

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English Code Mixing in Nepali Movie *Chhakka Panja-3*

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

**Submitted by  
Dabal Bahadur Bhandara**

**Faculty of Education  
Tribhuvan University Kirtipur,  
Kathmandu, Nepali**

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Date of Submission: 29/11/2022**

## Declaration

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

Date: 28/11/2022

.....

**Dabal Bdr. Bhandara**

### **Recommendation for Acceptance**

This is to certify that **Mr. Dabal Bdr. Bhandara** has prepared this thesis entitled **English Code Mixing in Nepali Movie *Chhakka Panja-3*** under my guidance and supervision.

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## **Dedication**

I dedicated this thesis especially to:

My Beloved Parents (**Mr. Tul Raj Bhandara** and **Mrs. Bisha Devi Bhandara**)

My Beloved sisters, brothers, and sisters-in-law and

My Best Accompanies.

## Acknowledgments

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**Dabal Bahadur Bhandara**

## Abstract

The study entitled **English Code Mixing in Nepali Movie *Chhakka Paja-3*** is an attempt to find out mixed English codes at both the word and sentence level in terms of functions and contexts. The main objectives of this study were to identify code mixed sentences, major categories of the mixed codes and to find out the functions expressed by mixed expressions in the movie *Chhakka Panja-3* and the contexts where they have been used. The study was carried out using the survey research design. For this study, 50 cases of mixed code expressions were selected as the sample using a purposive non-random sampling strategy. As for the research tool, I used observation checklists. Although the research was descriptive, the data were analyzed quantitatively using descriptive statistics such as percentile. The nouns have been used more often in comparison to others. Similarly, verbs and adjectives were used commonly while adverbs were used the least. From this, it is concluded that nouns were frequently used in the movie. The characters in this movie used English code most while in community school we could find the use of mixed code remarkable. The findings showed that the most common function expressed was 'Expressing and Finding out Intellectual Attitudes'. However, 'Socialization' was the least used in mixed code expressions in the movie *Chhakka Panja-3*. From the contextual viewpoint, it was difficult to ensure physical contexts because contexts were not common in most cases. Similarly, the table also showed that the contexts where English codes used in Hotel (Bhatti Pasal) was least percentage.

This study includes five chapters. Chapter one deals with the background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Chapter two deals with the review of the theoretical and empirical literature, its implications and conceptual framework. Likewise, chapter three deals with the design and method of the study, population, sample and sampling strategy, source of data, tools and techniques, data collection procedures and data analysis and interpretation procedures. Chapter four deals with the analysis and interpretation of the results. Finally, chapter five deals with the findings, conclusion and recommendations of the study.

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**List of Symbols, Acronyms and Abbreviations**

CUP	Cambridge University Press
M.Ed	Master of Education
P.	Page
PP.	Pages
SEE	Secondary Education Examination
SLC	School leaving certificate
S.N.	Serial Number
T.U	Tribhuvan University
TV	Television

## Chapter One

### Introduction

This is the study entitled **English Code Mixing in Nepali Movie *Chhakka Panja-3*** directed by Deepa Shree Niraula; a popular comedian artist of Nepal. This chapter includes background of the study, statement of the problem, objectives of the study, research questions, signification of the study, delimitations of the study, and the operational definition of the key terms.

### Background of the Study

Language and society are interrelated and interdependent so that they cannot be used in a vacuum or isolation. Therefore, the study of language in relation to human society is termed as sociolinguistics. Sociolinguistics is a branch of linguistics that studies all aspects relating to language with a society. It studies various forms of language used in various settings and situations within the society. It deals with how a language interacts with the various social norms, values and maxims within the society. Language is not only a means of communication but also a means of creating and maintaining social relationship among speakers of the language. As Yule (2004, p. 239) writes, “Sociolinguistics deals with the interrelationship between languages and society”.

Furthermore, multiple languages and their varieties are used in a society even the individual speaker may use more than one language to switch their codes according to the context and situation, i.e., defined as multilingualism. This is the age of multilingualism where most people use more than one language for communication even simultaneously. Most of the people in the world are either multilingual or at least bilingual. Therefore, code mixing is the crucial feature of the modern community, i.e., the mixing of one, two, or more codes at the same time while communicating with each other.

Code mixing refers to the mixing of two or more languages or varieties in speech. The people living in bilingual or multilingual societies shift different words from one language into another language i.e., called code-mixing. In the sentences,

some codes are mixed in the forms of words/phrases from one language to another. It may occur in various fields and in different contexts that can also be found in daily communication, political speeches, lectures, newspapers, literary texts and so on. In fact, we find code mixing in almost all areas in one or another way around us. Usually, Nepali communities have been mixing English words in their communication and writing. In this scenario, educated groups mix high frequency of English words, phrases and sentences in their languages. The movie is, of course, not an exception to this code-mixing we can find code-mixing in various forms from other languages. It is one of the prominent features. We can find plenty of examples of coding mixing in the movie *Chhakka Panja-3* (2075).

### **Statement of the Problem**

Code mixing is perceived as a common phenomenon in the language. English codes are highly used along with other languages because of the growing demand of English all over the world. Thus, the demand is growing up day by day in the age of multilingualism. Without mixing codes from another language, it is hard to survive for an independent language due to the impact of another language. Most of the English codes or words are used along with the Nepali language from the kitchen to office, home to school, kids to adults and educated persons.

While mixing codes, there are two possibilities, i.e., in some cases such code-mixing is taken as usual but in some other cases, it is taken as an issue of burden. Mainly, it creates the problems like, being unable to understand by young students, it may be helpful for importing foreign culture, decreasing the use of national language, may loss of original language identity while teaching and learning code mixing expressions and the issue of intelligibility for the readers. Similarly, in the case of literary genres, we find many novels, essays, stories and other collections using code mixing. Therefore, above mention problems and issues should be resolved and addressed without any ignorance to make the text understandable as comprehensively as possible. In this context, we must consider the readers who have to intelligible the literature.

At present, English code-mixing has been growing as a modern trend in different fields like mass media, education, medicine, trends, literature, sports, environment, politics and so on. The demand of English code-mixing is growing day by day because all the scientific and technical words cannot be found in Nepali languages like mobile, laptop, Wi-Fi, Google, Facebook, calculator, camera, email, Gmail, radio, television, zoom, Viber and so on. The challenges are also increasing in the same ratio in the field of Nepali languages. It is creating the problems like linguistic gap, cultural gaps and extra-linguistic gaps the authors and translators as well as the readers due to lack of exposure, inadequate professionalism and mixed ability proficiency. Therefore, I become interested in finding out the English mixed codes with their major classes and frequency of the word level and sentence level. As well as to find out the functions, contexts and word classes of code mixing in the Nepali Movie *Chhakka Panja-3*. Nepali words are as alternative possible equivalents for mixed English codes. It is because the normal reader might feel difficulties in anticipating the meanings of the English codes. Therefore, I noted down the English code-mixed expressions in the movie and classify them according to functions, contexts and word classes. The findings will provide guidelines for the researchers, planners, policymakers, curriculum designers and so on.

### **Objectives of the Study**

The research study was carried out with the following objectives:

- a) To identify mixed English codes in Nepali movie *Chhakka Panja-3*
- b) To analyze language functions of mixed English expressions. (Based on Van Ek's (1975) six classification of communicative function)
- c) To categorize English codes into different word classes and situations.
- d) To suggest some pedagogical implications.

### **Research Questions**

The following research questions were focused for the study as the major guiding questions in English code-mixing:

- a) What are the English codes that are mixed in the movie *Chhakka Panja-3*?

- b) What are the major categories of the words that are mixed in the movie?
- c) What are the functions of English mixed codes expressions?
- d) In which contexts are English mixed codes used?

### **Significance of the Study**

Every research has its own importance. This study focused on the mixing of English words/codes in the Nepali movie. It identified the English codes from the movie and analyzed them in the situational contexts, language functions and word classes. This study is significant for the readers of the literary texts, students and teachers of language and linguists dealing with the problem of English code-mixing. It is more beneficial, especially for those who are interested in sociolinguistics mainly related with the contexts and functions of English mixed codes. It is equally important for the writers of different literary fields and those who are interested in literature to as more flavor with inspirational words and typical terms. Finally, this research study is more beneficial to the prospective researchers who want to carry out research in the respective field because it consists of some of the fundamental concepts about code mixing.

### **Delimitations of the Study**

The research study was mainly limited to the following areas:

- ) The sample study was a movie viz. *Chhakka Panja-3* and limited to only 50 cases of English mixed code sentences as a sample.
- ) The study was only limited to a small area of sociolinguistics, i.e., only code-mixing in the movie *Chhakka Panja-3*
- ) It was limited in terms of functions, context (situational) and words: nouns, verbs, adjectives and adverbs.
- ) It made use of an observation checklist for the collection of data.
- ) The shifted words from other languages were not counted for the study.

## Operational Definitions of the Key Terms

The key terms that had been used in the study were as follows:

**Bilingual.** It refers to the speech community that makes use of two languages equally well.

**Code.** A code refers to the particular dialect or language that a person chooses to use on any occasion, a system used for communication between two or more parties. Here, code refers to the use of the English language in a Nepali movie.

**Code Mixing.** It refers to the words or phrases which are mixed in another language while communicating and writing.

**Community school.** It refers to the government school/ public school.

**Contexts.** It refers to the part of written or spoken statements that precedes or follows specific words or passage, usually influencing its meaning or effect. Here, the meaning of the text was derived from linguistic, situational or experiential context.

**Function.** Illocutionary function or intended meaning of given sentence/texts.

**Literature.** Literature means not only what is written but what is voiced, what is expressed, what is invented, in whatever forms: Comic strips, cartoons, sermons, speeches, photographs, movies, music etc are huddle beneath the literary umbrella.

**Multilingual.** It refers to the speech community that makes the use of two or more languages.

**Institutional school.** It refers to the private school.

**Sociolinguistics.** It is the study of language in relation to the society. Here, sociolinguistics refers to the use of the English language in a Nepali movie.

**Word class.** It refers to the categories of words of similar form or function.

## Chapter Two

### Review of the Related Literature and Conceptual Framework

Literature review is a summary and critique of research relating to a particular issue or problem. I went through the existing literature in order to acquaint myself with the available body of knowledge in the area of research. This chapter presents the review of the theoretical and empirical literature, the implications of the review for the study and the conceptual framework.

#### Review of Related Theoretical Literature

Theoretical literature review is an integral part of the research that provides valuable contributions to every step of the research. It enabled me to contextualize my findings toward the topic and to improve methodology.

In theoretical literature, I presented different concepts and theories related to the topic. This review of literature consists of conceptualizing, sociolinguistics, defining code and code-mixing, code mixing and related terms, purpose of code mixing, relationship between code-mixing and literature, code-mixing in Nepali movies and finally the introduction to movie *Chhakka Panja-3* and its director Deepa Shree Niraula.

**Defining code and code-mixing.** It is a broad term that may denote a dialect, register or language. Richards, Brown and Johnson (1999, p. 56) view, “code is a term which is used instead of language, speech, variety or dialect. It is sometimes considered a more neutral term than other. People also used the “code” when they want to stress of used of a language or language variety in a particular community.”

Code mixing is another regular phenomenon that can be found in a multilingual or bilingual situation. Code mixing refers to the process of mixing ingredients of one language while speaking another. The code mixing emphasizes on hybridization of words and phrases. It serves a mixture of morphemes, words, phrases, and sentences. Regarding this, Hudson (1980, p. 53) defines, “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.”

According to Wardhaugh (1986, p. 103), “code mixing occurs from one language to another in course of a single utterance.” Likewise, Richards et. al. (1985: 43) define code mixing as "a change by a speaker from one language to another."

Similarly, in Layman’s words, (as cited in Wardhaugh 1986), “code mixing refers to mixing code of another language in one’s native language”. However, if we go deep into the topic and can find it more complex and interesting enough. Code mixing can be intra-sentential or inter-sentential. Code alternation occurs when the speakers use two or more languages below clause level within one social situation. Code mixing can be taken as a blend or mix of two or more languages. In the same way Crystal (2003: 79) defined code mixing as " the transfer of linguistic elements from one language into another: a sentence begins in one language, then makes use of words or grammatical features belonging to another, such mixed forms of language are often labeled with a hybrid name".

According to Hudson (1980: 53), the purpose of code mixing 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 linguistic cock tail-a few words of one language, then a few words of the other, then back to the first for a few words and so on".

When two or more than two languages exist in a community, speakers frequently switch from one language to another. Code-switching emphasizes on the movements from one language to another. It serves as a switch between words phrases or sentences. This phenomenon is known as code switching. Code-switching is not random but functionally motivated. In order to explain code switching, we need a theory of languages that considers not only the structure of sentences but the structure of conversations, a theory that addresses not only the grammaticality of sentences but also their acceptability with reference to the functions of language and the contexts in which it is used. Research on code-switching constraints focuses on switches within single sentences. Bokamba 1988 (as cited in Ndebele, 2012) defines the both concepts as:

Code-switching is the mixture of the words, phrases, sentences from two distinct grammatical (sub) systems across sentences boundary within the same speech

event. Code mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from cooperative activities where the participants, in order to infer what they hear with they understand (p. 17).

Leung, 2010 (as cited in Ndebele, 2012), in his remarks on the code-switching and code-mixing phenomenon asserts that;

The code-mixing phenomenon cannot be separated from the fact that many people these days are bilingual, trilingual and even multi-lingual. The advancement of transportation and communication increases local diversity and global consecutiveness. People of different languages and different cultures come into contact constantly. Managing linguistic and cultural variation has now become vital to our lives. Code-mixing has become socially and communicatively unavoidable and it helps us develop relationship and enable us to adjust and adapt in the environment we are in (p.2)

**Types of code mixing.** Code mixing can be common in bilingual and multilingual communities and is often a mark of solidarity, i.e., they use different varieties between bilingual friends in an informal situation. Code mixing can take place at various level of language, e.g., phonology, morphology, grammar or lexis. Similarly, Wardhaugh (1986, p. 103) says, “Code mixing occurs from one language to another in course of single utterance.”

Furthermore, Rai (2000, p. 182) writes, “if the shift from one code to another is absolute, it is then code switching however if the switch is in the middle of the sentence (lexicon shift), then it is code mixing.”

Code mixing can be different types. It may be within a single sentence or across the sentence and can be metaphorical, situational, or conversational.

Furthermore, code mixing also can occur at sentence level or below sentence, i.e., word level. It is also known as intra-sentential code mixing and used to convey intended meaning. Wardhaugh (2012) has classified code-mixing into three types:

- I. Situational code-mixing;
- II. Metaphorical code-mixing;
- III. Conversational code-mixing.

**Language functions and contexts in relation to code-mixing.** Language functions, contexts and code-mixing are related to each other because a mixed code has a particular context. To get the intended meaning, we have to grasp the function with particular expressions and the contexts in which they are used. It seems impossible to interpret any text appropriately without relating its function and context.

**Language functions.** Generally, there are two types of language functions, i.e. communicative function and grammatical function. The grammatical function of language refers to the relationship of a constituent (word or phrase) with other constituents. Such grammatical functions are subject, verb, object, adverbial etc.

Similarly, the communicative function of language refers to the purpose for which the utterances are used. An utterance in a language is called an exponent and the meaning that any exponent expresses is called function. For example; requesting, congratulating, ordering, offering, etc. Therefore, the main concern of this study is on the communicative functions of language. Based on communicative functions of language, Van Ek (1975, p. 102) distinguishes six main functions of communication in broad sense as following:

S.N.	Major functions	Examples	Exponent from the movie
1.	Imparting and seeking factual information	Identifying, correcting, reporting, asking etc.	- <i>Qualification</i> k ti? - Kasari <i>pass</i> garchha <i>SEE</i> ? - <i>Chicken</i> mag ?
2.	Expressing and finding out intellectual attitudes	Expressing, inquiring and disagreement, accepting or refusing offer or invitation etc.	- Halk <i>confuse</i> p bha . - R j ma <i>try</i> garchhu. - Gajab k <i>idea</i> chha. - M r <i>questions</i> sakiy .
3.	Expressing and finding out emotional attitude	Pleasure or displeasure, surprise, hope, intention etc.	- <i>Tension</i> na linu k d ju. - Man l i <i>control</i> gar r saᅇgai sutn pani ta sakinchh

			r j .
4.	Expressing and finding out moral attitudes	Apologizing expressing approval or disapproval etc.	- Tap i k <i>student</i> Gamal . - Tap i lai <i>help</i> gara ki bhan r.
5.	Getting things done	Persuasion, suggesting, advising, warning etc.	Z Jati saky <i>serious</i> hunu parchha. Z News k <i>time</i> bhaisaky .
6.	Socializing	Greeting and leaving people, attraction, attention, prosing a toast etc.	- Sorry, d ju. - Please, basnus. - h m r <i>husband</i> h .

As from the above table, it is well known that the mixed codes of the functions of communication may occur at the initial point, middle or at final point of the sentences which may be termed as tag switching, inter-sentential switching or intra-sentential switching in terms of code mixing.

**Contexts.** The term 'context' refers to the situation where people communicate to each other. Context deals with the physical surroundings in which communication takes place. It plays vital role while searching meaning or function of any expressions. No doubt, that some exponent may have several meanings in different contexts. Each and every expression is context sensitive. Regarding this, Thornbury (1999, p.70) says, "As de-contextualized words and de-contextualized sentences are less grammatical and contextual in their structure and meaning, so, too do de-contextualized texts" which means it will be meaningful analysis if words, sentences and texts would be analyzed in relation to contexts. For example,

Above sentences does not detect exact meaning about the situation that is being discussed. For absolute understanding, we must have context in which this sentence is uttered. Generally, we can divide three types of contexts; they are: linguistic context situation context and experimental context.

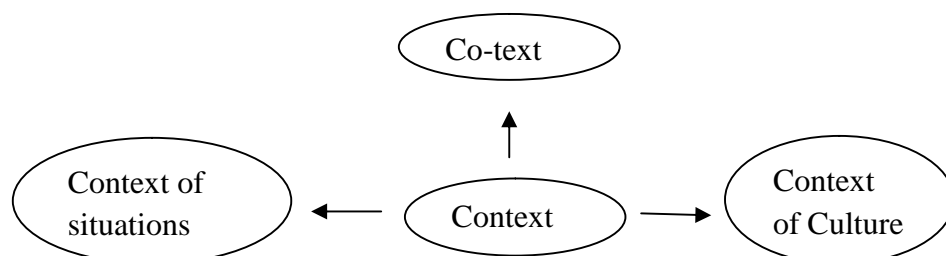
Linguistic context refers to the clues given to the text from linguistic elements that are surrounded around it. Linguistic context is inside the text. For linguistic context, we analyze the text before and after the given sentence.

Similarly, situational context is the physical surroundings where the communication takes place. This is the context outside the text. Context beyond the text is also very important because it matters a lot in the appropriate interpretation of meaning of utterance.

Finally, experiential context refers to the background knowledge of the participants. It is difficult to communicate each other if participant do not have enough knowledge about the subject matter that they are talking experiential context inside the participant.

Thornbury (1999, p. 70) mentioned three types of context:

- ) Context of co-text: the co-text is the rest of the text that surrounds that provides meaning to the individual language item in the text. It is also called linguistic context that depends on the linguistic items on the text.
- ) Contexts of culture: to group complete meaning of exponent, we must know the cultural aspects of the text which is called the text of culture.
- ) Contexts of situation: context of situation refers to different factors that affect communication. It also includes physical surrounding where the communication takes place. In this study, only situational context will be taken into consideration.



**Code mixing and related terms.** Code mixing is one of the striking features of bilingual community. It is the condition in which the speakers frequently mix codes

from another language in his native language. Code mixing depends on their bilingual and multilingual society.

As Heller (1988, p.1) mentions, “code mixing is the use of more than one language in course of a single episode, has attracted a great deal of attention over the years, language or dialects in conversation.” In the same way, Halliday (1988, p. 65) says, “the speakers move from one code to another and back, more or less rapidly in course of single sentence.”

From the above, what we can infer is that code mixing is the shift of code within a sentence. We can find mostly the lexical items of one language mixed to the structure of another language. Code mixing can be seen in every part of human life where bilingual and multilingual exist. Code mixing is somehow related to other terms as sociolinguistics that often makes people confusing. The terms that are related to code mixing are; code switching, Diglossia, pidgin and Creole, Bilingual and Multilingual and so on. Some of them are briefly discussed here to make the concept clear.

**Bilingual and multilingual community.** The term bilingual is used in sociolinguistics that refers to speech community which makes the use of two languages equally well. In bilingual community, people may use two languages separately in different context but in case of code mixing, they mix two codes while communicating each other. Similarly, to the bilingual community, the term multilingual refers to the setting where people know and use more than two languages. In code mixing the speakers mix codes from different languages at once but in multilingual community the speakers may use different languages separately.

**Purpose for code mixing.** Code mixing involves insertion of the lexical items of another language within the sentence or utterance of the language being used. There are many languages available for the speakers but s/he has also choice from them to mix the code. Being based on this, Hudson (1980, p. 53) writes, “The purpose of code mixing seems to symbolize a somewhat ambiguous situation for which either language on its own would be quite right. To get the right effect, the speaker balance two languages against each other as a linguistic cock-tail, a few words of one language first for a few more word and so on.”

A code mixing has become a common feature among bilingual and multilingual communities. There may be various reasons and purposes behind code mixing. One may mix code from another language in his native language in order to show intimacy between and among the participant or it may be to fill the gap in the native language that has not exact term to express the intended ideas. Regarding why speakers of particular language mix another code in their own native language? Hudson (1996, p. 53) mentions three reasons for code mixing they are:

1. Solidarity with listeners and addressee.
2. Choice of topic.
3. Perceived social and cultural distance.

So, to show the intimacy with the interlocutors or to understand intention of the participants, speakers mix another code. Similarly, as already mentioned on the topic of the conversation may urge the speaker to include some words from another language to show their so-called social and cultural status also may mix code from another language. For example, in our Nepalese society, the person who mixes English code in communication is taken more prestigious and more elite than other. Regarding these reasons for code mixing, Holmes (1992 p. 201) says, “These switches are triggered by lack of knowledge of vocabulary.” In our context, there are various reasons and purposes of code mixing in the literature that lead for code mixing. Some of them are as follows:

- ) Catch the sentiment of audience.
- ) Clarify meaning.
- ) Achieve flavor in language used
- ) Introduce new culture and society.
- ) Show educational and social hierarchy.
- ) Express emotions, feelings, solidarity etc
- ) Clarify the subject matter.
- ) Show actor’s own intellectuality
- ) Lack of equivalent terms of scientific words
- ) Influence of English as international language and lingua-franca.

Hence, it seems to be clear that code mixing can be found everywhere today. Due to the rapid development of science and technology, trade, commerce and global communication, one community is directly linked with others. Since, English is international language and dominant lingua-franca, Nepalese use a lot of English words and phrases while speaking and writing. For examples; pizza, cake, parlor, confuse, computer, ribbon, bus, internet, telephone, mobile, etc. cannot be found in the Nepali language as equivalents but those words are taken as borrowing words.

**Code mixing in the literature.** Literature is the mirror of the society as it reflects the actual reality of contemporary society. A creative writer brings out the inner feelings, experience, emotions, ideologies, opinions, human lifestyles through literary genres in the society. Language is the essential element of literature and literature is an art. In this regard, Long (2000, p. 7) says, “it is a curious and prevalent opinions that literature like all art is a mere play of imagination pleasing enough like a new novel but without any serious of practical importance.” Similarly, Cudden (1992, p. 505) defines literature, “as a vague term which usually denotes the works which belong to the major genres like epic, drama, lyric, novel, short story, ode.”

Literature represents the community-based opinions, experiences, and diverse feeling of the society. Literature can appear in different disciplines as drama, poem, story, novel and so on. Literature contains the individual or community’s emotions, feelings, ideas, imaginative, pleasing and so on. In Nepali literature, code mixing of English language is being general phenomenon, different disciplines express different style, situation, and patterns try to maintain various feelings, opinions, experiences, ideologies of the particular community through literary writings. While the creative writer brings social realities, ideologies, experiences and emotions through literature, English codes and words are commonly mixed in these literary works. The writers mix the English codes and words in there literary writing as a writing strategy to attract the attention of young readers and address the demand of modern society.

**Conceptualizing word class.** The term word class is formed by the combination of two words, i.e. word and class where word refers to a single unit of language with others to form a sentence that is spoken or written. While class deals with the set of having common characteristics or a system that divide the words in order, rank or set based words in order, rank or set based status. Therefore, word class

gives the idea on classifying the words into different order or category base on words status or features. The major word classes are: nouns, verbs, adjectives and adverbs. There are several English codes which mixed in the movie are mentioned below:

<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
Ticket	Change	Depressed	Actually
School	Try	Strong	Please
Result	Help	Serious	In case
Master	Pass	Sorry	Well done
Visa	Control	Dangerous	Very much
Qualification	Complain	Free	Anyway
Class	Fail	Superman	Hardly

### **An Introduction to Movie *Chhakka Panja-3* and its Director Deepa Shree**

**Niraula.** Deepa Shree Niraul is a very popular comedian, actress, director, singer, producer and artist of Nepali music and film industry. She contributed in Nepali movie and serial genres. Her movies and serials have primarily focused on bad customs of Nepali society and politics. She played a very important role for bringing change in Nepali society through comedy. She began her career through television serials like: Agni Path, Smriti, Sanai Roirahchha, Devi, Chhimeki, Titto Satya and radio drama “Pahuna”. In the same way, she played teli-film viz. 15 Gate. She had got a chance to radio show program ‘Dhaniya ra Ram Bilash’. She had acted many films like: Naso, Sangini, Gaule, Chha Yakan Chha, Wada no. Chha, Chha maya Chhapakai, Sukambasi, Satru Gate and ChhakkaPanja-1/2/3 and so on. She had won many awards like: Best New Actress Awards- 2048 B.S., Abhinayashree Award, Rastriya Pratibha Award-2067B.S. and so on. She is the director of movie *Chhakka Panja-3*. It is one of the highest grossing Nepali comedy movies. It was released in Oct. 2018. Most of the people are familiar with this movie. This movie depicted the real condition of the Nepali community schools. This movie, we can judge by two major aspects they are: political and social. In the movie, most of the young generation is unemployed or jobless. All the community schools are captured by political leaders in our country. They take community school as their own patriotic property. Leaders use these institutions according to their needs and wishes. The movie shows the social customs of Nepali society like: discrimination in gender, ethnicity, occupation, property and so on. It shows the concepts of people about marriage; young girls have to marriage with

adult according to their parents' decisions. Women are considered as a child produce machine. English language is the most influential language in this era. Parents want to give quality education to their children. So, they admit to their children in private schools because private schools provide quality education than community schools. Most of the government school students are poor in English subject because community schools do not focus in English languages. Community school's teachers take teaching as their part time job. It is globalization era; globe is like a single village so educated persons interest to mobilize in America, Europe and Australia. This movie depicts differences between wealthy and poor people in ceremony like wedding party, welcoming etc in several ways.

### **Review of Empirical Literature**

Research is a field of scientific enquiry and investigation. It is scientific because it adopts systematic and scientific procedures of analysis on specific topic. Each and every research work requires appropriate evidences from previous researches with justifiable findings. Many research works have been carried out related to English code mixing under the Department of English Education in the faculty of Education, Tribhuvan University, Kathmandu, the researches related to this topic are reviewed below:

Gautam (2008) carried out a research on "Code Mixing in Poetry: A Case of Modern Nepali Poems." The main objectives of this study were to find out and analyze the English code mixing in modern Nepali poems and to find out the reasons behind English code mixing. The researcher selected thirty modern Nepali poems from different publication for this study by using judgmental non random sampling procedure under descriptive study. He used both primary and secondary sources of data in his research. The researcher used notebook, questionnaire and observational tools for collecting data. His finding was that the naming words were 78% frequency than other, i.e., verbs, adjectives and adverbs. He also found that the new poets use greater amount of English code mixing in Nepali literature than established poets.

In the same way, Devkota (2009) carried out a research study entitled "Code Mixing in Nepali Dramas." The objective of this study was to analyze the use of English language in Nepali Dramas. She applied survey research design using

purposive non-random sampling to collect the data from several Nepali literatures. Similarly, her research tool was observation checklist. From descriptive analysis she found that English expressions were found mixed on different structures in the dramas studied. She also stated that mono-morphemic words were used in greater number (i.e., 81.38%) in the word level mixing followed by (77.00%) free+ bound. Poly morphemic word structure had the highest occurrence (90.69%). Nouns were the highly mixed than phrase, clause and sentences.

Shankar (2012) accomplished research under the title “Code Mixing in Electronic Media: A Case of Facebook”. Her objectives of the study were to identify mixed English words and expressions in the Facebook. The sampling procedure was purposive random and sample size for the study was 50 cases of Facebook. She used questionnaire and interview as the research tools. She found that most of the Facebook users use nouns more commonly as compared to other words class in Facebook communication.

Pant (2013) carried out research on “Code-mixing in the case Antarmanko Yatra; Journey to Soul: A Soliloquy”. The objectives of this study were to find out syntactically the reason and ratio of code-mixing in different language contexts. The data were obtained from primary and the secondary resources. He collected data using questionnaire and unstructured interview by non-sampling judgmental procedure. The study was conducted in Kanchanpur district. His finding was that there were different causes of code mixing in Nepali language like author’s advancement in the English language, linguistic imperialism, advancement and rapid expansion of the English language. Among the mixed English expressions, word level expressions were high. Within word level noun were used more frequently in comparison to others.

Likewise, Chand (2015) also accomplished research entitled “English Code Mixing in the Nepali Novel: Antarmanko Yatra”. The primary focus of this research was to find out and analyze English codes mixed in the Nepali novel ‘Antarmanko Yatra’. He applied survey research design and used purposive non-random sampling procedures to select sample of his study. He used checklist as the tool for data collection. The major findings of this research were that the word level code-mixing overtakes far to sentence level. Nouns were frequently used then other linguistics elements.

Pariyar (2017) carried out research on “English Code Mixing in Nepali Novel Monsoon”. The main objectives of this study were to find out function expressed by mixed expression in Monsoon and context where they are used. This study was guided by survey research design. He selected 55 cases of mixed expression as the sample. He used observation checklist as a research tool and data were analyzed using descriptive statistic such as percentile and frequency. The finding was code mixing in common novel and the expressions showed functions in different context. English codes were very commonly used for imparting and seeking the factual information.

Many other studies also have been carried out on the code mixing under the English Department of English Education. The above researchers have found that the naming words were maximally occur in their research and some English words were occur as a changing linguistic scenario. Above researchers studied in various field like stories, poems, dramas and novels and other researches. These researchers found that the English words are replacing in Nepali language as a code-mixing and maximally used at word level but no researchers have carried out the status on the English code mixing in the Nepali movie.

### **Implication of the Review for the Study**

Research is the systematic investigation of an event or phenomena. Each and every research work needs strong evidences for justifiable findings. So, Literature review plays the significant role in research process. It makes the way easy for the researchers and creates the bridge formation so that they can go ahead easily to discover something new in their intended field. Literature review helps the researchers to meet the target objectives of the study. By the help of related theoretical and empirical literature review, I got the concept and idea on the research topic that broadens my knowledge in the research area; it made me aware about several ideas on English code mixing. Similarly, it also helped me to develop the conceptual framework and to bring clarity and focus to the research problems. It also assisted me to improve the methodologies of the studies.

Here, Gautam (2008) helped me to be familiar with modern English codes use in the poems, use of English verbs, adverbs, adjectives in Nepali poems. He used notebook observation and questionnaire as the tools for data collection. Similarly,

Devkota's (2009) study gave insights about how the English mixed expressions in different structures. She used notebook as the data collection tools for the study. Again, Shankar (2012) assisted me to acquire more knowledge about word class and methodology to carry out my research. He used both the questionnaire and interview as research tools for data collection. Other researchers Pant (2013) and Pariyar (2017) focused on word level and function of code mixing in different contexts. They used non-random sampling procedures, questionnaires and unstructured interview as data collection tools. In the same way, Chand (2015) helped me to be familiar with code mixing in the novel of Nepali literature and more ideas about research design, method, sampling procedures and research tools for secondary sources of data respectively.

The above researches and researchers have found that the naming words are more frequently used than verbs, adjectives, adverbs and abbreviations in Nepali Literature. Those reviews provided me the knowledge on conceptualizing the theory of code-mixing, employing the methodology, generalizing the way of interpretation and analysis as well as the ratio of frequency in code-mixing. Therefore, these studies become important to explore the role of the author and novel reader in their research area. It helped me to know the type of research design used.

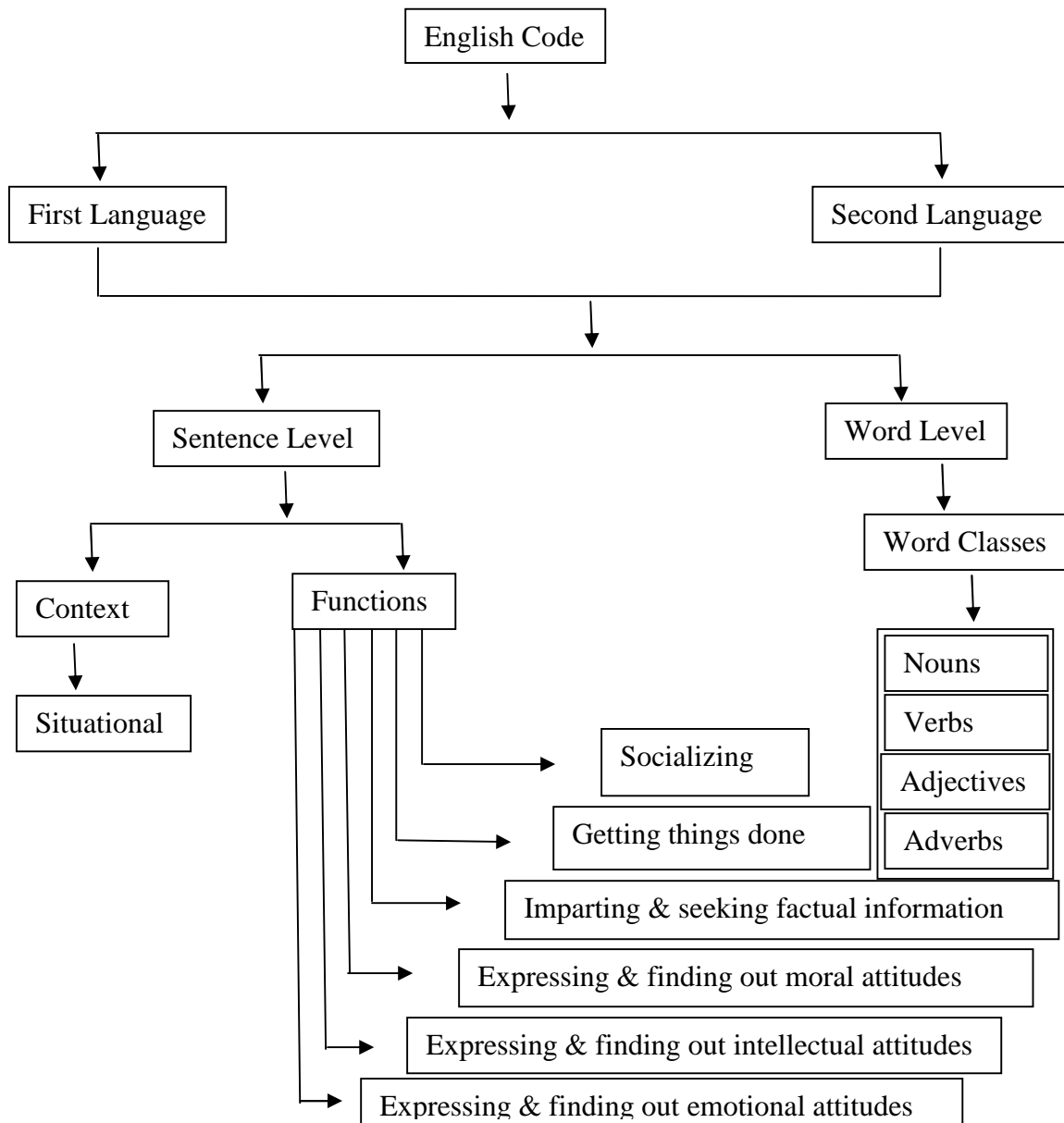
Moreover, I understood the overall research study process. I got basic guidelines to develop the theory for my research. I got the idea of determining the research design, objectives and research problems, selecting samples and tools, improving techniques and procedures and drawing research findings. To conduct those research as they have used a survey research design. It also follows a survey research design.

I also reviewed empirical literature related to English code mixing in Nepali literature. Most of the researchers have studied in Nepali novels, dramas, autobiographies, poems, plays but I could not find anybody who carried out research in movies. It means, all the researchers focused on written literature but nobody considered spoken discourse/ literature. Movie is a different literary genre because it is specially spoken in nature; it shows the real culture, languages dialects and custom of the society. People take it as a means of entertainment tool but it gives/shares positive message for the society. It is beneficial to all the people but especially for those who are illiterate because written literature is meaningless to

uneducated/illiterate ones. Movies another benefit is, people can learn many things within a short period of time that is 2/3 hours. Economically, it is cheap. These are some of the special features of movies. We can say that movies are the means of social change. Therefore, I paid interest to find out the English code mixing in movie *Chhakka Panja-3*.

### Conceptual Framework

A conceptual framework is an analytical tool with several variations in contexts. It is the representation of theories by researchers and their own conceptualization of the relationship between variables. After the intensive study of a number of theories and researches, I have come up with a conceptual framework that is presented diagrammatically as follows:



## **Chapter Three**

### **Methods and Procedures of the Study**

This study is about an analysis of English code-mixing in the Nepali movie, *Chhakka Panja-3*. This chapter deals with the methodology adopted to fulfill the objectives of the research study. This part includes research design, population sample and sampling strategy, data collection tools, data collection procedures, data analysis procedures to achieve the sets of objectives.

#### **Design and Method of the Study**

The research topic itself reveals the nature of the research to be undertaken. A research design is a difficult task for the researcher but it is a procedural plan of doing research. Research design is a fixed set of procedures for conducting the research study. There are several designs in practice but this study followed 'survey research' design. Survey research design is widely used in social and educational research. Survey is the superficial research that studies an issue or phenomenon. It is the most commonly used method of investigation in educational research. It is a special branch of social science research. As Kidder (1981) states, "No other strategy matches the strengths of survey research in its potential for handling for external validity".

Similarly, Kerlinger (1986, p. 139) states, "Survey research is a kind of research which studies a large and small population of universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables."

According to Nunan (1992, p. 140), "the main purpose of a survey is to obtain a snapshot of conditions, attitudes is to obtain a snapshot of conditions, attitudes and events at a single point of time."

Survey research is one of the cross-sectional and hypothetic deductive studies. The data are collected using questionnaires, interviews, observation checklists which can be analyzed stastically and presented using tables, figures, bar-chart and pie-chart. Regarding the procedures of survey, Nunan (1992, p. 141) suggests the following

eight-step procedures of survey research in a more comprehensive way. The research study is based on the given procedures, which is the spirit of survey research.

Step 1: define objective

Step 2: identify target population

Step 3: literature review

Step 4: determine sample

Step 5: identify survey instrument

Step 6: design survey procedures

Step 7: identify analytical procedures  
procedures

Step 8: determine reporting

To meet the objectives of my research study, I also used survey research because it is helpful to carry out my research in the natural environment. However, questionnaire and interviews are the most important tools in the survey research I applied observation checklist and note dairy as per the nature of the study. In my research study, there I employed only secondary resources of data and it is descriptive in nature.

### **Population, Sample and Sampling Strategy**

The population of this research study consisted of all the mixed English expressions in the Nepali movie, *Chhakka Panja-3*. There are several the cases of code mixing in movie. It was a small-scale study which was difficult to analyze each and every word or sentences. Therefore, I had taken as a sample of fifty (50) English code-mixed sentences and identify in what contexts these English code-mixed sentences are used. I focused especially on descriptive survey research. Furthermore, I used purposive non-random sampling procedure in which research design is determined specific purpose while selecting the samples. It is clear that the sampling strategy is non-random. Therefore, not all the sampling units have equal chance of being selected. Here, only 50 cases of English code mixed can be analyzed at the sentence level and the words levels. This study was only used the secondary sources as the source of data collection. The sample was taken on the bases of functions and its contexts.

## Research Tools

As a research tool, I used observation checklist for collecting the data. In this research, observation checklist is one of the most effective tools for the descriptive study. Therefore, I used observation checklist as it is one of the best tools to collect data from the secondary sources. Here, I dealt with the movie, *Chhakka Panja-3* and selected English code mixing in it. The English code-mixing expressions were collected by using note dairy from the Nepali movie, *Chhakka Panja-3*.

## Sources of Data

The research is the scientific and systematic study on certain issues or areas where sources of data are backbone of the whole study in which sources of data can be either primary sources or secondary sources or the both. Therefore, for the fulfillment of this research study and accomplish the objectives, I used secondary sources of data. I focused on observation checklist as one of the best tools to collect data, i.e., from the movie: *Chhakka Panja-3*. After the selection of the movie: *Chhakka Panja-3*, I watched and collected required data based on checklists prepared for the research. Here, the primary sources of data collection were not considered in this research. The observation checklist was the most appropriate research tool for this research study.

## Data Collection Procedures

In order to collect the authentic data, I followed different procedures. They were:

- ) First, I went through the movie, *Chhakka Panja-3* and watched more than three times.
- ) Then after, I selected only 50 English mixed sentences that were used as the sample for the study.
- ) After that, I categorized those English expressions in word and sentence with the help of a checklist.

- ) Then, I prepared checklist (sentences) in terms of functions and context. While collecting data, mainly the functions and contexts of the expressions as well as the words classes were considered.
- ) Then, I analyzed the English codes into different levels in word and sentence levels.
- ) Finally, the process repeated until require information was obtained.

Then after the selection of study site; I collected the English code-mixing sentences by limiting the sample size, i.e., from the movie: *Chhakka Panja-3* and relating with language functions, contexts and word classes. The data were analyzed and interpreted the result respectively for the study. Following figure discloses the data collection procedures for this study.

Selection of Site → Preparation of Checklists → Listing out mixed codes expression → Limiting sample size → Relating data with functions, contexts and word classes → Data analysis → Interpretation of result

### **Data Analysis and Interpretation Procedure**

Firstly, I collected fifty (50) English code-mixed expressions as a sample from the movie *Chhakka Panja-3*. Then, I collected data using checklist and categorized these expressions according to their functions, contexts and word classes. At last, I presented using tables, charts, graphs, lists, and so on systematically and descriptively. Most of the survey research studies are qualitative and quantitative in nature. This research study followed the quantitative research design to analyze and interpreted the collected raw data.

### **Ethical Considerations**

Ethical aspects play a very significant role while conducting a research study. Therefore, while conducting research, the researcher needs to be careful about such issues.

- ) The movie producer and director gave us right to judge about the movie. Therefore, I used this movie according to my interest area that is English code mixing in the movie.

- ) I accomplished my research study by using sources of data collections applying research tools in accordance to my research proposal and advice from our research orientation class.
- ) Every steps of the research must conduct under the guidance of supervisors of English Education Department, Tribhuvan University, Kirtipur.
- ) I mentioned more reliable sources for my responses and ideas and include them in references and appendices.

## Chapter Four

### Analysis and Interpretation of Data

In this chapter, the data collected from research tools were discussed. So that, in the initial phase, a list of 50 cases of mixed codes was obtained. The data were analyzed in terms of broad functions, contexts and word classes. Being based on contexts, physical contexts of the mixed sentences were considered. Moreover, as the minute analysis of context, general classification of context, viz. linguistic contexts, situational context and experiential contexts are used. Furthermore, the word classes were also analyzed being based on nouns, verbs, adjectives and adverbs for the available English mixed codes in the movie: *Chhakka Panja-3* as far as practicable. Last, but not the least, what if the English code is not mixed in the Nepali context? was also tried to be discussed. Finally, the obtained data was derived and analyzed in reference to the theory.

#### **Lists of the Sentences with Mixed Codes in the Movie *Chhakka Panja-3***

Code mixing seems to be found everywhere today due to the rapid development of science and technology, trade, mass media, commerce as well as global communication, in which one community is directly or indirectly interrelated with others. Since, English is an international language and a dominant lingua franca, Nepalese writers and readers use a lot of English words and phrases while speaking and writing. Similarly, some English words are focused as dominant in Nepali language.

Some of the mixed codes or sentences which were considered as the major foundation for this study are:

**Table 1: Sentences with Code Mixing in Movie *Chhakka Panja-3***

S.N.	Sentences with mixed codes in the Movie	Time <sup>Th</sup> Min.)
1.	H mr school m ni p rai <i>dress</i> nai <i>changed</i> gar k <i>chha</i> .	2
2.	Mantri school m un kur ty <i>headmaster</i> l i sun i d .	5
3.	<i>Medical</i> m aushadhi lina k <i>chhu</i> .	11
4.	School m <i>English teacher</i> chhainan.	12
5.	<i>Math</i> ra <i>Science</i> pani k m j r <i>chha</i> .	55
6.	Bigat ch r barsha d khi <i>SLC</i> ra <i>SEE</i> k <i>result</i> shunya <i>chha</i> .	14
7.	R jniti m <i>senior</i> ra <i>junior</i> k kur nagar timi.	22
8.	Timr <i>fan</i> , timi j sti banchh re.	25
9.	Pahil <i>passport</i> k l gi siph ris lin j nuparchha hai <i>daddy</i> .	26
10.	<i>Chicken</i> mag ?	28
11.	A fn s thik bahinis nga <i>love</i> pary .	30
12.	H mr pani <i>frees visa</i> jhar k thiy , nagayak m trai h .	28
13.	R j m <i>try</i> garchhu.	31
14.	Gajab k <i>idea</i> <i>chha</i> .	39
15.	<i>Qualification</i> k ti?	44
16.	<i>M</i> ro <i>questions</i> sakiy .	44
17.	M ro dallai <i>class</i> baiñki <i>chha</i> .	46
18.	Sorry, d ju.	47
19.	Y <i>government</i> schools k n ni khidki b ta herir kh k thiy .	49
20.	Jasari padh ni <i>fail</i> nai hun h .	49
21.	Tap i lai <i>help</i> garau ki bhan r.	51
22.	Tap i k <i>student</i> Gamal .	51
23.	Please, basnus.	55
24.	Kasari <i>pass</i> garchha <i>SEE</i> ?	55
25.	<i>Retirement</i> p chhi ma ty school ko <i>headmaster</i> h van r shir th d p r r hidn s kn hunxa?	56
26.	<i>Emergency</i> par k <i>chha</i> .	61
27.	Yah <i>system</i> nai khar b <i>chha</i> .	70
28.	M ro sw rtha daddy ra school l i <i>strong</i> p rnu h , hajur k	71

	sw rtha <i>politics</i> .	
29.	Bh uju l sw g r t m dallai <i>English</i> b ly bhan <i>translate</i> kasl garchha?	83
30.	<i>In case translate</i> garnu pary bhan samjhinu hai.	83
31.	Man l i <i>control</i> gar r saᅅgai sutn pani ta sakinchh r j .	85
32.	H mr r j <i>super-man</i> h l bhan k ta <i>pad-man</i> p bha chha.	86
33.	<i>Any way</i> kadam <i>dangerous</i> chha hai y k ti.	88
34.	Yatr <i>decision</i> gary <i>best friend</i> l i k hi th chhaina.	88
35.	School m bh j kh nu galti ki <i>complain</i> garnu galti bub ?	94
36.	<i>Tension</i> na linu k d ju	98
37.	Halk <i>confuse</i> p bha .	98
38.	<i>Actually</i> ma ta tap i k ty <i>TV</i> sam ch r k <i>fan</i> pani h .	98
39.	Jati saky <i>serious</i> hunu parchha.	113
40.	<i>News</i> k <i>time</i> bhaisaky .	118
41.	h mero <i>husband</i> h .	120
42.	Tyah k ph h ri r janiti d kh r <i>depressed</i> hunchhu.	121
43.	Mail <i>Australia</i> j n <i>decision</i> gar .	121
44.	<i>Devorce</i> k l gi g j nai parchha.	122
45.	Headsir, tap ik chh ril i <i>report</i> g m n i chhain . K t h <i>move</i> .	70
46.	Suraksh k <i>guaranty</i> m r bhay .	126
47.	School m <i>hardly</i> 200 jan chhan.	131
48.	Dalit biddh rthi k n ma m <i>scholarship</i> unchha.	132
49.	Timil gar k k m d kh r ja chh ri nabhayak pachhutt bhairah k chha, <i>Well done!</i>	137
50.	<i>Thank you very much</i> dhyaksh jyou.	137

The above table 1 shows that the sentences are frequently mixed with English codes. Those mixed codes or sentences mentioned above were taken into consideration as the foundations for this research study.

## **Description of Mixed Expressions in Movie *Chhakka Panja-3* in Terms of Functions**

Generally, there are two types of language functions, i.e. communication function and grammatical function.

Grammatical function of language refers to the relationship of a constituent, i.e. word or phrase with other constituents. Such grammatical functions are subject, verb, object, adverbials etc.

Similarly, communicative function of language refers to the purpose for which the utterances are used. An utterance in language is called exponent and the meaning that any exponent expresses is called function. For example – requesting, congratulating, ordering, offering etc.

Therefore, the main concern of this study is based on communicative function of language. Van EK (1975, p. 102), distinguishes six main functions of communication. They are given below:

1. Imparting and seeking factual information;
2. Expressing and finding out intellectual attitudes;
3. Expressing and finding out moral and emotion attitude;
4. Expressing and finding out moral attitudes;
5. Getting things done;
6. Socializing;

S.N.	Major functions	Examples	Exponent from the movie
1.	Imparting and seeking factual information	Identifying, correcting, reporting, asking etc.	- <i>Qualification</i> k ti? - Kasari <i>pass</i> garchha <i>SEE</i> ? - <i>Chicken</i> mag ?
2.	Expressing and finding out intellectual attitudes	Expressing, inquiring and disagreement, accepting or refusing offer or invitation etc.	- Halk <i>confuse</i> p bha . - R j ma <i>try</i> garchhu. - Gajab k <i>idea</i> chha. - M r <i>questions</i> sakiy .
3.	Expressing and finding out emotional attitude	Pleasure or displeasure, surprise, hope, intention etc.	- <i>Tension</i> na linu k d ju. - Man l i <i>control</i> gar r saᅅgai sutn pani ta sakinchh r j .
4.	Expressing and finding out moral attitudes	Apologizing expressing approval or disapproval etc.	- Tap i k <i>student</i> Gamal . - Tap i lai <i>help</i> gara ki bhan r.
5.	Getting things done	Persuasion, suggesting, advising, warning etc.	Z Jati saky <i>serious</i> hunu parchha. Z <i>News</i> k <i>time</i> bhaisaky .
6.	Socializing	Greeting and leaving people, attraction, attention, prosing a toast etc.	- Sorry, d ju. - Please, basnus. - h m r <i>husband</i> h .

The aforementioned table deals with the functions of communication on the basis of 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 which are explained in detail forms in relation to mixed expressions in the movie; *Chhakka Panja-3*.

### Sentences with Mixed Code that Express ‘Imparting and Seeking Factual Information’

This function of communicative language is mainly related to identifying, correcting, asking for information, describing persons, describing things, checking, narrating events, asking about feelings, reporting and asking information from others. Following are the code mixed sentences from the movie ChhakkaPanja-3 that express the function ‘Imparting and Seeking Factual Information.’

**Table 2: Sentences that Express the Function ‘Imparting and Seeking Factual Information’**

S. N.	Sentences with mixed codes that express the function ‘Imparting and Seeking Factual Information’	Time (Th min.)	Sample Unit no.
1.	<i>Math</i> ra <i>Science</i> pani k m j r chha.	55	5
2.	<i>Chicken</i> mag ?	28	10
3.	A fn s thik bahinis nga <i>love</i> pary .	30	11
4.	<i>Qualification</i> kati?	44	15
5.	Kasari <i>pass</i> garchha <i>SEE</i> ?	55	24
6.	Bh uju l sw g r t m dallai <i>English</i> b ly bhan <i>translate</i> kasl garchha?	83	29
7.	School m bh j kh nu galti ki <i>complain</i> garnu galti bub ?	94	35
8.	<i>Retirement</i> p chhi ma ty school ko headmaster h van r shir th d p r r hidn s kn hunxa?	56	25
9.	Dalit biddh rthi k n ma m <i>scholarship</i> unchha.	132	48

The table 2 shows that English mixed codes are frequently used to denote the communicative function, i.e. ‘Imparting and Seeking Factual Information’ which are frequently used in the movie. Some of the English mixed codes in this function are:- qualification, pass, uncle, translate, scholarship, chicken, complain etc.

### Sentences with Mixed Code that Express the Function ‘Expressing and Finding out Intellectual Attitudes’

This type of functions in communicative language focuses on expressing and inquiring about agreement and disagreement, accepting or declining an offer or invitation etc. The sentences related to this type of functions are listed under the table.

**Table 3: Sentences that Express the Function ‘Expressing and Finding out Intellectual Attitudes’**

S. N.	Sentences with mixed code that express the function ‘Expressing and Finding out Intellectual Attitudes’	Time (Th min.)	Sample unit no.
1.	R j m <i>try</i> garchhu.	31	13
2.	Gajab k <i>idea</i> chha.	39	14
3.	M r <i>questions</i> sakiy .	44	16
4.	M r dallai <i>class</i> bañki chha.	46	17
5.	M ro sw rtha daddy ra school l i <i>strong</i> p rnu h , hajur k sw rtha <i>politics</i> .	71	28
6.	<i>In case translate</i> garnu pary bhan samjhinu hai.	83	30
7.	Yatr <i>decision</i> gary <i>best friend</i> l i k hi th chhaina.	88	34
8.	Halk <i>confuse</i> p bha .	98	37
9.	Mail Australia j n <i>decision</i> gar .	121	43
10.	School m <i>hardly</i> 200 jan chhan.	131	47

As the above table 3 shows that the Function ‘Expressing and Finding out Intellectual Attitudes’ which is related to the mental abilities of the characters or the language users. Some of the examples are: try, idea, questions, class, strong, politics, confuse, in case translate, decision, hardly etc.

### Sentences with Mixed Codes that Express the Function ‘Expressing and Finding out Emotional Attitudes’

Those functions which are related to the emotions of the characters are fall under communicative functions of the languages. For e.g. Pleasure or sorrows,

surprise, hope, intentions etc. The sentences related to this function from the movie, *Chhakka Panja-3* are mentioned below:

**Table 4: Sentences that Express the Function ‘Expressing and Finding out Emotional Attitudes’**

S. N.	Sentences with mixed code that express the function ‘Expressing and Finding out Emotional Attitudes’	Time (Th min.)	Sample Unit no.
1.	Timr <i>fan</i> , timi j sti banchh re.	30	8
2.	R jniti m <i>senior</i> ra <i>junior</i> k kur nagar timi.	22	7
3.	Pahil <i>passport</i> k l gi siph ris lin j nuparchha hai <i>daddy</i> .	26	9
4.	H mr pani <i>free visa</i> jhar k thiy , nagayak m trai h .	28	12
5.	Jasari padh ni <i>fail</i> nai hun h .	49	20
6.	Man l i <i>control</i> gar r saᅅgai sutn pani ta sakinchh r j .	85	31
7.	<i>Tension</i> na linu k d ju	98	36
8.	Tyah k ph h ri r janiti d kh r <i>depressed</i> hunchhu.	121	42
9.	Timil gar k k m d kh r ja chh ri nabhayak pachhutt bhairah k chha, <i>Well done!</i>	137	49

The table 4 reveals that the characters use of English mixed codes such as senior-junior, passport, free visa, fail, control, tension depressed, well done and more by the characters to express their emotional attitudes.

#### **Sentences with Mixed Code that Express the Function ‘Expressing and Finding out Moral Attitudes’**

This type of language function mainly deals with the expressing approvals or disapproval, apologizing, obligation or rules and regulations that the language users need to consider while communicating with people. Following are the sentences with mixed code in the movie, *Chhakka Panja-3*.

**Table 5: Sentences that Express the Function ‘Expressing and Finding out Moral Attitudes’**

S.N.	Sentences with mixed code that express the function ‘Expressing and Finding out Moral Attitudes’	Time (Th.min.)	Sample Unit no.
1.	Bigat ch r barsha d khi SLC ra SEE k result shunya chha.	14	6
2.	Y government school k n ni khidki b ta herir kh k thiy .	49	19
3.	Tap i lai help garau ki bhan r.	51	21
4.	Tap i k student Gamal .	51	22
5.	Emergency par k chha.	61	26
6.	Yah system nai khar b chha.	70	27
7.	H mr r j super-man h l bhan k ta pad-man p bha chha.	86	32
8.	Any way kadam dangerous chha hai y k ti.	88	33
9.	Suraksh k guaranty m r bhay .	126	46

The table 5 denotes that the characters used of English mixed codes sentences and phrases such as result, government schools, helps, student, emergency, system, dangerous and more to express moral attitudes by the characters.

#### **Sentences with Mixed Code that Express the Function ‘Getting Things Done’**

This sort of function is concerned with persuading, suggesting a course of action, advising, warning, requesting or telling to be serious etc. following are the expressions in the movie that express the function ‘Getting Things Done’.

**Table 6: Sentences that Express the Function ‘Getting Things Done’**

S. N.	Sentences with mixed code that express the function ‘Getting Things Done’	Time (Th min.)	Sample Unit no.
1.	H mr school m ni p rai <i>dress</i> nai <i>changed</i> gar k <i>chha</i> .	2	1
2.	Mantri school m un kur ty <i>headmaster</i> l i sun i d .	5	2
3.	<i>Medical</i> m aushadhi lina k <i>chhu</i> .	11	3
4.	Headsir, tap ik chh ril i <i>report</i> g rn n i chhain . K t h <i>move</i> .	70	45
5.	<i>Actually</i> ma ta tap i k ty <i>TV</i> sam ch r k <i>fan</i> pani h .	98	38
6.	Jati saky <i>serious</i> hunu parchha.	113	39
7.	<i>News</i> k <i>time</i> bhaisaky .	118	40
8.	<i>Divorce</i> k l gi g j nai parchha.	122	44

The table 6 informs that the used of English mixed words and phrases such as dress, change, headmaster, medical, mobile phone table, actually, serious, news, time, divorce etc. to express the function of getting things done.

### **Sentences mixed with code that Express the Function ‘Socialization’**

Those sorts of expressions which are used to maintain the relation in the society is connected with function of ‘Socialization’. It includes different expressions such as greeting and leaving people, attracting attention, proposing a toast etc.

**Table 7: Sentences that Express the Function ‘Socialization’**

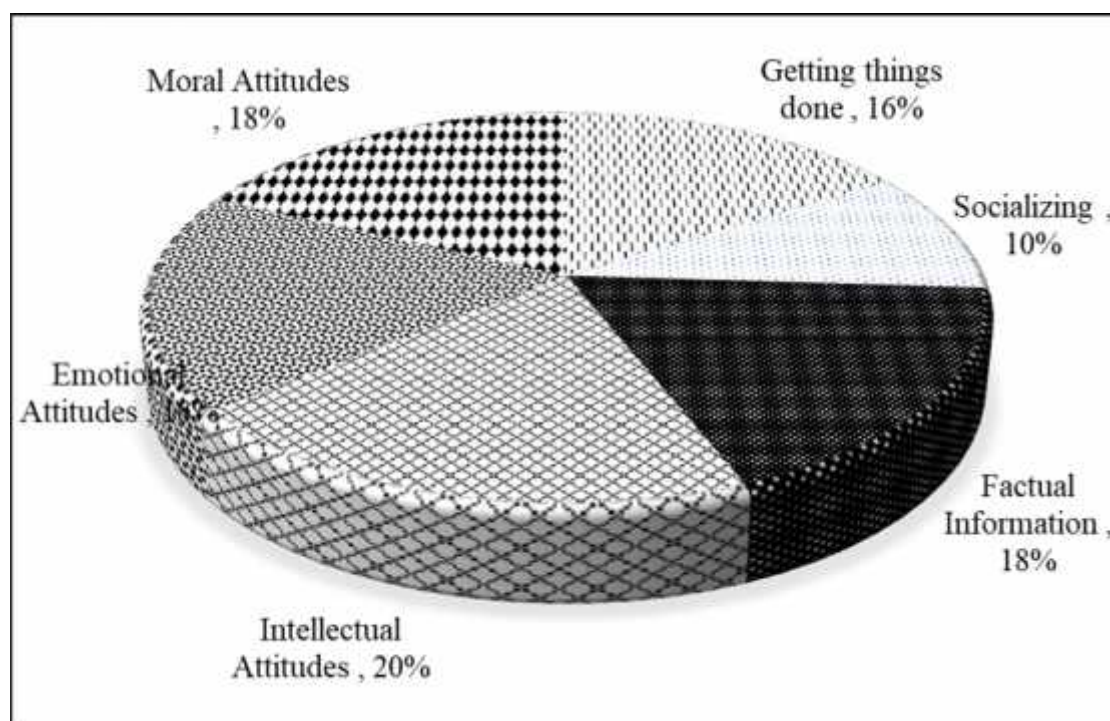
S.N.	Sentences with mixed code that express the function ‘Socialization’	Time (Th min.)	Sample Unit no.
1.	School m <i>English teacher</i> chhainan.	12	4
2.	Sorry, d ju.	47	18
3.	Please, basnus.	55	23
4.	h mero <i>husband</i> h .	120	41
5.	<i>Thank you very much</i> dhyaksh jyou.	137	50

As the table 7 shows that to express ‘Socialization’ function, the characters in the movie used different mixed sentences like: sorry, please, husband, thank you very etc.

### Summary of the Different Communicative Functions in Movie: *Chhakka Panja-3*

The main concern of this study is based on communicative function of language. Van EK (1975, p. 102), distinguishes six main functions of communication.

**Figure 1: Summary of the Different Communicative Functions in Movie: *Chhakka Panja-3***



From the above figure 1, it is seen that the result that highest ratio of function used in mixed expressions is ‘expressing and finding out intellectual attitudes’ with 20% of situations with the frequency of 10 cases. However, the least used function in the movie with mixed expressions is ‘Socializing’ with 10% situations with the frequency of 5 cases. Within the broad function ‘Imparting and seeking factual information’, ‘Expressing and finding out emotional attitudes’ and ‘Expressing and Finding out moral attitudes’ are equal with 18% of situations with the frequency of 9 cases. Finally, other major function ‘Getting things done’ with 16% of situations with the frequency of 8 cases.

### Situational Contexts of Sentences with Mixed Code in Movie *Chhakka Panja-3*

Here, context mainly deals with such conditions in which different sorts of sentences are arranged to use. On the other hand, the situational context is the physical surroundings where the communication takes place. This is the context outside the text. Context beyond the text is also very important because it matters a lot in the appropriate interpretation of meaning of utterance. Under situational context, we generally consider the following points:

1. Physical world (time, place, etc.)
2. Participants
3. Contents or message
4. Goal of Communication
5. Type of Communicative event

**Table 8: Situational Contexts of the Sentences with Mixed Code in Movie: *Chhakka Panja-3***

S.N.	Situational Context	Sentences in the movie <i>Chhakka Panja-3</i> with mixed codes	Time (min.)
1.	At Raja's Home	Mantri school m un kur ty <i>headmaster</i> l i sun i d .	5
		Gajab k <i>idea</i> chha.	39
		M ro sw rtha daddy ra school l i <i>strong</i> p rnu h , hajur k sw rtha <i>politics</i> .	71
		School m bh j kh nu galti ki <i>complain</i> garnu galti bub ?	94
2.	In community school	School m <i>English teacher</i> chhainan.	12
		Bigat ch r barsha d khi <i>SLC</i> ra <i>SEE</i> k <i>result</i> shunya chha.	14
		Please, basnus.	55
		Headsir, tap ik chh ril i <i>report</i> g m n i chhain . K t h <i>move</i> .	70
		<i>Emergency</i> par k chha.	61
		Yah <i>system</i> nai khar b chha.	70
		School m <i>hardly</i> 200 jan chhan.	131
		Dalit biddh rthi k n ma m <i>scholarship</i>	132

		unchha.	
		Timil gar k k m d kh r ja chh ri nabhayak pachhutt bhairah k chha, <i>Well done!</i>	137
		<i>Thank you very much</i> dhyaksh jyou.	137
3.	In Boarding school	M r dallai <i>class</i> bañki chha.	46
		Y <i>government</i> school k n ni khidki b ta herir kh k thiy .	49
		Jasari padh ni <i>fail</i> nai hun h .	49
		Tap i lai <i>help</i> garau ki bhan r.	51
		Tap i k <i>student</i> Gamal .	51
4.	Headmaster's Home	<i>Qualification</i> k ti?	44
		M r <i>questions</i> sakiy .	44
		Kasari <i>pass</i> garchha <i>SEE?</i>	55
		<i>Math</i> ra <i>Science</i> pani k m j r chha.	55
		<i>Retirement</i> p chhi ma ty school ko headmaster h van r shir th d p r r hidn s kn hunxa?	56
5.	In AP <sub>1</sub> TV Studio	<i>News</i> k <i>time</i> bhaisaky .	118
		h mero <i>husband</i> h .	120
		Tyah k ph h ri r janiti d kh r <i>depressed</i> hunchhu.	121
		Mail Australia j n <i>decision</i> gar .	121
		<i>Divorce</i> k l gi g j nai parchha.	122
		Suraksh k <i>guaranty</i> m r bhay .	126
6.	In Hotel (Bhatti Pasal)	<i>Chicken</i> mag ?	28
		H mr pani <i>free visa</i> jhar k thiy , nagayak m trai h .	28
7.	Raja's Wedding Ceremony	Bh uju l sw g r t m dallai <i>English</i> b ly bhan <i>translate</i> kasl garchha?	83
		<i>In case</i> <i>translate</i> garnu pary bhan samjhinu hai.	83

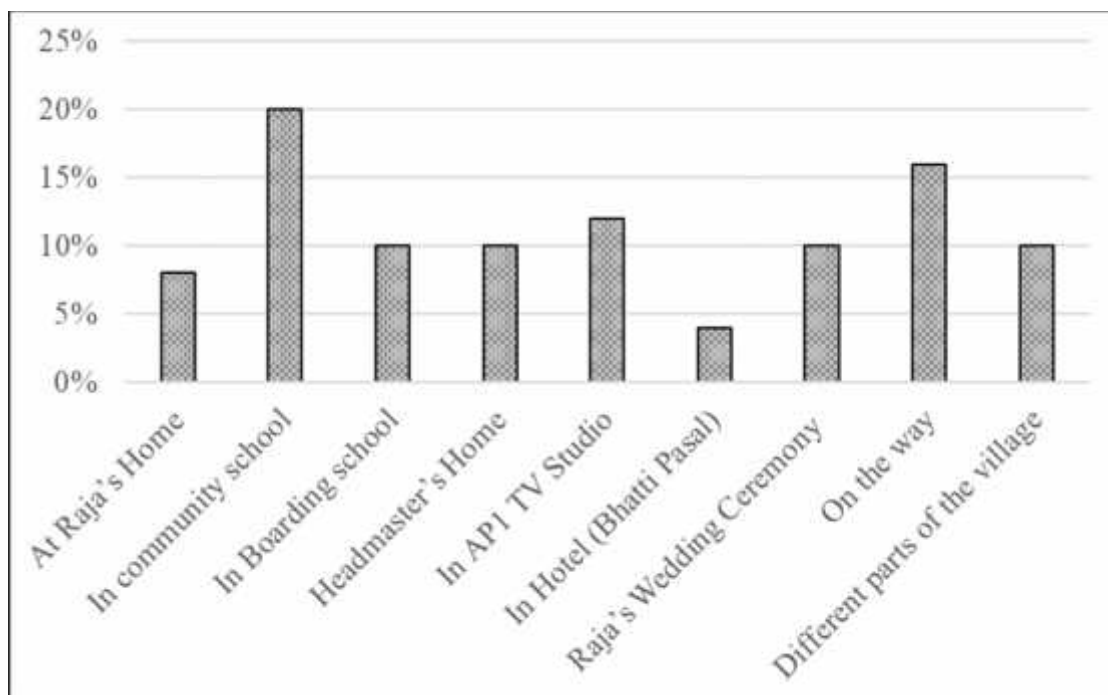
		Man l i <i>control</i> gar r saṅgai sutn pani ta sakinchh r j .	85
		<i>Any way</i> kadam <i>dangerous</i> chha hai y k ti.	88
		Yatr <i>decision</i> gary <i>best friend</i> l i k hi th chhaina.	88
8.	On the way	Timr <i>fan</i> , timi j sti banchh r	25
		Pahil <i>passport</i> k l gi siph ris lin j nuparchha hai <i>daddy</i> .	26
		A fn s thik bahinis nga <i>love</i> pary .	30
		R j m <i>try</i> garchhu.	31
		Sorry, d ju.	47
		<i>Tension</i> na linu k d ju	98
		Halk <i>confuse</i> p bha .	98
		<i>Actually</i> ma ta tap i k ty <i>TV</i> sam ch r k <i>fan</i> pani h .	99
9.	Different parts of the village	H mr school m ni p rai <i>dress</i> nai <i>changed</i> gar k <i>chha</i> .	2
		<i>Medical</i> m aushadhi lina k chhu.	11
		R jniti m <i>senior</i> ra <i>junior</i> k kur nagar timi.	22
		H mr r j <i>super-man</i> h l bhan k ta <i>pad-man</i> p bha chha.	86
		Jati saky <i>serious</i> hunu parchha.	113

As the above table 8 shows, the characters in this movie have used English code most while in community school. This table also shows that the contexts where English code is used, very few was in hotel with equally frequency that was 3 cases.

### **Summary of the Situational Contexts of Sentences with Mixed Code in the Movie *Chhakka Panja-3***

Here, context deals with the physical surroundings that communication takes place. Context plays vital role while searching meaning or function of any expressions. No doubt, that some exponent may have several meaning in different contexts.

**Figure 2: Summary of the Situational Contexts of Sentences with Mixed Code in the Movie *Chhakka Panja-3***



In the movie *Chhakka Panja-3*, the director has created various contexts. As the above figure 2 shows, the characters in the movie have used English code most while in community school with 20% of the situations. In Raja's wedding party; boarding school; headmaster's home and in different part of the village are equal with 10% with 5 cases. Similarly, at Raja's home 8%, in AP<sub>1</sub> TV studio 12% and on the way 16% with 4, 6 and 8 cases of the situations respectively. In the same way, in hotel were only 4% of the situations with 2 cases.

### **Description of Mixed Expressions in Movie *Chhakka Panja-3* in Terms of 'Word Classes'**

The term 'word class' is formed by the combination of two words, i.e. 'word' and 'class' and class where word refers to a single unit of language with others to form a sentence that is spoken or written. While 'class' deals with the set of having common characteristics or a system that divides the words in order, rank or set based words in order, rank or set based status. Therefore, word class gives the ideas on

classifying the words into different, order or category base on words status or features. The main word classes are;

1. **Noun:** Those words which are used to identify any of the word classes of the people, places, the feelings or things, or to the name of a particular one of these. A noun is a word or the part of speech that functions as the name of some specific things or the set of things such as living creatures, objects, places, actions, qualities, states of existence or ideas.
2. **Verbs:** These sorts of words are used to describe the actions, state or occurrence and forming the main part of predict of a sentence, such as hear, become, happen etc.
3. **Adjectives:** The words which refer to those words or phrases naming the attribute, added to or grammatically related to the nouns to modify or describe them. For example: happy, clever. First etc.
4. **Adverbs :** such words or phrases which modify or qualify the words viz. adjectives, verbs or other adverbs or word group expressing a relation of places, times, circumstances, manners, causes or degrees etc. for example: then, there, gently, quite.

### Sentences with Mixed Code in the movie *Chhakka Panja-3* that express the Word Classes

The term ‘word class’ gives the idea on classifying the words into different, order or category base on words’ status or features. They are nouns, verbs, adjectives and adverbs.

**Table 9: Sentences with Mixed Code in the movie *Chhakka Panja-3* that Express the Word Classes, i.e. Nouns, Verbs, Adjectives and Adverbs**

S.N.	Mixed codes sentences in the Movie	Time (min.)	Nouns	Verbs	Adjectives	Adverbs
1.	H mr school m ni p rai <i>dress</i> nai	2	Dress	change	.....	.....

	<i>changed gar k chha.</i>					
2.	Mantri school m un kur ty <i>headmaster</i> l i sun i d .	5	Headmaster	.....	.....	.....
3.	<i>Medical</i> m aushadhi lina k chhu.	11	Medical	.....	.....	.....
4.	School m <i>English</i> <i>teacher</i> chhainan.	12	English Teacher	.....	.....	.....
5.	<i>Math</i> ra <i>Science</i> pani k m j r chha.	55	Math Science	.....	.....	.....
6.	Bigat ch r barsha d khi <i>SLC</i> ra <i>SEE</i> k <i>result</i> shunya chha.	14	SLC/SEE Result	.....	.....	.....
7.	R jniti m <i>senior</i> ra <i>junior</i> k kur nagar timi.	22	.....	..... ...	Senior- junior	.....
8.	Timr <i>fan</i> , timi j sti banchh re.	25	Fan	.....	.....	.....
9.	Pahil <i>passport</i> k l gi siph ris lin j nuparchha hai daddy.	26	Passport	.....	.....	.....
10.	<i>Chicken</i> mag ?	28	Chicken	.....	.....	.....
11.	A fn s thik bahinis nga <i>love</i> pary .	30	.....	Love	.....	.....
12.	H mr pani <i>free visa</i> jhar k thiy , nagayak m trai h .	28	Visa	.....	free	.....
13.	R j m <i>try</i> garchhu.	31	.....	try	.....	.....
14.	Gajab k <i>idea</i> chha.	39	Idea	.....	.....	.....
15.	<i>Qualification</i> k ti?	44	Qualification	.....	.....	.....
16.	M r <i>questions</i> sakiy .	44	Questions	.....	.....	.....
17.	M r dallai <i>class</i> ban̄ki	46	Class	.....	.....	.....

	chha.					
18.	Sorry, d ju.	47	.....	.....	sorry	.....
19.	Y <i>government</i> schools k n ni khidki b ta herir kh k thiy .	49	Government	.....	.....	.....
20.	Jasari padh ni <i>fail</i> nai hun h .	49	.....	fail	.....	.....
21.	Tap i lai <i>help</i> garau ki bhan r.	51	.....	help	.....	.....
22.	Tap i k <i>student</i> Gamal .	51	Student	.....	.....	.....
23.	Please, basnus.	55	.....	.....	.....	Please
24.	Kasari <i>pass</i> garchha <i>SEE?</i>	55	SEE	pass	.....	.....
25.	<i>Retirement</i> p chhi ma ty school ko headmaster h van r shir th d p r r hidn s kn hunxa?	56	Retirement	.....	.....	.....
26.	<i>Emergency</i> par k chha.	61	Emergency	.....	.....	.....
27.	Yah <i>system</i> nai khar b chha.	70	System	.....	.....	.....
28.	M ro sw rtha daddy ra school l i <i>strong</i> p rnu h , hajur k sw rtha <i>politics</i> .	71	Politics	.....	strong	.....
29.	Bh uju l sw gr t m dallai <i>English</i> b ly bhan <i>translate</i> kasl garchha?	83	English	translate	.....	.....
30.	<i>In case</i> <i>translate</i> garnu pary bhan samjhinu	83	.....	translate	.....	In case

	hai.					
31.	Man l i <i>control</i> gar r saṅgai sutn pani ta sakinchh r j .	85	control	.....	.....	.....
32.	H mr r j <i>super-man</i> h l bhan k ta <i>pad-</i> <i>man</i> p bha chha.	86	Pad-man	.....	superman	.....
33.	<i>Any way</i> kadam <i>dangerous</i> chha hai y k ti.	88	.....	.....	dangerous	anyway
34.	Yatr <i>decision</i> gary <i>best friend</i> l i k hi th chhaina.	88	Decision friend	.....	best	.....
35.	School m bh j kh nu galti ki <i>complain</i> garnu galti bub ?	94	.....	complain	.....	.....
36.	<i>Tension</i> na linu k d ju	98	tension	.....	.....	.....
37.	Halk <i>confuse</i> p bha .	98	.....	confuse	.....	.....
38.	<i>Actually</i> ma ta tap i k ty TV sam ch r k <i>fan</i> pani h .	99	TV Fan	.....	.....	actually
39.	Jati saky <i>serious</i> hunu parchha.	113	.....	.....	serious	.....
40.	<i>News</i> k <i>time</i> bhaisaky .	118	News Time	..... ...	.....	.....
41.	h mero <i>husband</i> h .	120	Husband	.....	.....	.....
42.	Tyah k ph h ri r janiti d kh r <i>depressed</i> hunchhu.	121	.....	.....	depressed	.....
43.	Mail Australia j n <i>decision</i> gar .	121	Decision	.....	.....	.....
44.	<i>Divorce</i> k l gi g j nai parchha.	122	Divorce	.....	.....	.....

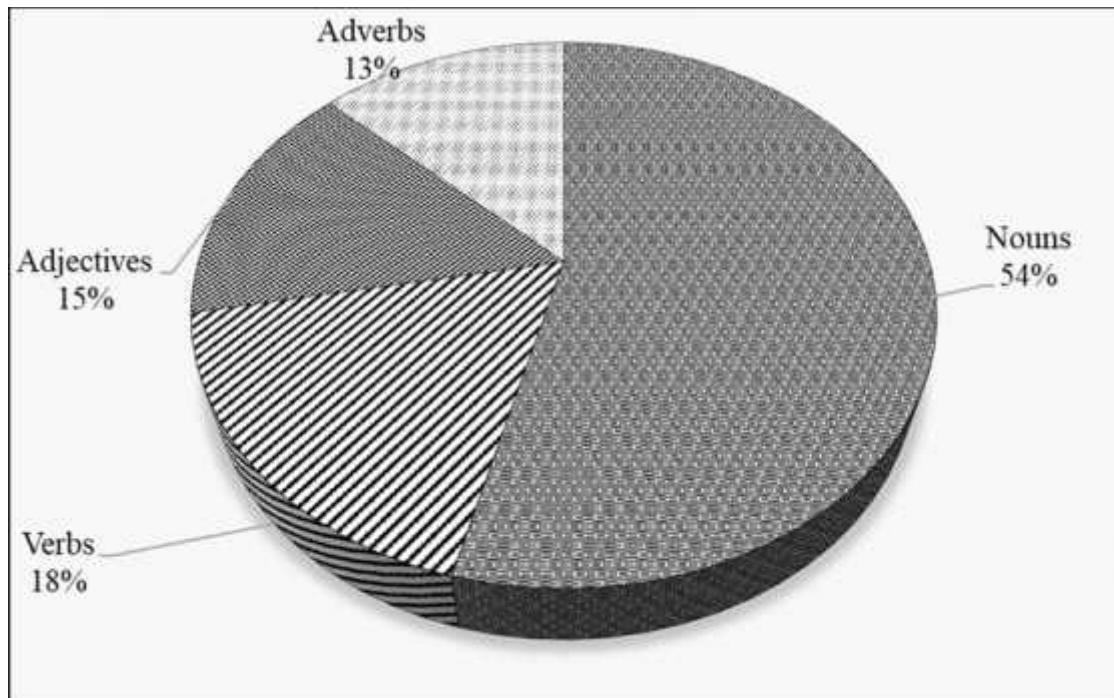
45.	Headsir, tap ik chh ril i <i>report</i> g m n i chhain . K t h <i>move</i> .	70	.....	Report Move	.....	.....
46.	Suraksh k <i>guaranty</i> m r bhay .	126	Guaranty	.....	.....	.....
47.	School m <i>hardly</i> 200 jan chhan.	131	.....	.....	.....	hardly
48.	Dalit biddh rthi k n ma m <i>scholarship</i> unchha.	132	Scholarship	.....	.....	.....
49.	Timil gar k k m d kh r ja chh ri nabhayak pachhutt bhairah k chha, <i>Well</i> <i>done!</i>	137	.....	..... ...	.....	Well done
50	<i>Thank you very much</i> dhyaksh jyou.	137	You	thank	.....	very much

As shown in the given table 9, the nouns are used more in comparison to others. For examples: Super-man, uncle, friend, you, divorce, English, daddy, politics, result, headmaster, system, medical, passport etc. Similarly, verbs and adjectives are used commonly such as change, complain, control, translate, help, pass, fail, love, try, and depressed, guaranty, serious, confuse, strong, emergency, free, best etc. respectively while adverbs are used the least for examples much, very, in case, sorry, please, actually, excuse me, any way etc. From this, we can say that nouns and adjectives are frequently used in the movie.

### **Summary of the Different Word Classes Used in the Movie *Chhakka Panja-3***

Now, here is the summary of mixed expressions in the Movie '*Chhakka Panja-3*' on the basis of Word Classes. This is shown in the following chart:

**Figure 3: Pie-chart Showing Word Classes**



As shown in the given figure 3, the Nouns are used more in comparison to others. It has the frequency of 37 with 54% of the situations. Similarly, Verbs are used 18% of situations with the frequency of 13 and adjectives were used commonly with the frequency of 10 along with the rate of 15% conditions while adverbs were used the least that is only 13% of the situations. From this, we can say that Nouns and Adjectives were frequently used in the novel.

#### **What if English Code is not mixed in the Nepalese Context?**

The very popular movie *Chhakka Panja-3* has the major features, i.e. full of love, affections, attractions, politics, and social hierarchy, educational system of Nepalese society, social customs, and problems of unemployment, full of comedy as well. While it's director is one of the modern director in Nepali literature that is popular among the new young generation. So, there is no doubt that code mixing is one of the major skills in producing movie. Regarding this movie *Chhakka Panja-3* it is clear that the movie is full of the cases of code mixing.

**Table 10: What if English code is not mixed in the Nepalese Context?**

S. N.	Sentences with mixed codes	Time (min.)	What if the english code is not mixed in Nepali context?
1.	H mr school m ni p rai <i>dress</i> nai <i>changed</i> gar k <i>chha</i> .	2	H mr vidy laya m ni p rai p ka parivartan gar k <i>chha</i> .
2.	Mantri school m un kur ty <i>headmaster</i> l i sun i d .	5	Mantri vidy laya m un kur ty <i>pradh n dhy paka</i> l i sun i d .
3.	<i>Medical</i> m aushadhi lina k <i>chhu</i> .	11	Aushadh lay m aushadhi lina k <i>chhu</i> .
4.	School m <i>English teacher</i> chhainan.	12	vidy laya m angr ji shikshak chhainan.
5.	<i>Math</i> ra <i>Science</i> pani k m j r <i>chha</i> .	55	G nit ra Bigy n pani k m j r <i>chha</i> .
6.	Bigat ch r barsha d khi <i>SLC</i> ra <i>SEE</i> k <i>result</i> shunya <i>chha</i> .	14	Bigat ch r barsha d khi <i>SLC</i> ra <i>SEE</i> k <i>natij</i> shunya <i>chha</i> .
7.	R jniti m <i>senior</i> ra <i>junior</i> k kur nagar timi.	22	R janiti m agraj ra nayā gantuk k kur nagar timi.
8.	Timr <i>fan</i> , timi j sti banchh re.	25	Timr <i>s v chint k</i> , timi j sti banchh re.
9.	Pahil <i>passport</i> k l gi siph ris lin j nuparchha hai <i>daddy</i> .	26	Pahil r hadh ni k l gi siph ris lin j nuparchha hai buba.
10.	<i>Chicken</i> mag ?	28	Kukhur k m su mag ?
11.	A fn s thik bahinis nga <i>love</i> pary .	30	A fn s thik bahinis nga <i>M y m</i> pary .
12.	H mr pani <i>free visa</i> jhar k thiy , nagayak m trai h .	28	H mr pani nishulka prab sha gy jhar k thiy , nagayak m trai h .
13.	R j m <i>try</i> garchhu	31	R j m k shis garchhu.
14.	Gajab k <i>idea</i> <i>chha</i> .	39	Gajab k jukti <i>chha</i> .
15.	<i>Qualification</i> k ti?	44	Y gyat k ti?
16.	M r <i>questions</i> sakiy .	44	M r prashna sakiy .
17.	M r dallai <i>class</i> bañki <i>chha</i> .	46	M r dallai kaksh b ñki <i>chha</i> .

18.	Sorry, d ju.	47	M ph garnuh s, d ju.
19.	Y <i>government</i> school k n ni khidki b ta herir kh k thiy .	49	Y sarak ri vidy laya k n ni khidki b ta h rirakh k thiy .
20.	Jasari padh ni <i>fail</i> nai hun h .	49	Jasari padh ni nuttirna nai hun h .
21.	Tap i lai <i>help</i> garau ki bhan r.	51	Tap i lai sahay g garu ki bhan r.
22.	Tap i k <i>student</i> Gamal .	51	Tap ik biddh rthi,Gamal .
23.	Please, basnus.	55	Krip ya, basnus.
24.	Kasari <i>pass</i> garchha <i>SEE</i> ?	55	Kasari uttirna garcha <i>SEE</i> ?
25.	<i>Retirement</i> p chhi ma ty school ko headmaster h van r shir th d p r r hidn s kn hunxa?	58	<i>b k s p</i> chhi ma ty school ko headmaster h van r shir th d p r r hidn s kn hunxa?
26.	<i>Emergency</i> par k chha.	61	Ākasmik par k chha.
27.	Yah <i>system</i> nai khar b chha.	70	Yah bidhi nai khar b chha.
28.	M ro sw rtha daddy ra school l i <i>strong</i> p rnu h , hajur k sw rtha <i>politics</i> .	71	M r sw rtha buba ra vidy laya l i baliy p rnu h , hajur k sw rtha r janiti.
29.	Bh uju l sw g r t m dallai <i>English</i> b ly bhan <i>translate</i> kasl garchha?	83	Bh uju l sw g r t m dallai angr ji b ly bhan ulth kasl garcha?
30.	<i>In case</i> <i>translate</i> garnu pary bhan samjhinu hai.	83	Yadi ulth garnu pary bhan samjhinu hai.
31.	Man l i <i>control</i> gar r saᅅgai sutn pani ta sakinchh r j .	85	Man l i niyantran gar r saᅅgai sutna pani ta sakinchha r j .
32.	H mr r j <i>super-man</i> h l bhan k ta <i>pad-man</i> p bha chha.	86	H mr r j pratibh sh li byakti h l bhan k ta pad-man p bha chha.
33.	<i>Any way</i> kadam <i>dangerous</i> chha hai y k ti.	88	J bhaya pani kdam khatarn k chha hai y k ti.
34.	Yatr <i>decision</i> gary <i>best friend</i> l i k hi th chhaina.	88	Yatr nirnaya gary ghanisht s thi l i k hi th chhaina.
35.	School m bh j kh nu galti ki <i>complain</i> garnu galti bub ?	94	vidy laya m bh j kh nu galti ki gunaso garnu galti bub ?
36.	<i>Tension</i> na linu k d ju	98	Tan b na linu k d ju.
37.	Halk <i>confuse</i> p bha .	98	Halk d dh r p bha .

38.	<i>Actually</i> ma ta tap i k ty TV sam ch r k <i>fan</i> pani h .	99	B stab m ma ta tap ik ty TV sam ch r k subhachintak pani h .
39.	Jati saky <i>serious</i> hunu parchha.	113	Jati saky <i>gambhir</i> hunu parchha.
40.	<i>News</i> k <i>time</i> bhaisaky .	118	Sam char k <i>samaya</i> bhaisaky .
41.	h mero <i>husband</i> h .	120	hā m r <i>shrim</i> n h .
42.	Tyah k ph h ri r janiti d kh r <i>depressed</i> hunchhu.	121	Tyah k ph h ri r janiti d kh r ud s hunchhu.
43.	Mail Australia j n <i>decision</i> gar .	121	Mail Australia j n <i>nirnaya</i> gar .
44.	<i>Divorce</i> k l gi g j nai parchha.	122	Sambandha bichchh da k l gi gā j nai parchha.
45.	Headsir, tap ik chh ril i <i>report</i> g rn n i chhain . K t h <i>move</i> .	70	Headsir, tap ik chh ril i <i>bib r n</i> din n i chhain . K t h <i>hid</i> .
46.	Suraksh k <i>guaranty</i> m r bhay .	126	Suraksh k <i>jimm</i> m r bhay .
47.	School m <i>hardly</i> 200 jan chhan.	131	vidy laya m <i>muskil</i> l 200 jan chhan.
48.	Dalit biddh rthi k n ma m <i>scholarship</i> unchha.	132	Dalit biddh rthi k n ma m chh trabritti unchha.
49.	Timil gar k k m d kh r ja chh ri nabhayak pachhutt bhairah k chha, <i>Well done!</i>	137	Timil gar k k m d kh r ja chh ri nabhayak pachhutt bhairah k chha, well done!
50.	<i>Thank you very much</i> dhyaksh jyou.	137	Dh rai- dh rai dhanyab d, dhyaksh jyou.

As shown in the table 10, in this movie *Chhakka Panja-3* it is clear that some of cases of code mixing remained no change or neutral. While few of the mixed expressions have equivalent meaning while others do not. Being based on it, in most of the cases, the meaning is that we have equivalent interpretation in Nepalese context for these mixed expressions. Other cases of code mixing were not exactly as same as in Nepalese context. That is we have slightly different words or way of interpretation. Last, but not least, some of codes did not have equivalent terms in Nepalese contexts.

## Chapter Five

### Findings, Conclusion and Recommendations

This is the final chapter consists of the major findings and conclusion, recommendations and pedagogical implications of the study. In the first part, the results achieved data are presented while in the second part, the possible implications from this study are mentioned.

#### Findings of the Study

Here, each and every step of research methodology has been followed in course of conducting this study. After analyzing and interpreting the data obtained from the intended populations, the major findings of the study have been summarized as below.

- ) From the study, I found that the highest ratio of function used in mixed expressions is ‘Expressing and Finding out intellectual attitudes’ with 20% situations with the frequency of 10 cases.
- ) However, the least used function in the movie with mixed expressions is ‘Socializing’ are 10% of the situations along with the frequency of 5 cases.
- ) In terms of situational context, characters have used English code most while in community school with 20% of the situations. In Raja’s wedding ceremony; headmaster's home; boarding school and different part of the village are equal with 10% with 5 cases.
- ) Similarly, at Raja’s home 8%, in AP<sub>1</sub> TV studio 12% and on the way 16% with 4, 6 and 8 cases of the situations respectively. In the same way, in hotel are 4% of the situations with 2 cases.
- ) As from the research, nouns are used more in comparison to others. It has frequency of 37 cases and 54% situations. Similarly, verbs are used 18% with the frequency of 13 Cases.
- ) In the same way, Adjectives are used commonly with the frequency of 10 cases with the rate of 15 % situation while Adverbs are used the least that is only 13% of the situations.

## Conclusion of the Study

In the movie *Chhakka Panja-3*, many English code-mixed expressions have different functions and used in the different contexts. The research also focused on general classification of contexts as well as word classes. From the results, it is seen that highest ratio of function used in mixed expressions is 'Expressing and finding out intellectual attitudes'. However, 'Socializing' is the least. In the same way, the producer has used various contexts. The characters in this movie have mostly used English code being at community school. In Raja's wedding party; boarding school; headmaster's home and in different part of the village are equal with 10% with 5 cases. Similarly, at Raja's home 8%, in AP<sub>1</sub> TV studio 12% and on the way 16% with 4, 6 and 8 cases of the situations respectively. In the same way, in hotel were only 4% of the situations with 2 cases. Regarding contextual analysis in this very movie, *Chhakka Panja-3* some of the mixed expressions have equivalent meaning while others do not. However, some of the cases of code mixing were not exactly as same as in Nepalese context. That is, we have slightly different words or way of interpretation. It is clear that some of the cases remained no change or neutral. Last, but not least, few of the cases of code mixing did not have equivalent terms in Nepalese contexts. From the research, it is clear that producer used code mixing features to make her movie more meaningful and attractive. The producer has essentially included such features to catch the sentiments of the audience as well. Being based on the movie, the director has used some of the English mixed codes because of lack of equivalent terms. Therefore, due to dramatic development and inventions of science and technology, global communication, influence of English as an International Language and a lingua-franca or as Era of Language Imperialism, the trend of code mixing is spreading at present context. That's why it is unavoidable in literature it is because literature is soul of languages.

## Implications

The research study is the analysis of code mixing in the movie *Chhakka Panja-3* in terms of functions and contexts at sentences level. This study gives some of the implications for the book writers, readers, as well as forth-coming researchers. However, this study has ensured to find out proposed objectives to some extent, there are many things that are to be found yet. Some of the pedagogical implications of this study along with some recommendations can be categorized in policy level and practice level. Furthermore, it can be the base for further researches and studies in the future.

**Policy level.** Code mixing is a distinct area of the study in present situation. It has a broad field in language teaching and learning. Therefore, the government and the policy makers should forward the progressive steps for the language teaching and teaching, translations and language studies. Government and stakeholders should understand the importance and value of languages and their verities with importance in present era and they should have good policies to implement on right time. This study will be more beneficial for policy makers and stakeholders. However, mixing code from other languages the director should make it nature and understandable. In this way, some policy related recommendations are presented as below:

1. The government should help to make the policies for the language studies along with language teaching and learning, translations.
2. The concerned stakeholders should make the provision of translations of different works in various language including different mother tongues so that the readers could read them easily.
3. The policy maker should help to raise the voice of importance of language and English code mixing and its implementation at present context.
4. The syllabus designer and text writers should be more conscious while designing English mixed texts and writings in different languages.
5. Government and stakeholders should make the policies for a separate department for language studies.
6. The government should reduce the provisions of tax upon the publications by which the readers could have them in affordable or nominal price.

7. Different organizations can be benefited by the formulation of the rules and regulations for language and literature studies in days to come.
8. The information technology and scientific inventions have been developing. Therefore, authors, language teachers, learners and stakeholders should be aware of it.

Finally, this is the age of multilingualism at least bilingualism therefore, the country should accept the concept of code mixing. In the Nepalese context, linguists along with stakeholders should consider the aforementioned policies in course of code mixing. Many Nepalese moviemakers today use mixed code from English language. The researcher hopes and believes that the concerned authority will consider the aforementioned points.

**Practice level.** As the name, calling code mixing is not only the theoretical aspect of language. It is truly based on the practical as well. The language users or language teachers are regarded as fluent ones when s/he has the capacity to compensate the gaps between second language and targeted language appropriately. Therefore, language users, language teachers, learners and language translators should have the both linguistic and cultural aspect of writing in practically which help to reader the second language meaning into targeted language without loss of meaning into targeted language without loss of meaning. Some practice related recommendations are presented as below:

1. This study is much more helpful for new growing language teachers, learners and literature readers to know the code mixing and related terms and their categories appropriately.
2. It is useful for those who want to involve in the field of code mixing from Nepali to English and vice-versa.
3. It is more useful for the students and practitioners those work in this field and studying languages.
4. It is benefited for those language teachers who teach language in different levels from different backgrounds.
5. It is equally significant for establishing social prestige and personality for the both teaching and non-teaching staff.
6. It is equally helpful to measure pre-knowledge of the targeted group or people.

7. It is helpful to strengthen the foundation of teachers as well as language learners to have command over more than two languages creating learner friendly environment.
8. It is beneficial for developing good teaching and managing multi-duties of language teachers, learners, and public to identify commitment language exposure.

Therefore, it is much significant for policy makers in making effective and progressive policy and provisions related to literature, language teaching and learning including education system as well as helpful for teachers, literary figures and readers to enhance quality education and makes concerned stakeholder to control over forgery or duplication. It is equally effective for controlling over haphazard creation of literary writings that ignore certain norms, values, rules and pattern of the literature. Educators and practitioners should not deny but recognize the novelty of completely new set of practices associated with the language and code mixing.

**Further research related.** Almost all people in the world are multilingual, at least bilingual. Code mixing is one of the crucial features of bilingual community. There is the existence of code mixing where bilingualism is celebrated. In a reductionist view, Code Mixing is nothing but the use of two or more codes at the same time while communicating to each other. It is true that code mixing is unavoidable. Code Mixing is an independent field of study. It has many scopes and areas of utility in present context because of the world as being globalized day by day. Therefore, this study will be a milestone and supportive for new comers' researchers and practitioners, language teachers and learners to study about any field of language and code mixing. Code mixing is in not only a single moment and steps, its value, significance and demand is growing day-by-day world widely. It is because code mixing is the medium of exchanging the message and ideas between second language and target languages instantly due to all people in the world are multilingual or at least bilingual.

Similarly, this study will help to know and identify about the term code mixing, words and its classes as well as its co-relations between nouns, adjectives and verbs, adverbs, modes of communication, code mixing in relation to words and sentences level, and various techniques related to code mixing. Study based on the

contextual, functional and its relation with word classes at sentence level regarding code mixing in different modes of communication may be researchable and important assistance for the new researchers. This study could be more meaningful and beneficial to different researchers for appropriate and correctness toward its grammar study. Therefore, this study is more helpful for those who want to dig out for further contextual analysis. This study can be more or less a guide or role model for the betterment of future researcher and more beneficial for those researchers who are interested to work in the field of language and code mixing in days to come.

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Appendices

Appendix A

**KTM Entertainment**  
KTM Entertainment Presents

**IME**  
International Movie Events

दीपक दीपाको  
**दूधका पुरजा 3**  
In New York

**SUNDAY, NOV 4**  
SHOWTIME 11AM | 2PM

**@GULSHAN TERRACE**  
59-15 37TH AVE,  
WOODSIDE, NY 11377

**TICKET**  
\$25 ADV  
\$30 DOOR

GENERAL DISTRIBUTORS  
**FUZON**  
K ELI  
EVENTS USA  
planet films

SUPPORTERS  
**LUXO**  
Hamrolick

## Appendix B

The observation checklist of code mixed sentences that are used in the movie *Chhakka Panja-3* with sample units.

S.N.	Sentences with mixed codes in the Movie	Time( <sup>Th</sup> Min.)
1.	H mr school m ni p rai <i>dress</i> nai <i>changed</i> gar k <i>chha</i> .	2
2.	Mantri school m un kur ty <i>headmaster</i> l i sun i d .	5
3.	<i>Medical</i> m aushadhi lina k <i>chhu</i> .	11
4.	School m <i>English teacher</i> chhainan.	12
5.	<i>Math</i> ra <i>Science</i> pani k m j r <i>chha</i> .	55
6.	Bigat ch r barsha d khi <i>SLC</i> ra <i>SEE</i> k <i>result</i> shunya <i>chha</i> .	14
7.	R jniti m <i>senior</i> ra <i>junior</i> k kur nagar timi.	22
8.	Timr <i>fan</i> , timi j sti banchh re.	25
9.	Pahil <i>passport</i> k l gi siph ris lin j nuparchha hai <i>daddy</i> .	26
10.	<i>Chicken</i> mag ?	28
11.	A fn s thik bahinis nga <i>love</i> pary .	30
12.	H mr pani <i>free visa</i> jhar k thiy , nagayak m trai h .	28
13.	R j m <i>try</i> garchhu.	31
14.	Gajab k <i>idea</i> <i>chha</i> .	39
15.	<i>Qualification</i> k ti?	44
16.	<i>M ro questions</i> sakiy .	44
17.	M ro dallai <i>class</i> banhi <i>chha</i> .	46
18.	Sorry, d ju.	47
19.	Y <i>government</i> school k n ni khidki b ta herir kh k thiy .	49
20.	Jasari padh ni <i>fail</i> nai hun h .	49
21.	Tap i lai <i>help</i> garau ki bhan r.	51
22.	Tap i k <i>student</i> Gamal .	51
23.	Please, basnus.	55
24.	Kasari <i>pass</i> garchha <i>SEE</i> ?	55
25.	<i>Retirement</i> p chhi ma ty school ko headmaster h van r shir th d p r r hidn s kn hunxa?	56

26.	<i>Emergency</i> par k chha.	61
27.	Yah <i>system</i> nai khar b chha.	70
28.	M ro sw rtha daddy ra school l i <i>strong</i> p rnu h , hajur k sw rtha <i>politics</i> .	71
29.	Bh uju l sw g r t m dallai <i>English</i> b ly bhan <i>translate</i> kasl garchha?	83
30.	<i>In case translate</i> garnu pary bhan samjhinu hai.	83
31.	Man l i <i>control</i> gar r saᅅgai sutn pani ta sakinchh r j .	85
32.	H mr r j <i>super-man</i> h l bhan k ta <i>pad-man</i> p bha chha.	86
33.	<i>Any way</i> kadam <i>dangerous</i> chha hai y k ti.	88
34.	Yatr <i>decision</i> Gary <i>best friend</i> l i k hi th chhaina.	88
35.	School m bh j kh nu galti ki <i>complain</i> garnu galti bub ?	94
36.	<i>Tension</i> na linu k d ju	98
37.	Halk <i>confuse</i> p bha .	98
38.	<i>Actually</i> ma ta tap i k ty TV sam ch r k fan pani h .	98
39.	Jati saky <i>serious</i> hunu parchha.	113
40.	<i>News</i> k time bhaisaky .	118
41.	h mero <i>husband</i> h .	120
42.	Tyah k ph h ri r janiti d kh r <i>depressed</i> hunchhu.	121
43.	Mail Australia j n <i>decision</i> gar .	121
44.	<i>Devorce</i> k l gi g j nai parchha.	122
45.	Headsir, tap ik chh ril i <i>report</i> g rn n i chhain . K t h <i>move</i> .	70
46.	Suraksh k <i>guaranty</i> m r bhay .	126
47.	School m <i>hardly</i> 200 jan chhan.	131
48.	Dalit biddh rthi k n ma m <i>scholarship</i> unchha.	132
49.	Timil gar k k m d kh r ja chh ri nabhayak pachhutt bhairah k chha, <i>Well done!</i>	137
50.	<i>Thank you very much</i> dhyaksh jyou.	137

## Appendix C

The observation checklists that show general functions and contexts of mixed expressions in the movie *Chhakka Panja-3* is shown below.

S.N.	Sentences with mixed codes	Time	Function	Context
1.	H mr school m ni p rai <i>dress nai changed gar k chha.</i>	2	Getting things Done	Different parts of the village
2.	Mantri school m un kur <i>ty headmaster l i sun i d .</i>	5	Getting things Done	At Raja's Home
3.	<i>Medical m aushadhi lina</i> k chhu.	11	Getting things Done	Different parts of the village
4.	School m <i>English teacher</i> chhainan.	12	Socialization	In Community School
5.	<i>Math ra Science</i> pani k m j r chha.	55	Imp. and Seek. Fact. Info.	At Headmaster's Home
6.	Bigat ch r barsha d khi <i>SLC</i> ra <i>SEE</i> k <i>result</i> shunya chha.	14	Exp. and Find. Out Moral Att.	In Community School
7.	R jniti m <i>senior</i> ra <i>junior</i> k kur nagar timi.	22	Exp. and Find. Out Emo. Att.	Different parts of the village
8.	Timr <i>fan</i> , timi j sti banchh r .	25	Exp. and Find. Out Emo. Att.	On the Way
9.	Pahil <i>passport</i> k l gi siph ris lin j nuparchha hai <i>daddy.</i>	26	Exp. and Find. Out Emo. Att.	On the Way
10.	<i>Chicken</i> mag ?	28	Imp. and Seek. Fact. Info.	In Hotel (Bhatti Pasal)
11.	A fn s thik bahinis nga <i>love pary</i> .	30	Imp. and Seek. Fact. Info.	On the Way
12.	H mr pani <i>free visa</i> jhar k	28	Exp. and Find.	In Hotel (Bhatti

	thiy , nagayak m trai h .		Out Emo. Att.	Pasal)
13.	R j m try garchhu.	31	Exp. and Find out Intel. Att.	On the Way
14.	Gajab k idea chha.	39	Exp. and Find out Intel. Att.	At Raja's Home
15.	Qualification k ti?	44	Imp. and Seek. Fact. Info.	At Headmaster's Home
16.	M r questions sakiy .	44	Exp. and Find out Intel. Att.	At Headmaster's Home
17.	M r dallai class ban ki chha.	46	Exp. and Find out Intel. Att.	In Boarding School
18.	Sorry, d ju.	47	Socialization	On the Way
19.	Y government school k n ni khidki b ta herir kh k thiy .	49	Exp. and Find. Out Moral Att.	In Boarding School
20.	Jasari padh ni fail nai hune ho.	49	Exp. and Find. Out Emo. Att.	In Boarding School
21.	Tap i lai help garau ki bhan r.	51	Exp. and Find. Out Moral Att.	In Boarding School
22.	Tap i k student Gamal .	51	Exp. and Find. Out Moral Att.	In Boarding School
23.	Please, basnus.	55	Socialization	In Community School
24.	Kasari pass garchha SEE?	55	Imp. and Seek. Fact. Info.	At Headmaster' Home
25.	Retirement p chhi ma ty school ko headmaster h van r shir th d p r r hidn s kn hunxa?	56	Imp. and Seek. Fact. Info.	At Headmaster' Home
26.	Emergency par k chha.	61	Exp. and Find. Out Moral Att.	In Community School
27.	Yah system nai khar b chha.	70	Exp. and Find. Out Moral Att.	In Community School

28.	M ro sw rtha daddy ra school l i <i>strong</i> p rnu h , hajur k sw rtha <i>politics</i> .	71	Exp. and Find out Intel. Att.	At Raja's Home
29.	Bh uju l sw g r t m dallai <i>English</i> b ly bhan <i>translate</i> kasl garchha?	83	Imp. and Seek. Fact. Info.	Raja's Wedding Ceremony
30.	<i>In case translate</i> garnu pary bhan samjhinu hai.	83	Exp. and Find out Intel. Att.	Raja's Wedding Ceremony
31.	Man l i <i>control</i> gar r saᅅgai sutn pani ta sakinchh r j .	85	Exp. and Find. Out Emo. Att.	Raja's Wedding Ceremony
32.	H mr r j <i>super-man</i> h l bhan k ta <i>pad-man</i> p bha chha.	86	Exp. and Find. Out Moral Att.	Different parts of the village
33.	<i>Any way</i> kadam <i>dangerous</i> chha hai y k ti.	88	Exp. and Find. Out Moral Att.	Raja's Wedding Ceremony
34.	Yatr <i>decision</i> gary <i>best friend</i> l i k hi th chhaina.	88	Exp. and Find out Intel. Att.	Raja's Wedding Ceremony
35.	School m bh j kh nu galti ki <i>complain</i> garnu galti bub ?	94	Imp. and Seek. Fact. Info.	At Raja's Home
36.	<i>Tension</i> na linu k d ju	98	Exp. and Find. Out Emo. Att.	On the Way
37.	Halk <i>confuse</i> p bha .	98	Exp. and Find out Intel. Att.	On the Way
38.	<i>Actually</i> ma ta tap i k ty TV sam ch r k fan pani h .	99	Getting things Done	On the Way
39.	Jati saky <i>serious</i> hunu parchha.	113	Getting things Done	Different parts of the village
40.	<i>News</i> k time bhaisaky .	118	Getting things Done	In AP1 TV Studio
41.	h mero <i>husband</i> h .	120	Socialization	In AP1 TV Studio
42.	Tyah k ph h ri r janiti	121	Exp. and Find.	In AP1 TV Studio

	d kh r <i>depressed</i> hunchhu.		Out Emo. Att.	
43.	Mail Australia j n <i>decision</i> gar .	121	Exp. and Find out Intel. Att.	In AP1 TV Studio
44.	<i>Divorce</i> k l gi g j nai parchha.	122	Getting things Done	In AP1 TV Studio
45.	Headsir, tap ik chh ril i <i>report</i> g rn n i chhain . K t h <i>move</i> .	70	Getting things Done	In Community School
46.	Suraksh k <i>guaranty</i> m r bhay .	126	Exp. and Find. Out Moral Att.	In AP1 TV Studio
47.	School m <i>hardly</i> 200 jan chhan.	131	Exp. and Find out Intel. Att.	In Community School
48.	Dalit biddh rthi k n ma m <i>scholarship</i> unchha.	132	Imp. and Seek. Fact. Info.	In Community School
49.	Timil gar k k m d kh r ja chh ri nabhayak pachhutt bhairah k chha, <i>Well done!</i>	137	Exp. and Find. Out Emo. Att.	In Community School
50.	<i>Thank you very much</i> dhyaksh jyou.	137	Socialization	In Community School

## Appendix D

The code mixed sentences with different word classes, i.e. nouns, verbs, adjectives and adverbs in the movie *Chhakka Panja-3*.

S.N.	Mixed codes sentences in the Movie	Time (min.)	Nouns	Verbs	Adjectives	Adverbs
1.	H mr school m ni p rai <i>dress</i> nai <i>changed gar k chha.</i>	2	Dress	change	.....	.....
2.	Mantri school m un kur ty <i>headmaster</i> l i sun i d .	5	Headmaster	.....	.....	.....
3.	<i>Medical</i> m aushadhi lina k chhu.	11	Medical	.....	.....	.....
4.	School m <i>English</i> <i>teacher</i> chhainan.	12	English Teacher	.....	.....	.....
5.	<i>Math</i> ra <i>Science</i> pani k m j r chha.	55	Math Science	.....	.....	.....
6.	Bigat ch r barsha d khi <i>SLC</i> ra <i>SEE</i> k <i>result</i> shunya chha.	14	SLC/SEE Result	.....	.....	.....
7.	R jniti m <i>senior</i> ra <i>junior</i> k kur nagar timi.	22	.....	..... ...	Senior- junior	.....
8.	Timr <i>fan</i> , timi j sti banchh re.	25	Fan	.....	.....	.....
9.	Pahil <i>passport</i> k l gi siph ris lin j nuparchha hai daddy.	26	Passport	.....	.....	.....
10.	<i>Chicken</i> mag ?	28	Chicken	.....	.....	.....

11.	A fn s thik bahinis nga <i>love</i> pary .	30	.....	Love	.....	.....
12.	H mr pani <i>free visa</i> jhar k thiy , nagayak m trai h .	28	Visa	.....	free	.....
13.	R j m <i>try</i> garchhu.	31	.....	try	.....	.....
14.	Gajab k <i>idea</i> chha.	39	Idea	.....	.....	.....
15.	<i>Qualification</i> k ti?	44	Qualification	.....	.....	.....
16.	M r <i>questions</i> sakiy .	44	Questions	.....	.....	.....
17.	M r dallai <i>class</i> ban ki chha.	46	Class	.....	.....	.....
18.	Sorry, d ju.	47	.....	.....	sorry	.....
19.	Y <i>government</i> schools k n ni khidki b ta herir kh k thiy .	49	Government	.....	.....	.....
20.	Jasari padh ni <i>fail</i> nai hun h .	49	.....	fail	.....	.....
21.	Tap i lai <i>help</i> garau ki bhan r.	51	.....	help	.....	.....
22.	Tap i k <i>student</i> Gamal .	51	Student	.....	.....	.....
23.	Please, basnus.	55	.....	.....	.....	Please
24.	Kasari <i>pass</i> garchha <i>SEE?</i>	55	SEE	pass	.....	.....
25.	<i>Retirement</i> p chhi ma ty school ko headmaster h van r shir th d p r r hidn s kn hunxa?	56	Retirement	.....	.....	.....
26.	<i>Emergency</i> par k chha.	61	Emergency	.....	.....	.....
27.	Yah <i>system</i> nai khar b	70	System	.....	.....	.....

	chha.					
28.	M ro sw rtha daddy ra school l i <i>strong</i> p rnu h , hajur k sw rtha <i>politics</i> .	71	Politics	.....	strong	.....
29.	Bh uju l sw g r t m dallai <i>English</i> b ly bhan <i>translate</i> kasl garchha?	83	English	translate	.....	.....
30.	<i>In case</i> <i>translate</i> garnu pary bhan samjhinu hai.	83	.....	translate	.....	In case
31.	Man l i <i>control</i> gar r saᅅgai sutn pani ta sakinchh r j .	85	control	.....	.....	.....
32.	H mr r j <i>super-man</i> h l bhan k ta <i>pad-man</i> p bha chha.	86	Pad-man	.....	superman	.....
33.	<i>Any way</i> kadam <i>dangerous</i> chha hai y k ti.	88	.....	.....	dangerous	anyway
34.	Yatr <i>decision</i> gary <i>best friend</i> l i k hi th chhaina.	88	Decision friend	.....	best	.....
35.	School m bh j kh nu galti ki <i>complain</i> garnu galti bub ?	94	.....	complain	.....	.....
36.	<i>Tension</i> na linu k d ju	98	tension	.....	.....	.....
37.	Halk <i>confuse</i> p bha .	98	.....	confuse	.....	.....
38.	<i>Actually</i> ma ta tap i k ty TV sam ch r k fan pani h .	99	TV Fan	.....	.....	actually
39.	Jati saky <i>serious</i> hunu	113	.....	.....	serious	.....

	parchha.					.....
40.	<i>News k time</i> bhaisaky .	118	News Time	..... ...	.....	.....
41.	h mero <i>husband</i> h .	120	Husband	.....	.....	.....
42.	Tyah k ph h ri r janiti d kh r <i>depressed</i> hunchhu.	121	.....	.....	depressed	.....
43.	Mail Australia j n <i>decision</i> gar .	121	Decision	.....	.....	.....
44.	<i>Divorce</i> k l gi g j nai parchha.	122	Divorce	.....	.....	.....
45.	Headsir, tap ik chh ril i <i>report</i> g rn n i chhain . K t h <i>move</i> .	70	.....	Report Move	.....	.....
46.	Suraksh k <i>guaranty</i> m r bhay .	126	Guaranty	.....	.....	.....
47.	School m <i>hardly</i> 200 jan chhan.	131	.....	.....	.....	hardly
48.	Dalit biddh rthi k n ma m <i>scholarship</i> unchha.	132	Scholarship	.....	.....	.....
49.	Timil gar k k m d kh r ja chh ri nabhayak pachhutt bhairah k chha, <i>Well</i> <i>done!</i>	137	.....	..... ..... ...	.....	Well done
50	<i>Thank you very much</i> dhyaksh jyou.	137	You	thank	.....	very much

## Appendix E

The observation checklist that shows what wills there be if the English code is not mixed.

S. N.	Sentences with mixed codes	Time (min.)	What if the english code is not mixed in Nepali context?
1.	H mr school m ni p rai <i>dress</i> nai <i>changed gar k chha</i> .	2	H mr vidy laya m ni p rai p ka parivartan gar k chha.
2.	Mantri school m un kur ty <i>headmaster</i> l i sun i d .	5	Mantri vidy laya m un kur ty <i>pradh n dhy paka</i> l i sun i d .
3.	<i>Medical</i> m aushadhi lina k chhu.	11	Aushadh lay m aushadhi lina k chhu.
4.	School m <i>English teacher</i> chhainan.	12	vidy laya m angr ji shikshak chhainan.
5.	<i>Math</i> ra <i>Science</i> pani k m j r chha.	55	G nit ra Bigy n pani k m j r chha.
6.	Bigat ch r barsha d khi <i>SLC</i> ra <i>SEE</i> k <i>result</i> shunya chha.	14	Bigat ch r barsha d khi <i>SLC</i> ra <i>SEE</i> k <i>natij</i> shunya chha.
7.	R jniti m <i>senior</i> ra <i>junior</i> k kur nagar timi.	22	R janiti m agraj ra nayā gantuk k kur nagar timi.
8.	Timr <i>fan</i> , timi j sti banchh re.	25	Timr <i>s v chint k</i> , timi j sti banchh re.
9.	Pahil <i>passport</i> k l gi siph ris lin j nuparchha hai <i>daddy</i> .	26	Pahil r hadh ni k l gi siph ris lin j nuparchha hai buba.
10.	<i>Chicken</i> mag ?	28	Kukhur k m su mag ?
11.	A fn s thik bahinis nga <i>love</i> pary .	30	A fn s thik bahinis nga <i>m y m</i> pary .
12.	H mr pani <i>free visa</i> jhar k thiy , nagayak m trai h .	28	H mr pani nishulka prab sha gy jhar k thiy , nagayak m trai h .
13.	R j m <i>try</i> garchhu	31	R j m k shis garchhu.
14.	Gajab k <i>idea</i> chha.	39	Gajab k jukti chha.
15.	<i>Qualification</i> k ti?	44	Y gyat k ti?

16.	M r <i>questions</i> sakiy .	44	M r prashna sakiy .
17.	M r dallai <i>class</i> bañki chha.	46	M r dallai kaksh b ñki chha.
18.	Sorry, d ju.	47	M ph garnuh s, d ju.
19.	Y <i>government</i> school k n ni khidki b ta herir kh k thiy .	49	Y sarak ri vidy laya k n ni khidki b ta h rirakh k thiy .
20.	Jasari padh ni <i>fail</i> nai hun h .	49	Jasari padh ni nuttirna nai hun h .
21.	Tap i lai <i>help</i> garau ki bhan r.	51	Tap i lai sahay g garu ki bhan r.
22.	Tap i k <i>student</i> Gamal .	51	Tap ik biddh rthi,Gamal .
23.	Please, basnus.	55	Krip ya, basnus.
24.	Kasari <i>pass</i> garchha <i>SEE</i> ?	55	Kasari uttirna garcha <i>SEE</i> ?
25.	<i>Retirement</i> p chhi ma ty school ko headmaster h van r shir th d p r r hidn s kn hunxa?	58	<i>b k s p</i> chhi ma ty school ko headmaster h van r shir th d p r r hidn s kn hunxa?
26.	<i>Emergency</i> par k chha.	61	Ākasmik par k chha.
27.	Yah <i>system</i> nai khar b chha.	70	Yah bidhi nai khar b chha.
28.	M ro sw rtha daddy ra school l i <i>strong</i> p rnu h , hajur k sw rtha <i>politics</i> .	71	M r sw rtha buba ra vidy laya l i baliy p rnu h , hajur k sw rtha r janiti.
29.	Bh uju l sw g r t m dallai <i>English</i> b ly bhan <i>translate</i> kasl garchha?	83	Bh uju l sw g r t m dallai angr ji b ly bhan ulth kasl garcha?
30.	<i>In case</i> <i>translate</i> garnu pary bhan samjhinu hai.	83	Yadi ulth garnu pary bhan samjhinu hai.
31.	Man l i <i>control</i> gar r sañgai sutn pani ta sakinchh r j .	85	Man l i niyantran gar r sañgai sutna pani ta sakinchha r j .
32.	H mr r j <i>super-man</i> h l bhan k ta <i>pad-man</i> p bha chha.	86	H mr r j pratibh sh li byakti h l bhan k ta pad-man p bha chha.
33.	<i>Any way</i> kadam <i>dangerous</i> chha hai y k ti.	88	J bhaya pani kdam khatarn k chha hai y k ti.
34.	Yatr <i>decision</i> gary <i>best friend</i> l i k hi th chhaina.	88	Yatr nirnaya gary ghanisht s thi l i k hi th chhaina.
35.	School m bh j kh nu galti ki <i>complain</i> garnu galti bub ?	94	vidy laya m bh j kh nu galti ki gunaso garnu galti bub ?

36.	<i>Tension</i> na linu k d ju	98	Tan b na linu k d ju.
37.	Halk <i>confuse</i> p bha .	98	Halk d dh r p bha .
38.	<i>Actually</i> ma ta tap i k ty TV sam ch r k <i>fan</i> pani h .	99	B stab m ma ta tap ik ty TV sam ch r k subhachintak pani h .
39.	Jati saky <i>serious</i> hunu parchha.	113	Jati saky gambhir hunu parchha.
40.	<i>News</i> k <i>time</i> bhaisaky .	118	Sam char k samaya bhaisaky .
41.	h mero <i>husband</i> h .	120	hā m r shrim n h .
42.	Tyah k ph h ri r janiti d kh r <i>depressed</i> hunchhu.	121	Tyah k ph h ri r janiti d kh r ud s hunchhu.
43.	Mail Australia j n <i>decision</i> gar .	121	Mail Australia j n <i>nirmaya</i> gar .
44.	<i>Divorce</i> k l gi g j nai parchha.	122	Sambandha bichchh da k l gi gā j nai parchha.
45.	Headsir, tap ik chh ril i <i>report</i> g rn n i chhain . K t h <i>move</i> .	70	Headsir, tap ik chh ril i <i>bib r n</i> din n i chhain . K t h <i>hid</i> .
46.	Suraksh k <i>guaranty</i> m r bhay .	126	Suraksh k jimm m r bhay .
47.	School m <i>hardly</i> 200 jan chhan.	131	vidy laya m muskil l 200 jan chhan.
48.	Dalit biddh rthi k n ma m <i>scholarship</i> unchha.	132	Dalit biddh rthi k n ma m chh trabritti unchha.
49.	Timil gar k k m d kh r ja chh ri nabhayak pachhutt bhairah k chha, <i>Well done!</i>	137	Timil gar k k m d kh r ja chh ri nabhayak pachhutt bhairah k chha, well done!
50.	<i>Thank you very much</i> dhyaksh jyou.	137	Dh rai- dh rai dhanyab d, dhyaksh jyou.