

CHAPTER ONE

INTRODUCTION

This is the first chapter of the study Perception of 'Parents Towards Code Mixing by Their Children'. It consists of general background, statement of the problems, rationale of the study, objectives of the study, research question, significance and delimitations of the study and operational definition of the key terms used in the report.

1.1 General Background

Sociolinguists have come with the new concept of defining language unlike the structuralists and others do. They developed a trend of study to study language being closely related to social phenomena i.e. context, situation, language functions, domain, speech community, communicative competence etc. Wardhaugh (2002, p. 12) refers sociolinguistics "As the discipline which is concerned with investigating the relationships between language and society with the goal of better understanding of the structures and functions of that language that are used in social contexts, settings and situations."

Similarly, Holmes (2008, p. 1) defines sociolinguistics as "The study of relationship between language and society". She regards sociolinguistics as the amalgam of society and language. Holmes (ibid) mentions that, society and language are two intricately interwoven phenomenon having pivotal significance in human life. The existence of one of them without other is almost impossible practically. They have such pivocy in making human a social animal from a mere animal by birth. Language in isolation does not yield significant importance but when related with particular society it reflects the society and its culture to which it is linked with.

Firth (1973, as cited in Hudson, 2003, p 4) defines sociolinguistics "as the study of Speech for communication."

Firth argues that speech can also be the means of knowing the social groups. He states:

Sociolinguistics is the study of speech which has a social function as a means of communication and as a way of identifying social groups ... To study speech without reference to society is to exclude the real use of language which is always influenced by social structures.

We find various definitions of the term sociolinguistics as the scholars vary. In Lobov's opinions (1978, as cited in Wardhaugh, 2002, p.14) :

Sociolinguistics as the study which is aimed ultimately at improving linguistic theory and at developing our understanding of the nature of language in reference to society." It is concerned with the social use of language. Language theories are formed on the basis of how the knowledge of language is used in the actual social situations.

In this definition he mentions that linguistic theories in isolation are not of much importance rather he strongly puts forward his arguments that theories are modified when used in real field.

Originally the term 'Sociolinguistics' carries two separate terms. Why scholars combined two terms together is to express the relationship between them (i.e. society and language). Hudson (2003, pp.3-4) writes "Sociolinguistics is the study of language in relation to society". He, in his literature, mentions that linguistics differ from sociolinguists in taking account only of the structure of language to the

exclusion of the social contexts in which it is learnt and used. Excluding language from society and vice-versa is not possible in real world. So, what we should do is to study them as if they are two palms and make clap only when combined together.

Similarly, Crystal (1997, p. 6) thinks "Sociolinguistics studies all aspects of the relationships between language and society". Downes, (1999, cited in Wardhaugh, 2004 p. 14) "Sociolinguistics is that branch of linguistics which studies just those properties of languages which require reference to social, including contextual factors in their explanation". Being a social phenomena language is socially shaped and reflects the society. Same language is used differently in different societies. Use of language varies as per its user vary. Moreover, use of language depends upon the context, participants, ends, act sequences, key, instrumentalities, norms and genre as well. All these phenomena are studied under the topic sociolinguistics.

To sum up, we have already discussed that use of language varies as per its users vary. In this regard it is very difficult (almost impossible) to find a complete homogeneous, using exactly the same language, community. Most of the people speaking a particular language variety insert some features of another dialect of same language in their speech. As we know the impossibility of complete homogeneity regarding language use, people use different linguistic codes during speaking. Every society in Nepal is bilingual/multilingual but the degree varies. People who use two or more languages are called bilingual or multilingual respectively. While using one language they insert the codes of another language sub-consciously, in some cases consciously, which we call code mixing or code switching. This is a burning issue in sociolinguistics now a days Mixing and switching of codes, their causes (why people do that), consequences etc are studied under sociolinguistics with a greater importance.

1.2 Statement of the Problem

It is almost impossible to find out the people who are monolingual in absolute sense. Being bilinguals people mix codes of different languages they know while speaking. Particularly, school aged children of Nepal are found speaking by mixing codes, especially English codes. No one has paid their attention towards the problems created by such mixing. Mainly, it creates problems in language teaching and learning and the issue of intelligibility. Therefore, my concern, here, is to focus on the intelligibility problem regarding parents. To find out how they perceive such mixed language is burning issue. This study moves around to address the above issue.

1.3 Rationale of the Study

This research study has been conducted to find out the 'perception of parents towards code-mixing by their children'. More than two dozens of studies have been carried out under the vary topic code-mixing but all of them are concerned with the theoretical aspect, types of code mixing and its frequency. None of the researcher have tried to findout how people actually perceive such mixed language. In this scenario, this is my attempt to findout how people perceive such mixing.

1.4 Objectives of the Study

The objectives of the study are as follows:

- i. To find out the perception of parents towards code-mixing by their children.
- ii. To suggest some pedagogical implication.

1.5 Research Questions/Hypothesis

The present study is supposed to deal with the following questions.

- i. Are parents actually aware of their children's mixed language ?
- ii. Do the parents show any interest towards such mixed language ?
- iii. Is there any contribution of parents on children's mixed language ?

1.6 Significance of the Study

It is believed that if the findings of the research practically they invite a considerable change and reformation in day to day practice of human life. Research findings help in changing current practices and adopt new ones which make people capable to cope with changing contexts. This research will not be an exception and will be beneficial specially for those children who mix English-codes while using Nepali language. Similarly their parents will also be benefited because they will have a chance to compare their perceptions towards the topic with others. Moreover, teachers, students, syllabus designers, the text book writers, policy makers etc. will be positively affected by the study. It will be more beneficial for those who want to carryout similar researches in future. Other concerned people and authorities will also be benefited by this research.

1.7 Delimitations of the Study

The proposed study was restricted as follows:

- The study covered only the Pawannagar VDC - 3 of Dang district.
- It was the study on only the literate parents having school aged children.
- The study was limited to 40 literate parents.
- Perception of those parents towards English code-mixing while speaking Nepali language by their children was only be studied.

1.8 Operational Definition of the Key Terms

Code : words of any language

Code-mixing : mixing of words of other langauges while using one.

Code-switching : mixing of language in sentence level.

Borrowing : using the words of another language to express the intended meaning.

Bilingualism : feature of people speaking two language.

Isolation : one at a time

Sociolinguistics : study of language in relation to society

Cocktail : mixing of two or more language

Dialect : place based variety of language.

Register : user based variety of language.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

The present research is mainly concerned with the relevant theoretical framework of code-mixing, namely definition of code-mixing, code-switching, reasons for code-mixing, borrowing, bilingualism, diglossia etc. and holds that code-mixing is very important to learn target language in EFL context

2.1.1 Code-Mixing

The term code means a particular dialect or language that a person chooses to use on any occasion. But its meaning varies depending upon the field where it is used. Similarly mixing denotes the process of making two or more things at one place. Here, in this case, mixing denotes mixing of two or more linguistic codes. In this way, Hudson (1980, p.53) writes "Code mixing is the process of making linguistic cocktail". People who mix different codes in their speech may have done so intentionally or automatically it happens. Reasons for mixing of different codes will be discussed but before this it would be better going through some definitions about code-mixing. Wardhaugh, (1986 p. 103) says "It is a change not entirely from one language to another but only elements of one code are mixed into the other". In the above definition Wardhaugh maintains that people use some codes of the language other than they are using. here, use of some English (codes) by Nepali speaking people can be taken as code mixing. For instance- *unle malai help garin*. Similarly, according to Hudson (1980, p.53)

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. To get right effect, the speakers balance the two languages against each other as a kind of linguistic cocktail, a few words of one language then a few words of other but they seem to be limited by the sentence structure.

Code-mixing is common to bilingual or multilingual communities and is often a mark of solidarity. Defining the term code-mixing Crystal, (2000, p.61) states:

Code-mixing involves the transfer of linguistic elements from one language to another; a sentence begins in one language then makes use of words or grammatical features belonging to another. Such mixed form of language are often labeled with a hybrid name, such as (in Spanish & twain) Spanglish, Frankish and Singlish (Singaporean English) and attract attitudes ranging from enthusiastic community support (as an expression of local identity) to outright condemnation (from some speakers of the related standard languages).

Hudson (1996, p.53) mentions sociolinguistics as "A kind of linguistic cocktail-a few words of one language, then a few words of others, then back to the first for few more words and so on." Regarding the above mentioned definitions people generally possess command over more than one languages, though the degree varies, mix some codes of another language while using one language. For instance mixing of English codes (words) in their speech by Nepalese Speakers.

When bilinguals and multilingual take part in a conversation they do not only shift from one language to another but also mix the languages. Code

mixing takes place when a person uses the structure of one language and some lexical items or elements of another language. code-mixing occurs when conversant use both language together to the extent that they change from one language to another in course of single utterance (Wardhaugh, 1998, p.13).

2.1.2 Code-Mixing and Code-Switching

Generally speaking code-mixing and code-switching seem similar terms but on scrutiny they have some differences. Code-switching is the juxtaposition within the same speech, exchange of passages of speech belonging to two different grammatical systems or sub-system. Richards et al. (1985, p.58) "Code-switching is a change by a speaker or writer from one language variety to another one". For him, Code-switching can be done only in case of some degree of command over another language which has been switched and another important aspect is that simple sentences or phrases are used to switch the code. But only words or lexis are borrowed in case of code-mixing. He also maintains that in code-mixing unanalyzed chunks of another language are inserted commonly and the users themselves may be unknown about such mixing. Moreover, they may not be able to define and make clear to other about the words they mixed in their speech.

Similarly, Heller (1988, p.1) says "Code switching, the use of more than one language in the course of a single episode, has attracted a great deal of attention over the years, most likely because it violates a strong expectation that only one language will be used at any given time". Heller further describes code-switching as the transformation from one language to another in the same conversation. This transition can be either verbal or non-verbal. Code switching is normally automatic and sub-conscious process especially bilingual speakers. It exists

because of the existence of register and situational difference. Thus code-switching refers to changing from language to language, dialect to dialect and register to register.

Code-switching refers to a change in speech from one language to another one. It takes place in a conversation when a speaker makes the choice of different languages from what he or she is speaking. The speaker may start using another language in the middle of the speech. (Richards et al. 1999, p.58).

Code-switching is the use of two languages simultaneously or interchangeably. It implies some degree of competence in the two languages but fluency is not same. For him, Code-switching may be used mainly to achieve two things:

- a. to fill linguistic gap
- b. for other multiple communicative purposes.

Richards (ibid) mentions that the time and amount of code switching depends on the individuals to a great extent. It is also affected by other different factors e.g.: age, participants, gender and social distance between the participants. Different varieties of language is used by a single speaker at a different times. Most of the bilinguals often switch their codes in the middle of the conversation. One bilingual using a word from language 'X' in language 'Y' is a case of code-switching.

Holmes (2008, p. 35) writes "People sometimes switch code within a domain or social situation. When there is some obvious change in situation, such as the arrival of a new person, it is easy to explain the switch. She presents one example of code-switching as follows:

Sarah : I think everyone's here except mere.

John: She said she might be a bit late but actually I think that's here arriving now.

Sarah : You are right *kia ora mere. Haere mai. kei te pehea koe ?*

Mere: *kia ora e hoa. keite pai.* Have you started yet ?

2.1.3 Views on Code-Mixing and Code-Switching

There are two schools of thoughts regarding code-mixing and code-switching. The first view says that both the terms give similar results and treat them as similar terms. Gumperz and Hernander chares, (1975, p.158) talk of code-switching as a type of borrowing and code-mixing is also the same phenomenon. This idea is further supported by Romaine. Romaine, (1989,p.55) says that "Full sentences are most frequently switched constituents", but sometimes some words, clauses and phrases are inserted during code switching.

Second view under the topic explains them as a separate phenomena. They say these are two distinct types of communicative strategies, though, most of the studies on code-mixing and code-switching used the terms alternatively for one manifestation and that of code-switching yet the same time Kachru (1983, pp.193-197) separates these two devices. He maintains "Code-switching entails the ability to switch from code A to B. The alteration of code is determined by the function, the situation and the participants." Similarly he says that "Code mixing entails transferring linguistic units from one code into another. Such transfer results in developing a new restricted or not so restricted code of linguistic interaction." In this condition we can go through a number of scholars who believe and advocates that code-mixing and switching are not separable rather there is, we find, a considerable overlapping relation to their function. If one intends to find out their differences they differ etymologically which may be of least importance.

Fosald (1984, p.209) treats them as overlapping terms. Moreover, other scholars e.g. Gumperz (1976), Ptaff (1976), Verma (1976) also treat both the terms as functionally overlapping.

2.1.4 Reasons for Code-Mixing

Nowadays, especially, in contemporary Nepal, people who are exclusively monolingual are rarely found. Most of the people with whom we encounter are capable of using two or more languages. Having command over two or more languages they automatically insert another language during using one. Mostly languages are mixed sub-consciously but sometimes it is done deliberately. People mix codes during speaking due to different reasons.

Wardhaugh (1986, p.116) mentions the following reasons:

- a. Perceived socio-cultural distance
- b. Solidarity with listeners
- c. Choice of topic

Hudson (1996, p. 53) mentions the reasons of the code mixing as its purpose. 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 of the speakers balance the two languages against each other as a kind of linguistic cocktail.

Holmes (2008, pp. 38-45), mentions the following reasons of code-mixing/switching.

- a. Topic
- b. Switching for affective functions
- c. Metaphorical switching
- d. Lexical borrowing
- e. Linguistics constraints

Some of the reasons of code-mixing may be as follows: (The reasons are given being based on the mixing of English codes in other languages, especially Nepali.)

- a. They think that English is a prestigious language.
- b. To speaker English is the sign of being intellectual.

- c. To show command over other languages
- d. to attract others' attention
- e. In case of need to adopt some certain words
- f. Due to migration
- g. Due to marriage
- h. To clarify meaning
- i. To facilitate the mass
- j. To compensate gap
- k. Respective context and global understanding

2.1.5 Attitudes on Code-Switching and Mixing

How people perceive code-switching and mixing is worth discussing here. Holmes (2008, p. 46) writes "People are often unaware to the fact that they switch-codes. When their attention is drawn to this behaviour, however, most tend to apologise for it, condemn it, and generally indicate disapproval of mixing language". He further mentions some examples regarding to it. He says, among Mexican Americans the derogatory term 'Tex Mex' is used to describe rapid code-switching between Spanish and English. In parts of French speaking Canada 'Joual' is a similar put-down level for switching between French and English and in Britan [tuti futi] 'broken up' Panjabi refers to a style which switches between Panjabi and English. In Hemnesberget, the speech of young students who were switching between the local dialect and the standard was condemned as knot or 'artificial speech'. Reactions to code switching styles are negative in many communities, despite the fact that proficiency in intra-sentential code-switching requires good command over both codes. This may reflect the attitudes of the majority monolingual group in places like North America and Britian. Holmes (ibid) mentions that, 'in places such as Papua New Guinea (PNG) and East Africa where multilingualism is the norm, attitudes to proficient code-switching are much more positive. The PNG Bigman's status is undoubtedly enhanced by his ability to

manipulate two or more codes proficiently. He in the same context, writes that, it seems possible that an increase in ethnic self-consciousness and confidence may alter attitudes among minority group members in other communities over.

2.1.6 Borrowing in Code Mixing

It is one ways of making language different. Hudson (1996, p. 55) writes "language may become mixed up with each other through the process of BORROWING". He further mentions that code-mixing and code switching involves mixing language in speech, but borrowing involves mixing the systems of language, because an item is 'borrowed' from one language to become part of the other language. There may be different reasons for borrowing the linguistic codes while speaking. Hudson (ibid) mentions:

One of the reasons for using a word from such a language is to pretend, just for a moment, to be native speaker with whatever social characteristics we associate with the stereotype. Another reason is simply because other available words cannot explain the intended topic.

2.1.7 Bilingualism and Code-mixing

Wardhough (2008, p. 97) writes "Bilingualism is the acquisition of an additional language either as foreign or second language". He in the same context maintains that people who speak two languages tend to mix codes of one language into another. He distinguishes the two concepts i.e. bilingual and bidialectal as separate concepts. Generally dialects are known to be regional and socio-cultural forms or varieties of a language. For example we cannot say a person bilingual if he speaks Singlish (Singapore's English), since it is a dialect of English.

2.1.7.1 Relativity of Bilingualism

Bilingualism is the relative concept. The relativity is justified through the various levels of proficiency in the languages that the bilinguals use. In this respect, Wardhaugh (2008, p. 97) writes:

People who are bilingual or multilingual do not necessarily have exactly the same abilities in the languages they know. Multilingualism involving balanced, native like command of all the languages is rather uncommon.

Typically, multilingual have varying degrees of command of the languages.

In this way, for one to be an absolute bilingual is almost impossible. It is the matter of relativity i.e. speaker A is more competent than B but he/s may be less competent than speaker C.

2.1.8 Diglossia and Code-mixing

Richards et al. (1999, p. 108) writes "When two languages or language varieties exist side by side in a speech community and each one is used for different purposes, this is called diglossia". Here in diglossia two languages are used separately as per the situation varies but in case of code-mixing codes of different languages are mixed within the same speech event. Ferguson (1959, p. 336 as cited in Wardhaugh, 2008, p. 89) defines diglossia as, "A relatively stable language situation in which there is a superposed variety-codified and standard - that is used for mostly and formal discourses, but is not used for any ordinary conversation.

2.1.9 Social Factors Affecting Code-Choice

Holmes (2008, p. 25) states "Bilinguals choose linguistic codes by depending largely upon the social factors". Such social factors are called domains of language use. She says one of the main factors affecting code choice is social distance between the participants. How well do they know each other, i.e. what is the social distance between the participants ? Are they strangers, friends, brothers ? affects the choice of codes. Holmes (2008, p. 26) writes,

The status relationship between people may be relevant in selecting the appropriate code. A high -status official in Bukavu will be addressed in standard Swahili in many context. Social role may also be important and is often a factor contributing to status differences between people.

Holmes (ibid) mentions other factors which affect the choice of codes as follows:

- a. Formality of setting e.g. Church etc.
- b. goal or function of the interaction etc.

Here is an example of choice of codes as per the domain of language use.

Domain	Variety/code
Home/family	Portuguese
Church/religion	Portuguese
Work/employment	English
School/education	English

(Holmes, 2008, p. 23)

2.2 Review of the Related Empirical Literature

Various research have been carried out in the field of sociolinguistics. Under this study area we find some research under code-mixing as well which are invaluable

for me to go ahead. During the preparatory phase of my study I have gone through different research related to my topic. Some of the research related to my topic are as follows:

Subedi (2001) has carried out a research on "Code mixing in Gorkhapatra Daily: A descriptive study. " The main objective of his study was to find out the English words that are used in the Gorkhapatra Daily and their frequency of occurrence. He studied every issues within one week of that daily newspaper. The findings of his study was, the greater number of English words, (23.71%) were found in the Saturday supplementary writing in the Gorkhapatra Daily. Similarly, he also concluded that the greater number of shifted English words (18.29% to 26.43%) were found in the advertisement section. Some English words used in the paper were seat, table, hotel driver, hospital, jungle, cycle, bank etc.

Baral (2005) has conducted a descriptive research on "Code-mixing in Nepali Cinemas" to analyze language of code-mixing in Nepali Cinemas in terms of language functions, word classes (nouns, verbs, adjectives, adverbs etc.) and find out contexts in which code-mixing takes place. On the basis of the analysis and interpretation, he has concluded that the English words are used maximally in Nepali cinemas. The frequently used words are, for example, uncle, love welcome, sure, problem etc. This study has not included subject verb agreement and verb less construction but restricted to only the role of code-mixing n Nepali cinemas.

Similarly, Luintel (2005), has carried out a descriptive and practical study on "English Code-mixing in the Nepali Stories". The objective of his study was to find out the part of speech which is used (mixed) frequently in Nepali stories. He has studied Nepali stories by considering the English words mixed on them. In his research he found that word level mixing was greater in number than sentence level mixing. None of the mixed words from preposition, conjunction, articles, pronouns and quantifiers word classes was found in the Nepali stories.

Lamichhane (2006) has conducted an observational research on 'A Study on Code-mixing Used in Supermarkets' to find out the types of English words used in business in Nepal. He has collected the data from the super markets of Kathmandu and forty customers. They were randomly selected. He used questionnaire, checklists and direct observation. From his study he has concluded that lots of English words are used in business sectors. According to him some of the English words which are frequently used in business are price, quality, colour, discount, expensive and per centage. Mostly word level mixing was found in hundreds of different speech events.

Similarly, Neupane (2007) has carried out a descriptive study entitled 'A Study on Code-mixing in the Bhojpuri language' to find out the English expression mixed in the Bhojpuri language and the frequency of mixed English expression. Sixty Bhojpuri speakers were randomly selected from the total Bhospuri speakers. She has used questionnaire and checklists to collect the data. Her overall study concluded that literate people could understand and use the meaning of English words they mix while speaking their mother tongue but illiterate people could not understand and use them. Her study was restricted to code-mixing in the Bhojpuri language only.

2.3 Implications of the Review for the Study

Determining and reviewing the related literature is central and most important task for researchers in any research. It helps to bring the clarity and focuses on research problems, improve methodology and contextualize the findings.

Reviewing the literature can be time consuming, daunting and frustrating but it is also rewarding. Kumar (2009, p. 30) states, a literature has a number of implications:

- a. It provides a theoretical background to your study.
- b. It helps you to refine your research methodology.

- c. Through the literature review you are able to show how your findings have contributed to the existing body of knowledge in your profession.
- d. It enables you to contextualize your findings.

As mentioned above, as a researcher, I also got lots of benefits from this review. e.g. it provided me theoretical background of my study, it helped me during collection of data and during analysis and discussion. Moreover, this review was more beneficial to derive the results and conclusions.

2.4 Conceptual Framework

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To fulfill the objectives of the study I adopted the following methodology under the following research design.

3.1 Design of the Study

The research I carried out is one of the instances of survey research, since the research questions and overall methodology used correspond to the survey research design.

Survey is one of the cross sectional studies. It generally addresses a large group of population. Survey is a superficial study of an issue or phenomena. It is the most commonly used method of investigation ranging from large scale investigation like census to a small scale study like SIP (School improvement Plan) or even a small classroom study. In this regard survey is widely being used in educational research as well. According to Nunan (1992, p. 140) "The main purpose of a survey is to obtain a snapshot of condition attitudes and events at a single point of time". He mentions that a survey is an overview of a phenomenon, event, issue or situation. Selection of a representative population is a difficult but very important and sensitive task for the representative of the total population real and original result will not be revealed which may cause waste of time and effort. Kidder (1981, p. 81) writes "No other research strategy matches the strengths of survey research in its potential for handling external validity".

3.2 Population and Sample

The study was conducted in Pawannagar VDC-3, Dang. All the literate parents having school aged children were the target population. For the convenient of the study 40 parents were selected as sample population.

3.3 Sampling Procedure

Before collecting the data 40 literate parents having school aged children were selected purposively (using non-random sampling method) from the total literate parents of Pawannagar - 3, Dang.

3.4 Data Collection Tools

One of the very common tools, i.e. questionnaire, was used for the collection of data. Background of the respondents were roughly similar. Open ended and closed ended questions were used in the questionnaire.

3.5 Data Collection Procedure

The stepwise activities I went through while collecting the data is given below:

- I visited the parents of Pawannagar VDC ward No. 3 (specially those who, I think, were good informants) and tell them the purpose of my visit.
- Next, I requested them for their participation.
- They were distributed the questionnaire with clear instruction about responding them.
- I helped the respondents to response the items by verbally translating them into Nepali language, so that they easily expressed their ideas and responded the questions.
- Next, I collected the distributed questionnaire with their responses and thanked them all.

3.6 Data Analysis and Interpretation Procedure

Collected data was analyzed and interpreted using descriptive and statistical devices. Per centage and figures are used statistically for the interpretation of closed-ended questions and open-ended questions are analyzed descriptively.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Results

On the basis of the analysis and interpretation of the information obtained, the following findings have been drawn:

- * It was found that the rate of mixing of languages, especially, mixing of English words while using Nepali language is very high.
- * Most of the parents understood their children's English mixed, language either by sense or the context of use.
- * Parents loved English words to be mixed while using Nepali language by their children.
- * Parents felt good when their children mix English words while using Nepali language.
- * It was found that children speak in normal speed while speaking by mixing of English words into Nepali language.
- * The parents liked their children asking them to speak by mixing English words while using Nepali language.
- * Parents liked their children using Nepali language by mixing English words.
- * To some extent parents liked their children using full sentences of English while using Nepali language.
- * Parents believed that mixing of English words makes Nepali seech sweet.
- * Parents believed that their children should be context sensitive regarding mixing of English words while speaking by using Nepali language.
- * From the parents point of view, academic setting was the most appropriate one for their children to speak by mixing of English words.
- * Parents expected English mixed language from their children in their home and informal setting as well.

- * Parents believed that their children started speaking by mixing of English words after they were admitted in school.
- * Parents believed that watching television is one of the most important exacerbating factors for their children to speak by mixing of English words.
- * Parents thought that their children should increase their rate of speaking by mixing English language.
- * Parents believed that English mixed language of their children does not hamper their own language.
- * Parents felt proud of their children's English mixed language.
- * Parents used to inspire their children to speak by mixing of English words while using Nepali language.
- * Parents did not like/want others children speaking by mixing of English words into Nepali language.
- * Parents thought that, their children are superior to others, so they do not want others children speaking by mixing of English words into Nepali language.
- * The parents believed that English speaking environment helps their children to speak by mixing English words.
- * Parents did not want their children to be exclusive Nepali speaker and they favour English words to be mixed or spoken.
- * Parents believed that English mixed language of their children creates a gap between them and their children.
- * The parents did not believed that linguistic gap creates emotional gap between them and their children.
- * Parents wanted their children's English mixed language to be enhanced in future.
- * Most of the parents believed that mixing of English words does not hamper the communication and some were found saying that to some extent it does.

- * Parents felt normal when they do not understand their children's English mixed language.
- * Parents perceived their children's English mixed language so positively that they themselves want to imitate their children's speaking style.
- * Because of the science and technology, influence of the environment, passion towards western culture and social prestige children use to mix English words while using Nepali language.
- * During the study it was found that, parents like their children's English mixed Nepali language because of academic, economic and social prestige and those who doesn't like focused the reasons of intelligibility, linguistic endangerment and loss of own mother language.
- * Parents believed that, use of modern technology, confidence building, global adjustment and academic growth are the advantages and unintelligibility, linguistic gap, threat to Nepali language and foreignization are the main disadvantages of code-mixing.

4.2 Discussion

Language is primarily the means of communication. This is the age of globalization. Inventions from one place spread world wide by means of communication. Language spoken all over the world are not same. Some are related to other but some are distinct. People move from one place to another for various purposes. During the period they get exposure to distinct languages than they use in their daily life. Returning to their home country they use their language by mixing the words of languages with which they were exposed to during outing. e.g. Nepali people speak by mixing Hindi, English and so on is an instance of code-mixing. In relation to other languages English is mixed more in Nepal. Specially by young generation English is preferred more to be mixed while using their own language. Children of school age also make such impinging of language deliberately or habitually. We cannot avoid them mixing. But what we can do is

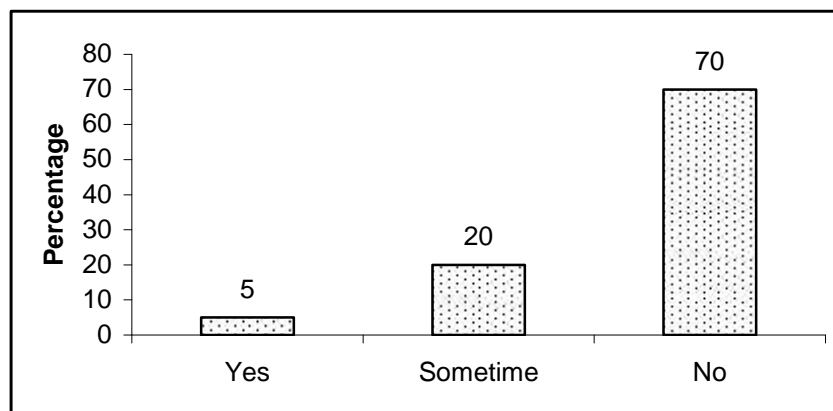
to find out how such mixing is perceived. Here, an attempt has been made to find out the perception of parents towards code-mixing by their children.

The responses obtained from the forty (40) sample parents to each question are presented and analyzed below:

4.2.1 Exclusive Use of Nepali Language

To find out whether the school aged children use exclusively Nepali language during speaking, the parents were asked to respond the question "Do your children use only Nepali language during speaking ?" The responses obtained from them are presented below:

Figure No. 1
Exclusive Use of Nepali Language



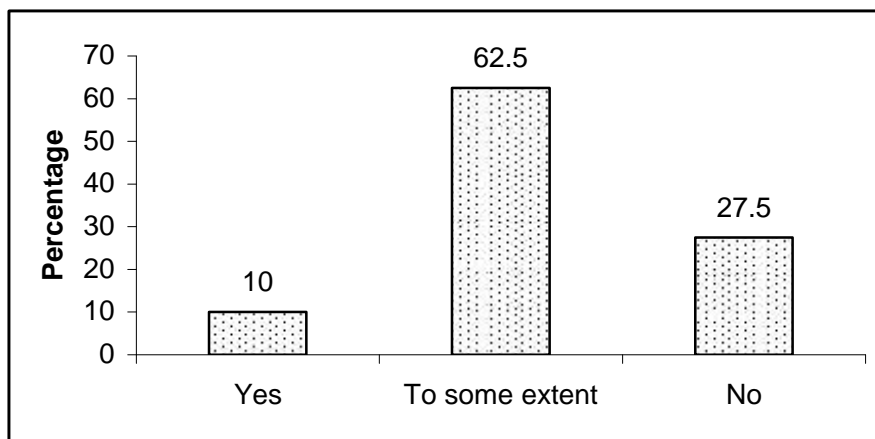
The above figure shows that, 75 per cent of the respondents replied that their children use other languages while using Nepali language. Similarly, 8 respondents (20%) responded as their children sometimes mix other languages during speaking, lastly 2 respondents (5%) responded that their children use exclusively Nepali language.

On the basis of this data obtained we can conclude that, mixing of language is common in children during speaking. Though I found some parents responding as their children do not mix languages the rate of mixing is very high.

4.1.2 Intelligibility of Language

No matter, children are mixing language while speaking but what matters here is intelligibility. To findout whether the parents understand each and every words their children use, they were asked to respond the question "Do you understand every word your children use ?" The responses obtained from them are presented below:

Figure No. 2
Intelligibility of Language



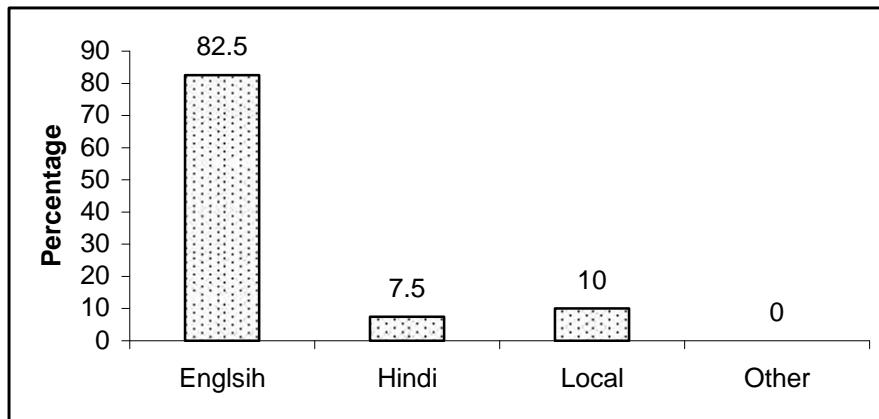
The above figure shows that, 25 respondents (62.5%) responded that to some extent they understand the words their children use during speaking, other 4 respondents (10%) responded that they understand each and every words their children use but rest 11 respondents (27.5%) responded that they do not understand some words their children use during speaking.

On the basis of data obtained, we can conclude that, inspite of some gaps most of the parents understand their children speaking either by sense or by context but almost 1/3 of the parents do not understand some words while a very low number of parents understand each and every words their children use while speaking.

4.2.3 Most Perferable Language

Personal preferances vary depending upon the different factors. So is the case with the mixing of codes during speaking too. To findout which language do the parents prefer most to be mixed by their children, they were asked the question "which language among English, Hindi, local and others do you prefer most to be mixed by your children ?" The responses obtained are presented as below:

Figure No. 3
Most Perferable Language



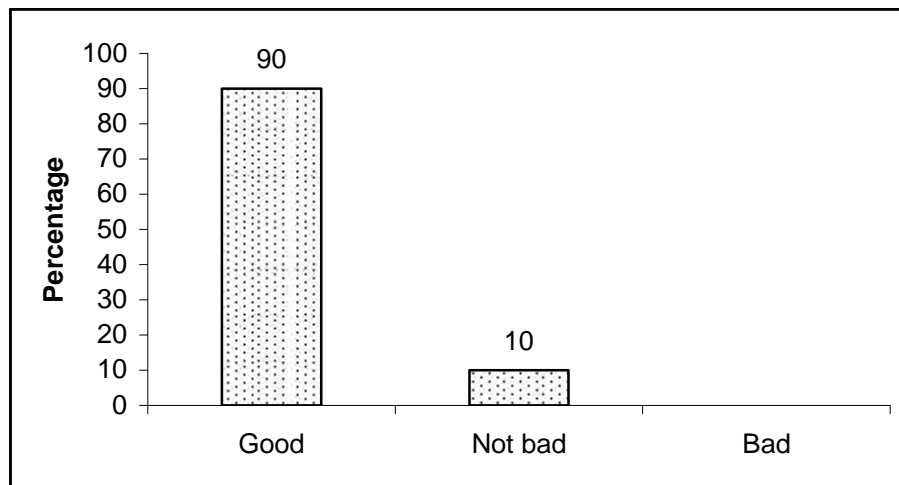
The above figure shows that, 33 respondents (82.5%) responded that they like English language to be mixed by their children during using Nepali language. Three respondents (7.5%) responded that they prefer Hindi language mixing and rest 4 respondents (10%) responded that they prefer local language mixing. respondents preferring other than these three language to be mixed by their children were not found.

On the basis of this data we can conclude that, a huge number of parents prefer English language and secondly a small group of parents like local language mixing but a negligible number of parents prefer Hindi language mixing. Parents preferring other than these three languages were not found.

4.2.4 Parents Feelings on Code-mixing

To find out the feeling of parents on speaking of their children they were asked to respond the question "How do you feel when your children mix English words ?" The responses obtained are presented below:

Figure No. 4
Parents Feelings on Code-mixing



The above figure shows that, 36 respondents (90%) responded that they feel good when their children mix English words during using Nepali language. Similarly a very few number of parents responded that they do not feel bad by their children's English mixing. None of the respondents responded that they feel bad because their children mix English words during using Nepali language.

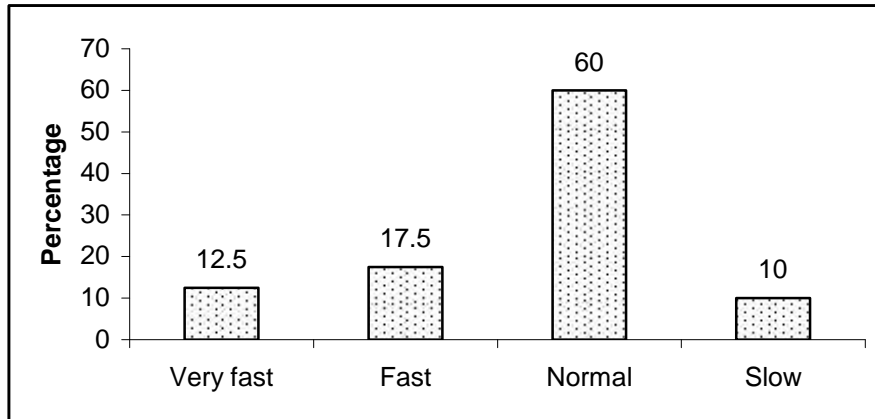
On the basis of this data we can conclude that most of the parents feel good when their children mix English into Nepali. A very few numbers were found who feel not bad but parents feeling bad on the topic were not found.

4.2.5 Speed of Speaking

Speaking speed depends upon person who speaks and where he is speaking. So to find out the speed of speaking by their children the parents were asked to respond

the question "How fast do your children speak during speaking by mixing English words ?" The responses obtained are presented below :

Figure No. 5
Speed of Speaking



The above figures shows that 24 respondents (60%) responded that their children speak in their normal speed while using Nepali language by mixing English words. Similarly 5 respondents (12.5%) responded that their children's speed of speaking is very fast in the case. Other 7 respondents (17.5%) responded that their children speak a bit faster than their normal speed while mixing of English words. Lastly very few parents by 4 (10%) responded that their children's speed of speaking is lower than normal speed.

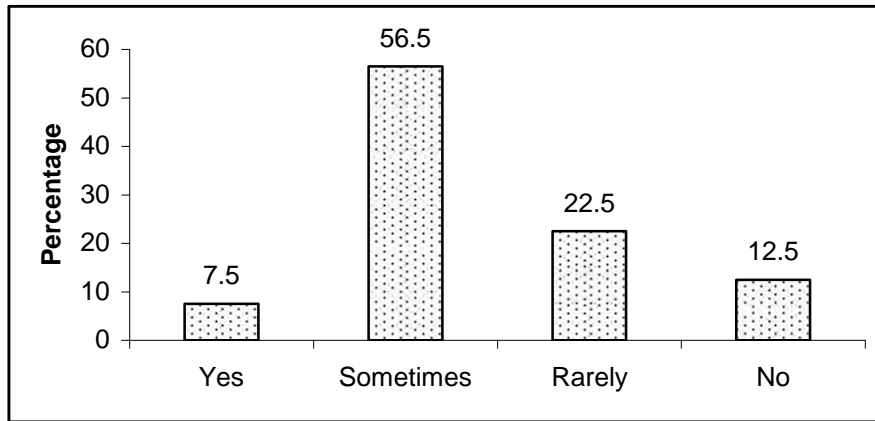
On the basis of the above data we can conclude that various speed of speaking were found but the role of normal speed of speaking by the children was found very high.

4.2.6 Views of Parents on Children's Asking to Mix English

To find out the fact that whether the parents like their children asking them to speak by mixing English words the respondents were asked to respond the question "Do you like your children asking you to speak by mixing English words ?" Responses obtained are presented below:

Figure No. 6

Views of Parents on Children's Asking to Mix English



The above figure shows that most of the respondents i.e. 23 (56.5%) responded that they sometimes like their children asking them to speak by mixing English words. Similarly 3 respondents (7.5%) responded that they like their children's offer of speaking style. Other 9 respondents (22.5%) responded that they rarely like such offer from the side of their children. And rest 5 respondents (12.5%) responded that they do not like any offering of their children in case of speaking.

On the basis of the above data we can conclude that, majority of the parents sometimes like such offering and some parents rarely like such offerings.

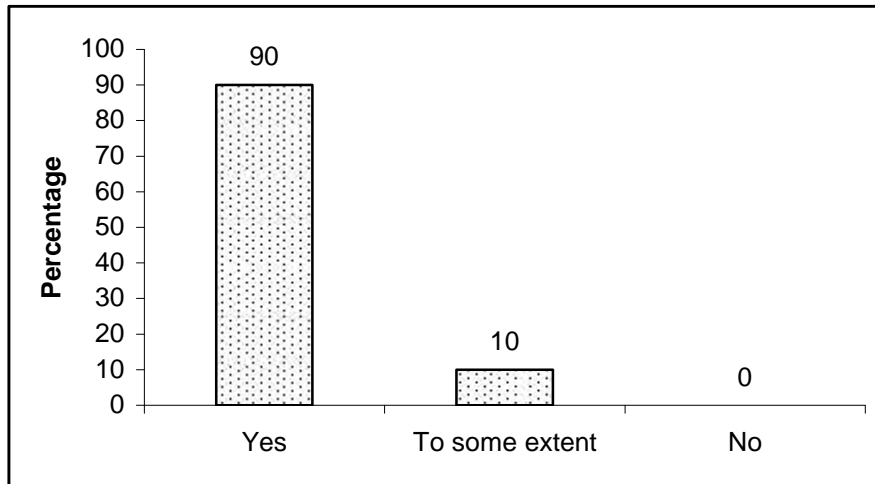
Moreover per centage of the parents who like and dislike such asking by their children is similar and very few.

4.2.7 Parents Perceptions on Children's Code-Mixing

Single concept/phenomenin is perceived differently by the different people. And code-mixing is not an exception. To find out the parents' perceptions on children's code-mixing the respondents were asked to respond the question "Do you like your children speaking by mixing English words ?" Responses obtained are presented below:

Figure No. 7

Parents Perceptions on Children's Code-Mixing



The above figure shows that, 36 respondents (90%) responded that they like their children speaking by mixing English -codes. Similarly 4 respondents (10%) responded that to some extent they like their children speaking using Nepali language by mixing English words. none of the respondents were found who does like their children's mixed language (mixing of English words in Nepali language).

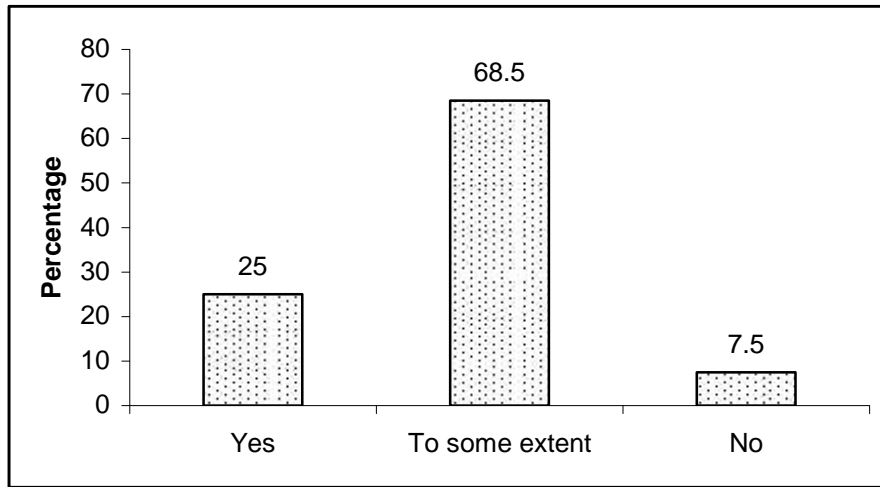
On the basis of above interpretation we can conclude that most of the parents like their children speaking by mixing English codes and a very few number parents responded that to some extent they like the phenomenon. None of the parents are found indifferent to such code mixing.

4.2.8 Views on Using Full Sentences of English

During the course of speaking by mixing of English codes children sometimes use full sentences of English as well. In this respect, to find out whether the parents want their children use full sentences of English the respondents were asked to respond the question "Do you want your children use full sentences of English ?" Responses obtained are given below:

Figure No. 8

Views on Using Full Sentences of English



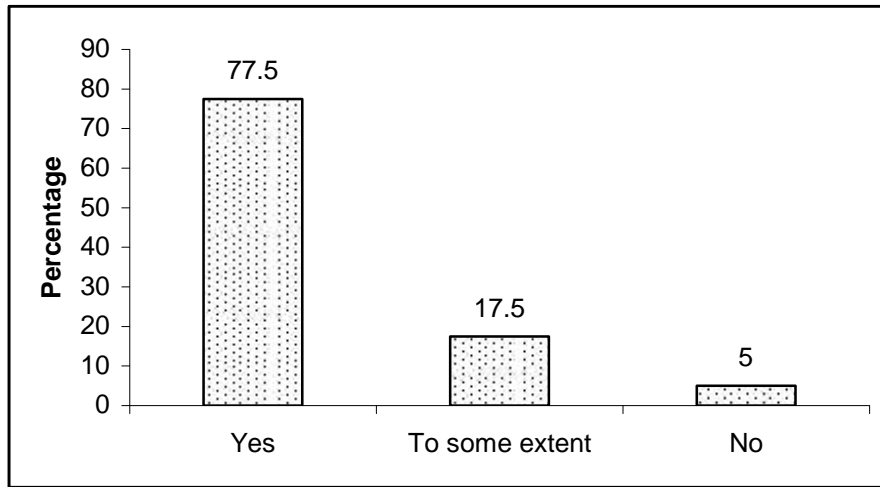
The above picture shows that almost 3/4th of the parents to some extent want their children to speak full sentences of the English. Other 25 per cent of the parents expressed their views that they want their children speaking using full sentences of English. Similarly a very few number of parents flashed out their secret that they do not want their children speaking by using full sentences of English. Such parents who do not want their children use full sentences of English are 3 in numbers. It is 7.5 of the total population.

On the basis of above interpretation we can conclude that, most of the parents to some extent want their children using full sentences of English and the parents who do not like such habit is very negligible.

4.2.9 English and Sweetness of Speech

It is heard that English mixing makes Nepali language sweet. To prove the fact that whether mixing of English words makes Nepali language really sweet, the parents were asked to respond the question "Do you believe that mixing of English words makes speech sweet ?" The responses obtained are presented below:

Figure No. 9
English and Sweetness of Speech



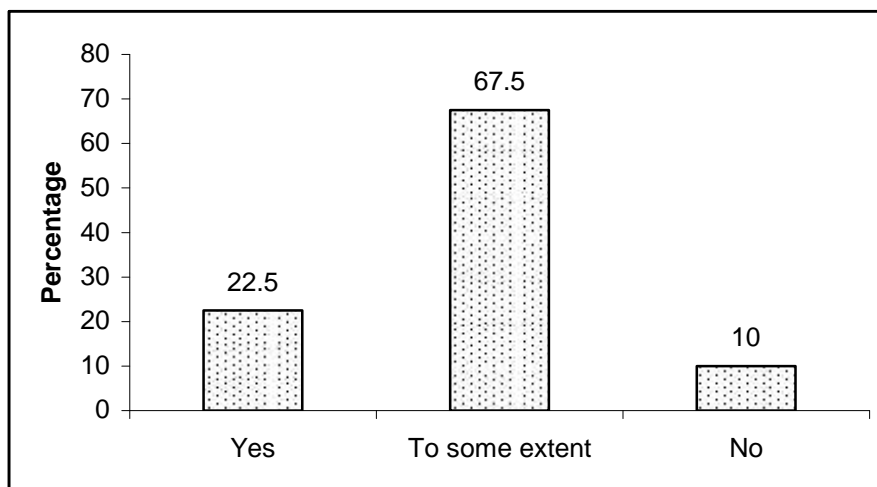
The above figures show that, most of the parents believe that English mixing makes Nepali language sweet. They respond by saying 'yes' to the question. Number of such parents is 31 out of 40. It is 77.5 per cent of the total sample. Other 7 per cent out of 40 responded that to some extent they believe in the statement. It is 17.5 per cent of the total sample. Rest 2 per cent do not believe in such saying. It is 5 per cent of total population.

From the overview of the above data we can conclude that, most of the parents believe that mixing of English code makes Nepali speech sweet. Parents indifferent to it and against it were rarely found.

4.2.10 Context of Mixing English

One should choose his/her language and its style in accordance with the context and other things. So to find out the views of parents regarding the issue for a speaker to be selective during speaking, they were asked to respond to the question "Is it appropriate to mix English words in every situation?" Responses obtained are presented below:

Figure No. 10
Context of Mixing English



Interpreting the above presented data we can say that there is a huge number of respondents who were disagree on the question that English mixing is suitable in every situation. 27 per cent responded in the same way that not every situations are equally suitable for one to speak Nepali language by mixing English. It is 67.5 per cent of the total sample. Accordingly I respondents (22.5%) responded that one can do so in every situation. Rest 4 parents (10%) responded that it can be digestible if one use English mixing Nepali language wherever s/he is.

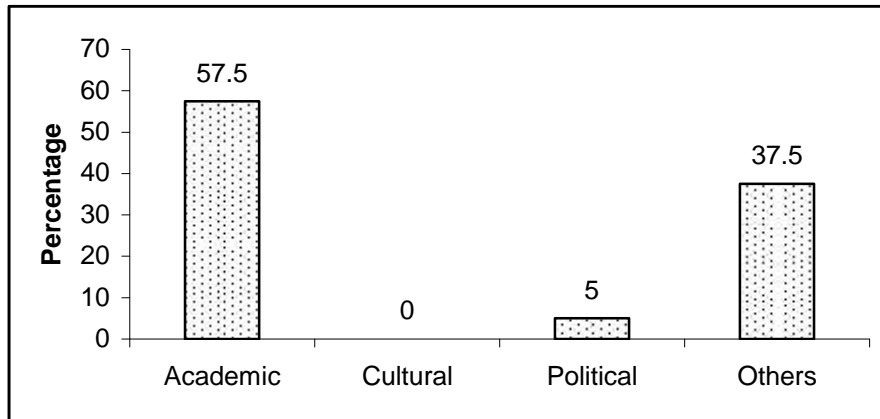
From the above interpretation we can conclude that one should be selective regarding the speaking situation during speaking by mixing English words into Nepali language. Since most of the parents responded accordingly.

4.2.11 Appropriate Situation to Mix English

Most of the respondents in above question responded that one should be selective in case of code -choice. So to concretize the concept that which are the situations in which one can mix English without hesitation. To find out such situations the respondents were asked to respond the question "In which situations it is appropriate to mix English ?" The responses obtained are presented below:

Figure No. 11

Appropriate Situation to Mix English



The above figure shows that the largest number of parents expressed their views that it is appropriate for English to be mixed in Nepali language in Academic setting. 23 per cent among 40 responded accordingly. It is the 57.5 per cent of the total sample. Next, 2 parents responded that political situation is appropriate to speak by mixing English words. It is 5 per cent of the total sample. Lastly 15 per cents agreed on the fact that it is appropriate in case of informal settings e.g. while one is with his/her friends. It is 37.5 per cent of the total sample. None of the parents expressed their views that cultural situation is appropriate.

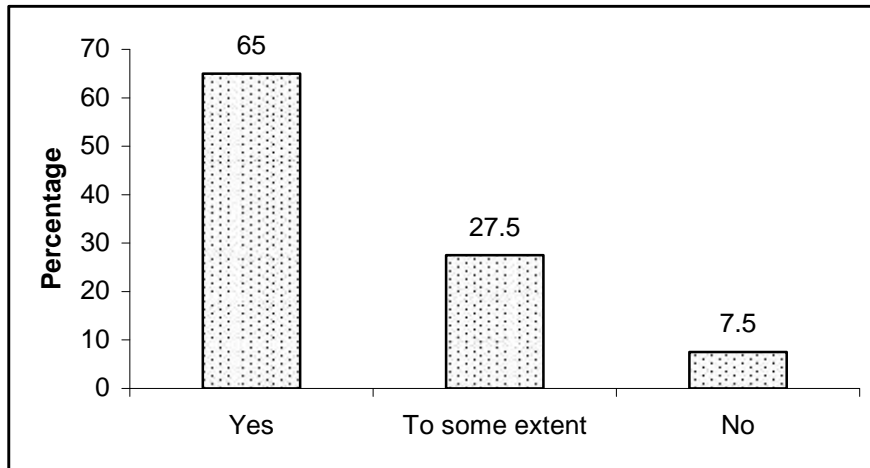
From the above data we can conclude that, academic setting is the most appropriate to mix English and with friends and political situation are also favoured by a very few number parents but cultural setting is not appropriate to do so.

4.2.12 Parents Expectation of Language from Children

To find out the fact that if the parents expect the same language (mixing) as they use in their school by their children. The respondents were asked to respond the question "Do you expect your children speak in the same way as they do in their school?" The responses obtained are presented below:

Figure No. 12

Parents Expectation of Language from Children



The above figure shows that the large number of parents expect the same mixed language as their children use in their school in their home setting as well. Among 40 parents 26 had expected such mixed language in their home settings as well. It is 65 per cent of the total sample. Similarly 11 parents out of 40 to some extent expect such language but do not force their children to speak. It is 27.5 per cent of the total. Rest 3 parents were found who do not expect such mixed language and they perceive that their children should not use such mixed language in their home setting.

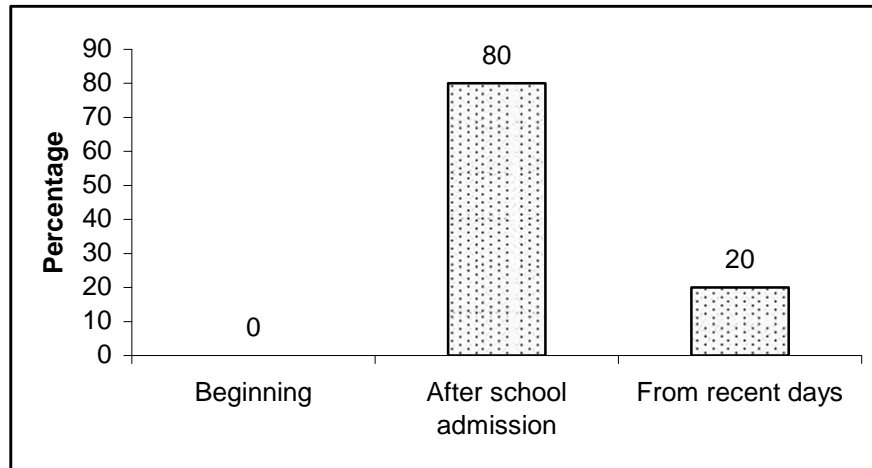
From the above data interpretation we can conclude that there is the majority of parents who expect mixed language in their home setting as well. They enjoy such hybrid language.

4.2.13 Onset of English Mixing Nepali Language by Children

To find out the fact that how many parents were conscious about their children's hybrid language, a very interesting question was asked to them. They were asked "When did your children start speaking by mixing English words ?" The responses found are presented below:

Figure No. 13

Onset of English Mixing Nepali Language by Children



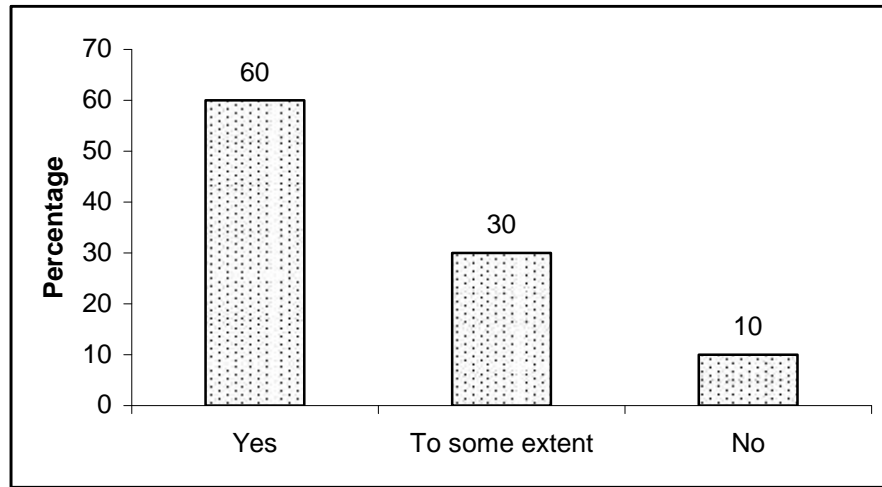
The above figure shows that a huge number of parents were conscious about the onset of such hybrid language on their children. 32 parents among 40 responded that their children started making such mixed language after they were been to school. It is 80 per cent of the total sample. Similarly rest 20 per cent i.e. 8 parents told that their children started mixing English from recent days. May be their children were just started school. The parents who told that their children started to speak such hybrid language from the very beginning as they started speaking were not found.

Above interpretation helps us to conclude that all the parents were conscious about their children's hybrid language majority was found telling about their children's mixed language was started only after they were admitted in schools.

4.2.14 Watching Television Enhances Mixing

It is said that watching television enhances children's English mixing language. to know how it is perceived by the parents they were asked to respond "Do you believe that watching television enhances such mixing ?" The responses are displayed below:

Figure No. 14
Watching Television Enhances Mixing



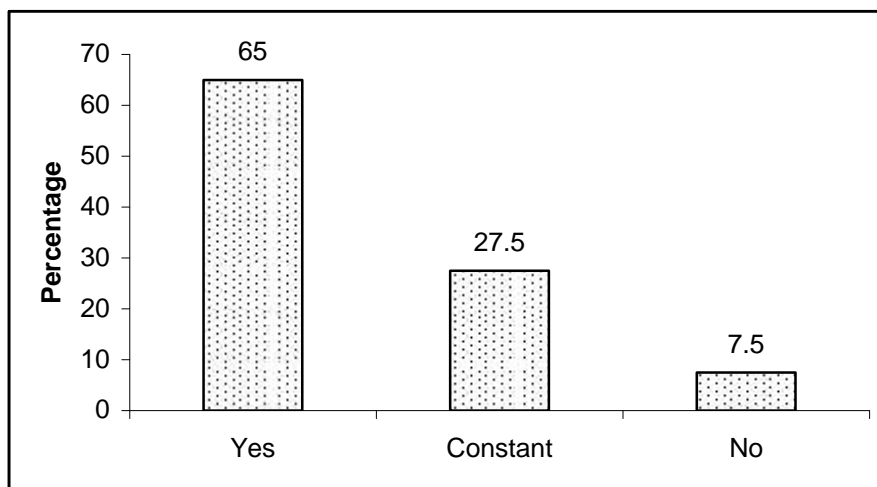
The above figure shows that most of the parents believe that television exposure is one of the main factors to exacerbate their children's hybrid language. Such respondents were 24 in number. It is 60 per cent of total population sampled. Similarly 12 respondents (30%) responded that to some extent television watching has fostered their children to use Nepali by mixing English codes. Moreover, I found few parents who expressed their views that television watching has not any role to play on their children to use Nepali language by mixing English codes. Such parents were 4 out of 40. It is the 10 per cent of total sample population.

Above interpretation helps us to conclude that most of the parents perceive televising watching as an important factor which exacerbates English code-mixing by their children. Respondents who do not believe in such way are in minority.

4.2.15 Rate of Mixing Language

People enjoy hybrid language nowadays. especially Nepalese people enjoy by their children's English mixed language. To know to what extent the parents enjoy it the respondents were asked to respond the question "Do you think your children should increase the rate of language mixing ?" The responses are presented below:

Figure No. 15
Rate of Mixing Language



The above figure shows that there is a huge number of parents who enjoy their children's mixed language and they think that their children should increase the rate of such mixing. More and more English mixed Nepali language is expected from their children by 26 parents. It is 65 per cent of the total sample population. Similarly I found some parents who expressed their views that they no more enjoy hybrid language and existing situation is sufficient. 11 per cents opened such views and it is 27.5 per cent of the total. A very few number i.e. 3 per cents (7.5%) total that they do not expect such mixing any more.

Above interpretation helps us to conclude that majority of the parents are in favour of increase in the frequency of English words while using Nepali language . Views indifferent to it and agnest it are very few.

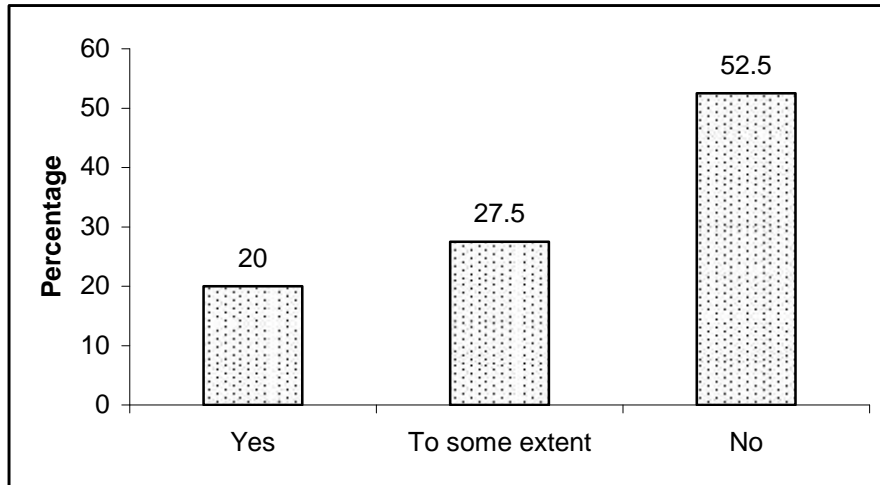
4.2.16 Influence of English in Nepali Language

Linguistic imperialism and dominance have been discussed from the past English is perceived as imperialist language over Nepali by some people. To find out how it is perceived by parents, one very simple but striking question was asked. They

were asked to respond the question "Do you think that English mixing hampers our own language ?" The responses obtained is presented below:

Figure No. 16

Influence of English in Nepali Language



The above picture shows that regarding the impact of English on Nepali language all three types of parents were found. They responded positively, Negatively and some were found neutral too. Most of the parents did not agree toward the question that they do not believe that English mixing into Nepali language does not hamper Nepali language. They were 21 in numbers and it is the 52.5 per cent of total sample population other 27.5 per cent of the parents responded that it hampers to some extent. They were 11 in numbers. Rest 8 parents (20%) are in the favour that children should not mix English into Nepali because it hampers our own Nepali language.

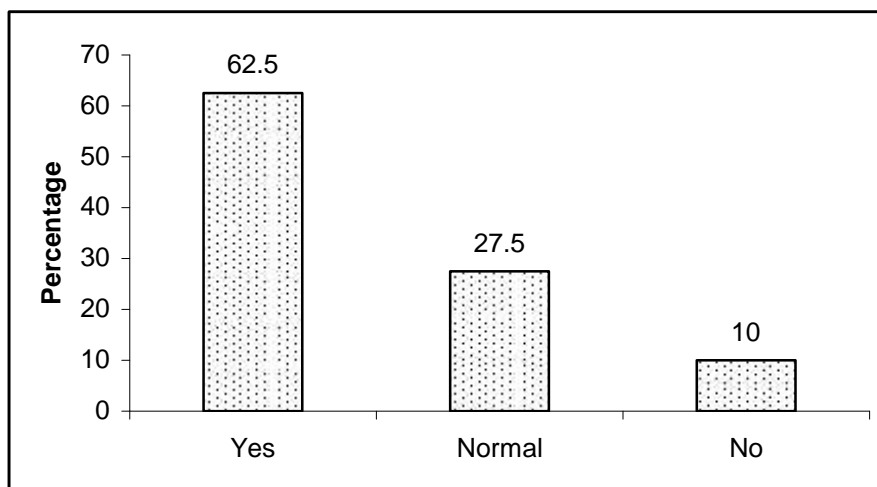
After the careful inspection of above interpretation we can conclude that, inspite of the debet in the topic the majority is found on the view that mixing of English language does not hamper our own language i.e. Nepali.

4.2.17 Prestige of Parents and Children's Language

What the children do is directly associated with their parents. So is the case with language too. How children speak reflects their parents prestige. So to find out the view of parents and to know how they feel when their children speak by using mixed language the respondents were asked to respond to the question "Do you feel proud of your children if they use English words?" The responses obtained are presented below:

Figure No. 17

Prestige of Parents and Children's Language



The above figure shows that parents with diversified thoughts were found. Parents who feel proud of their children's mixed language, who do not feel proud of such language were found. Most of the parents (25 among 40) were found feeling proud of such action. It is 62.5 per cent of the total. Similarly, parents telling feeling normal were 11 in number. It is 27.5 per cent of the total. Lastly, those who do not feel proud of their children's such actions were very few. They were 4 in number and it is 10 per cent of the total.

From the above presentation/interpretation of the data we can conclude that majority of the parents feel proud of their children's mixed language. Though other

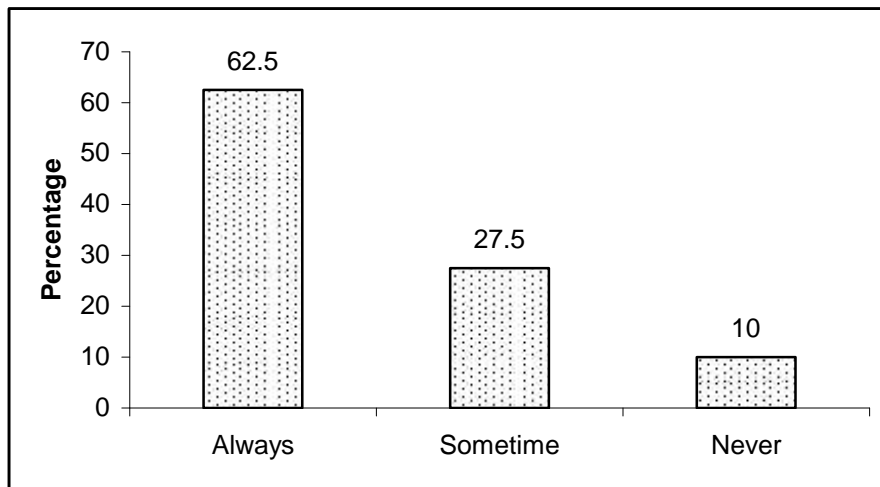
thoughts were found the number of parents feeling proud of such action is dominant.

4.2.18 Parents' Inspiration in Mixing English Codes

Regarding the saying that there is the role of parents in their children's success I wanted to find out whether parents have contributed to make their children speak such mixed language one interesting question was put forward to them. The question was "Have you ever inspired your children to speak by mixing English words ?" Responses found are presented below:

Figure No. 18

Parents' Inspiration in Mixing English Codes

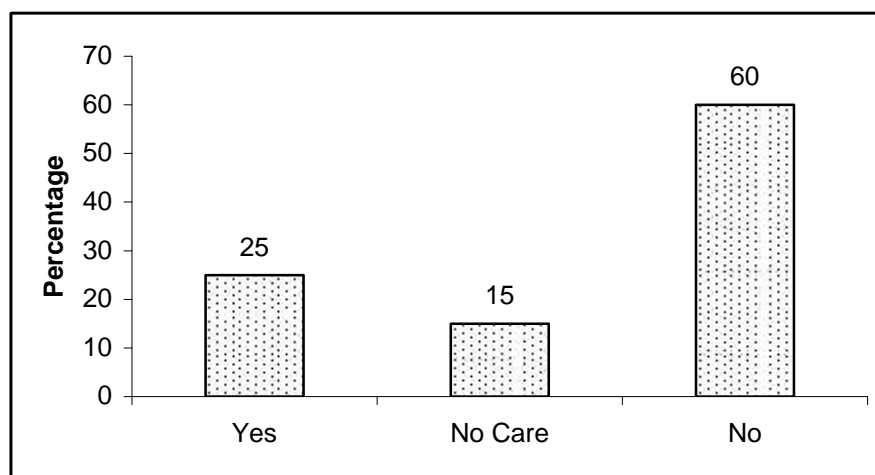


The above figure shows that there is not absolute majority found in any option. All types of parents were found. Among 40 respondents 25 responded that they always inspire their children to speak Nepali language by mixing English language. It is 62.5 per cent of the total sample. Next, 11 out of 40 responded that they sometimes inspire their children to make such speaking. There were 27.5 per cent respondents who sometimes inspire their children. Those who have never inspired their children in such topic are 4 in number. It is 10 per cent of the total sample.

4.2.19 Parents' Views on Other's Children

To find out the perception parents on how they perceive towards mixing of English code by other's children the respondents were ask the question "Do you think that other children who speak pure Nepali language should start mixing ? Responses obtained are presented in bar diagram below:

Figure No. 19
Parents' Views on Other's Children



The above figure shows that there were not uniform responses. Though seemed to be agreed in all three options the number varied. Most of the parents responded that they do not like other's children speaking such English mixed Nepali language. They were 24 in number. It is 60 per cent of the total sample. Other 10 responded that they want other's children as well to speak by using such mixed language. It is 25 per cent of the total. Rest 6 parents (15%) responded that they do not care anymore about other's children.

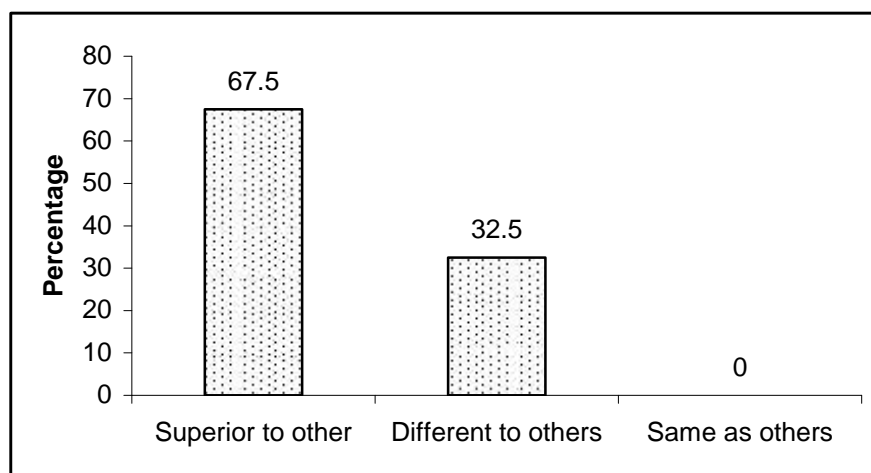
From the above data we can conclude that most of the parents do not like/want other's children speaking by mixing English words into Nepal language.

4.2.20 Parents' Views on Owns and Other's Children's

It is heard that most of the parents think that their children are more capable than others. To find out the fact regarding speaking by mixing English code they were asked to respond the question "Why don't you think other's children should speak by mixing English words ?" The responses found are presented below:

Figure No. 20

Parents' Views on Owns and Other's Children's



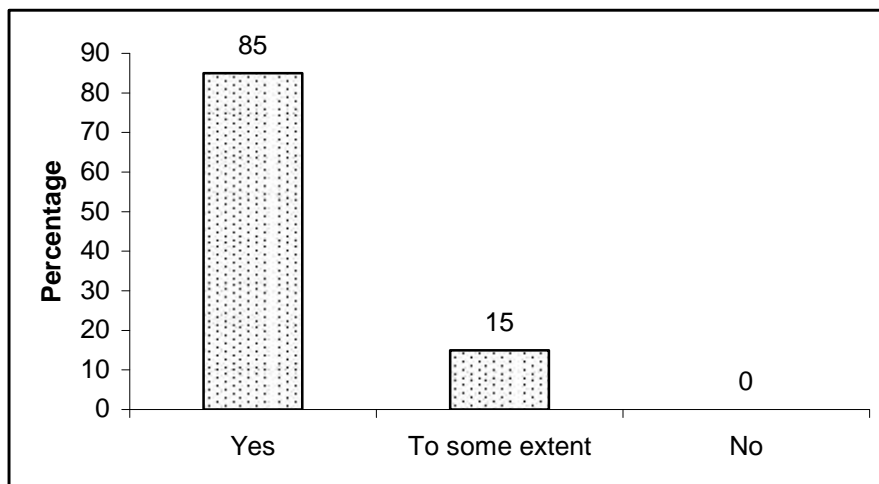
The above figure shows that parents perceive their children having different capacities and are superior in relation to other's children. Respondents favoured two options among three. They expressed that majority of them perceive their children superior to others so to reflect such superiority they want only their children should speak English mixed language. Such parents were 27 in number. It is 67.5 per cent of the total sample population. Similarly, 13 parents put their views that their children are different than other's. So to reflect such differentiation they want other's children should lack speaking by mixing English words. None of the respondents thought that their children are same as others.

From the above data we can conclude that majority of the parents think that their children are superior to other's so they do not want other's children speak by mixing English.

4.2.21 Environmental Effect on Code-Mixing

It is the proven theory that more exposure fosters language learning. To find out the view of the parents on the relation between English speaking environment and children's English mixed language they were asked to respond the question "Do you think that English speaking environment helps children to mix English in their language ?" The responses found are presented below:

Figure No. 21
Environmental Effect on Code-Mixing



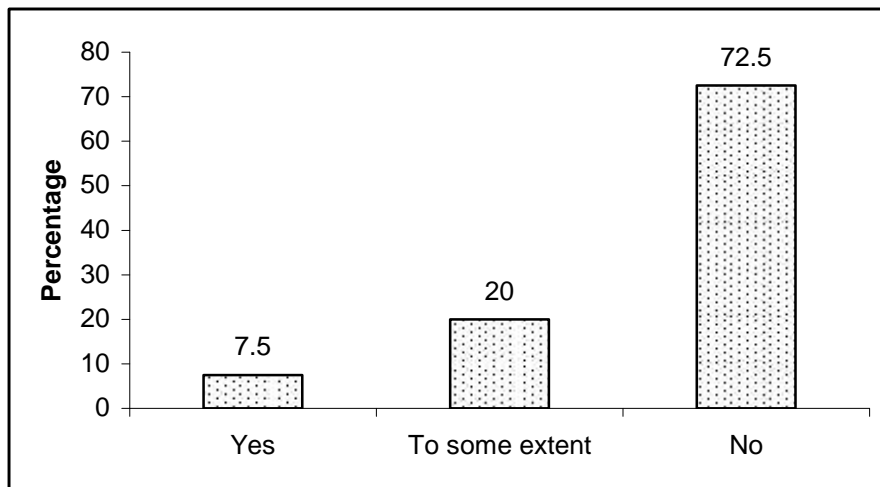
The above figure shows that most of the respondents believe that environment plays vital role to learn English language especially speak by mixing English codes. 34 parents among 40 answered as 'yes' to the question. They believe that English speaking environment fosters children to speak by mixing English words into Nepali language. It is 85 per cent of the total sample population. Next, few of the parents were not found sure that such environment helps their children in such doing. They replied as to some extent English speaking environment may help children to make their language hybrid. None of the respondents stood against the question and told 'No' as their response.

The subsequent data helps us to conclude that almost all the parents, except few, believe that English speaking environment helps their children to speak by mixing English words.

4.2.22 Issue of Nepali Language Enhancement

Contemporary Nepali is full of the debt that every community should have equal right to enhance their language. In this scenario regarding the children's affection towards English language what parents think of their children's language is important here. To find out whether the parents want their children enhance Nepali, by speaking exclusively Nepali language they were asked to answer the question "Your children should use exclusively Nepali language to make Nepali language popular ?" The responses obtained are presented below:

Figure No. 22
Issue of Nepali Language Enhancement



The above figure shows that though Nepalese people talk of their mother tongue to be enhanced parents did not favour their mother tongue in case of their children. Most of the parents responded that inspire of being Nepalese their children should use language by mixing with English 29 respondents out of 40 responded that they do not want their children speak exclusively Nepali. It is 72.5 per cent of the total sample population. Some were found saying that to some extent they believe on

their children should contribute to enhance the Nepali language. Numerically they were 8 in numbers and it is 20 per cent of the total population sampled. Similarly 3 respondents (7.5%) that their children should use exclusively Nepali language.

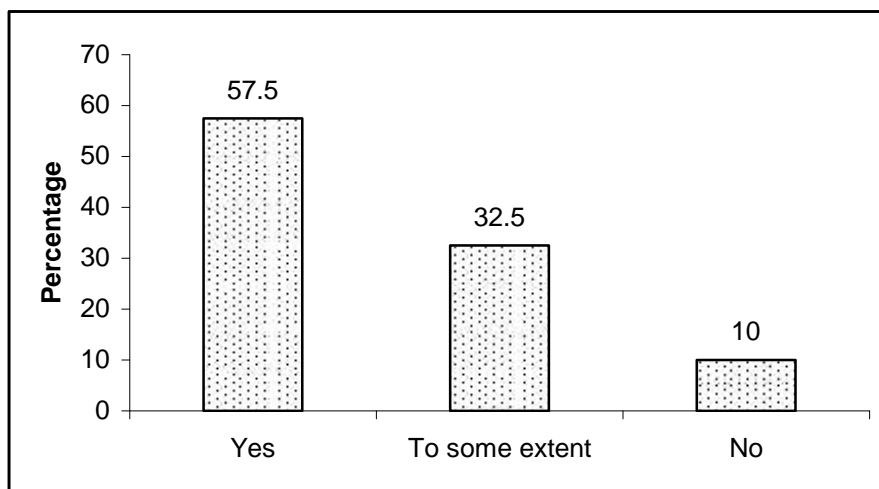
The subsequent data helps us to conclude that there is vast difference between theory and practice regarding mother tongue in Nepal. Majority of the parents do not want their children to be exclusively Nepali speaker and they favour English to be mixed or spoken.

4.2.23 Linguistic Gap Between Parents and Children

It is a burning issue that people feel some gap between parents and their children due to language exploited. To know how the parents think of that phenomenon respondents were asked to respond the question "Do you believe that due to language there is gap between your and your children ?" Responses obtained are presented as below:

Figure No. 23

Linguistic Gap Between Parents and Children



The above picture shows that all types of parents are fund regarding the gap between them and their children. Most of the parents believe that linguisting gap is created due to the exploitation of different styles of language. 23 out of 40 parents

believed in such phenomenon. It is 62.5 per cent of the total sample population. Similarly, a considerable amount of parents believe to some extent on the existance of such gap. 13 out of 40 believed that some extent the gap's existed. It is 32.5 per cent of the total. Lastly the parents who can speak as their children speak are few. They were 4 in number and it is 10 per cent of the total sample.

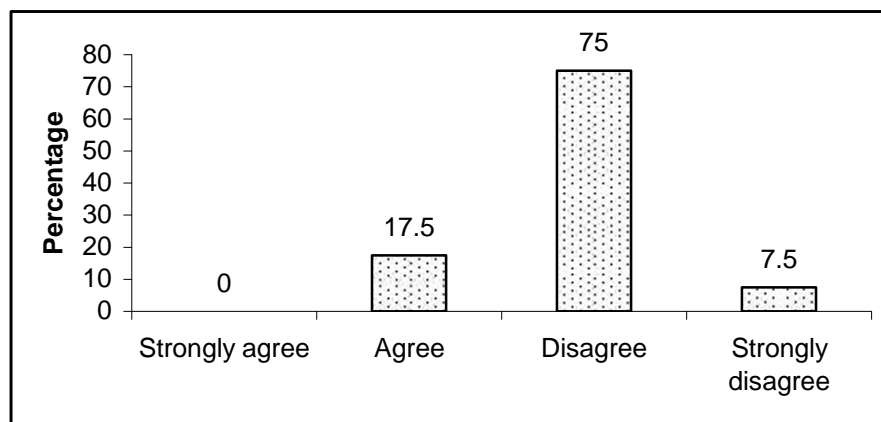
From the above interpretation it can be concluded that inspite of those who do not believe in linguistic gap there is a vast majority of the parents who accept the gap between them and their children.

4.2.24 Linguistic Gap and Emotional Gap

To find out the emotional relation between children and parents who uses English mixed language and plain Nepali language, one statement was put forward to the aprents". The statement was "Linguistic gap creates emotional gap between parents and children. The responses obtained are presented below:

Figure No. 24

Linguistic Gap and Emotional Gap



The above picture shows that parents who are agree, disagree and strongly disagree were found. Among these three categories parents who disagree the statement out numbered the others. The number of parents who are disagree with the statement were 30 out of 40. It is 75 per cent of the total sampled population.

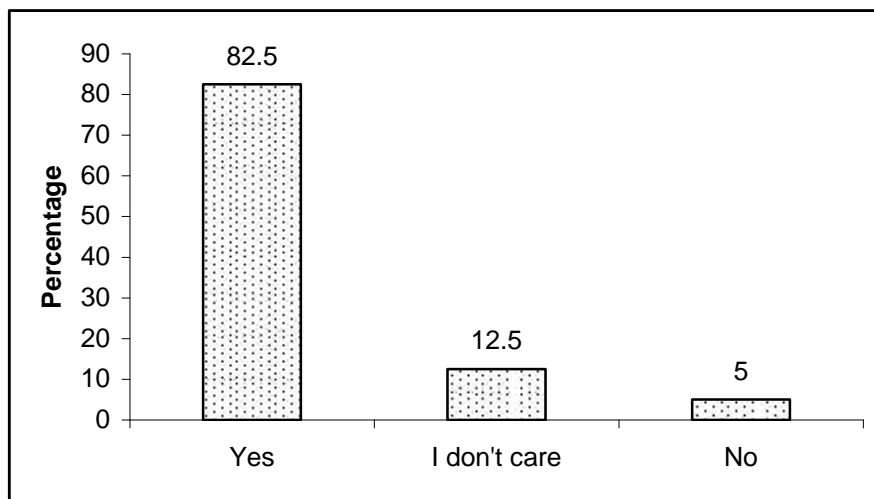
Similarly some amount of parents agree the statement. They were 7 out of 40. It is 17.5 per cent of the total sampled population. Lastly a few number of parents were strongly disagree with the statement. They were 3 in numbers and it is 7.5 per cent of the total. Number of the parents were found who were strongly agree with the statement.

From the above interpretation it is concluded that linguistic gap do not create emotional gap between parents and offspring's.

4.2.25 Use of More English

To find out whether the parents want further more English mixed language to be used by their children they were asked to respond the question "Do you want your children use more English words than they are doing nowadays ?" Responses obtained are presented below:

Figure No. 25
Use of More English



The above picture shows that there is a huge amount of parents who want their children use more mixed (English mixed) language then they are doing nowadays. Such parents out numbered the other parents and they were 33 in numbers out of 40. It is 82.5 per cent of the total sampled population. Similarly a few amount of

respondents responded that they do not of much importance to them. They were 5 in number and it is 12.5 per cent of the total. Lastly very negligible number of parents were found who do not want their children's hybrid language to be enhanced. They were 2 (5%) out of 40.

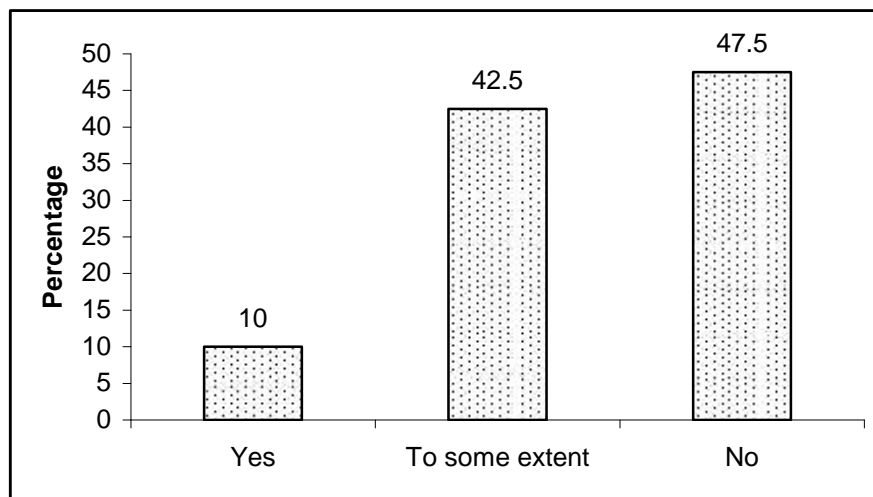
From the above data it is concluded that inspite of some objections parents want their children's mixed (English mixed) language to be enhanced in the future.

4.2.26 Mixing of English Words hampers Communication

Regarding the intelligibility of language we find different views of English mixed language. To find out the view of parents regarding the intelligibility English mixed language respondents were asked to respond the question "Do you think that mixing of English words makes difficulty in communication ?" The responses obtained is presented below:

Figure No. 26

Mixing of English Words hampers Communication



The above figure shows that the parents who thin that such mixed language hampers the communication, to some extent hampers the communication and does not hamper the communication were found during the study. Parents who believe to some extent it hampers and who believe it does not hampers were found almost

equal. But those do not believe in such phenomenon are relatively more. They were 19 out of 40 and it is 47.5 per cent of the total sample population. Similarly parents who to some extent believe on such hampering were 17 out of 40 and it is 42.5 per cent. Lastly a very few number of parents believe that such mixed language hampers communication. They were 4 (10%) in number.

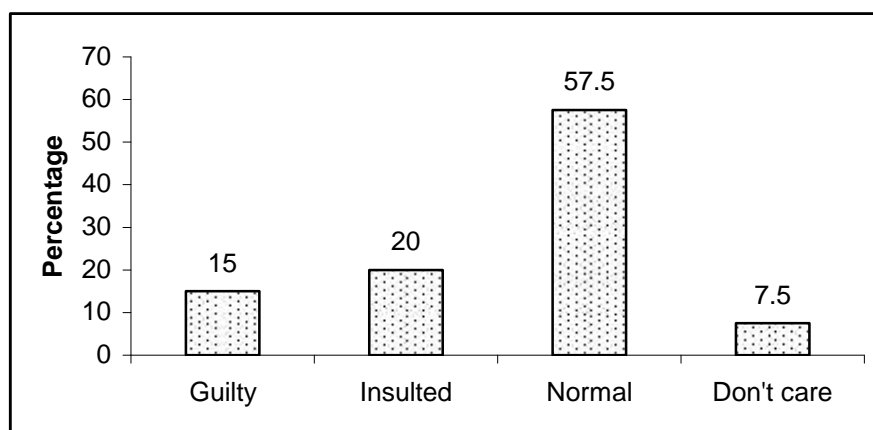
From the above data it is concluded that though two thoughts are more prevailing regarding the issue the parents believing on no hamper in communication is more. So from the parents' point of view mixed language does not hamper communication.

4.2.27 How do Parents Feel when they do not Understand

We always talk about the intelligibility of the mixed language but in case of unintelligibility how people feel is one of the rarely talked issue. Here of find out how parents feel when they do not understand their children's mixed language, the respondents were asked to respond the question "how do you feel when you do not understand your children's mixed language ?" The responses obtained is presented below:

Figure No. 27

How do Parents Feel when they do not Understand



The above figure shows that regarding the feeling of the parents in case of unintelligible language mixed responses were found. A study done among 40 parents regarding the question above, most parents (respondents) responded that they feel normal when they do not understand their children. Respondents feeling normal in such cases were 23 in number. It is 57.5 per cent of the total. Similarly respondents who expressed their views that they feel insulted in case of intelligibility problem. They were 8 in number and it is 20 per cent of the total sample. Other 6 respondents responded that they feel insulted when they do not understand their children's language. Lastly the parents who do not care in such problems are 3 in number and it is 7.5 per cent of the total sampled population.

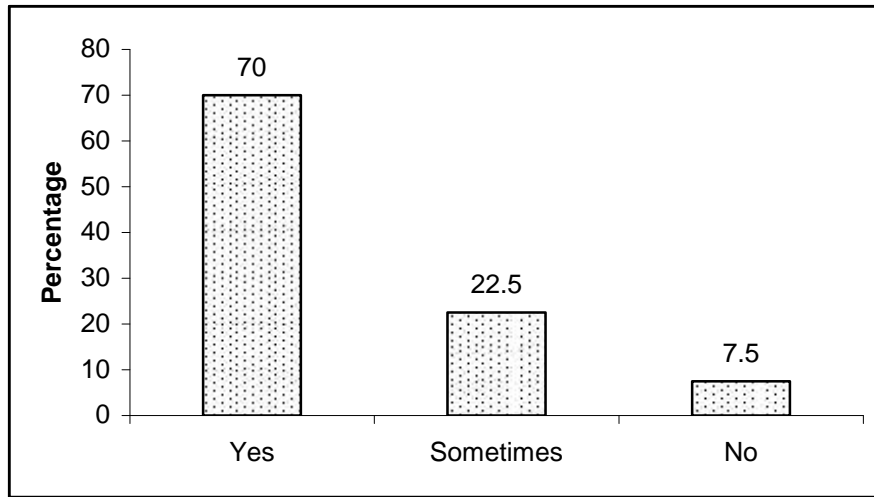
From the above data it is concluded that parents feel normal when they do not understand their children's mixed language. Though some negative views were also found but the number of parents feeling normal outnumbered them.

4.2.28 Parents' Desire on English Mixed Language

It is said that parents whose children speak by mixing English words also want to imitate their children. To find out the fact that whether the parents actually want to speak as their children do they were asked as their children do they were asked to respond the question "Do you want to learn to speak by mixing English words as your children speak?" The responses obtained are presented below:

Figure No. 28

Parents' Desire on English Mixed Language



The above figure shows that the parents who want to speak by mixing English codes while using Nepali language and who sometimes like to do so and those who never want to speak such mixed language were found during the study. But the number of parents who want to speak by mixing English words into Nepali language out broke the others who do not like this. Such parents who like mixing are 28 out of 40. It is 70 per cent of the total sample population. Similarly parents who sometimes wish to use mixed Nepali language are less in number. They are 9 out of 40. It is 22.5 per cent of the total sample. Lastly, a diminishable number of parents who don't like such mixing at all are also found during the study. 3 parents out of 40 responded that they do not like such mixed language to be mixed. It is 7.5 per cent of the sample population.

From the above data it is concluded that parents whose children use such hybrid language wish to imitate them. Though some do not think, the number of parents who want imitating out broke others.

4.2.29 Parents thoughts on Code-mixing

To find out the perception of parents on the cause of their children's code-mixed (English -mixed) language, they were asked to respond the question, 'Why do you think your children mix English words while using Nepali language ? On their own words. A variety of responses were obtained. But the majority of the responses were of similar type. The responses obtained are as follows:

Our children mix English words while using Nepali language because:

- They want to learn more English.
- They want to show to others.
- They want other feel that they are superior.
- To practice English at home as well.
- To be competent English speaker in the future.
- Influence of environment
- Influence of friends.
- Influence of media.
- Influence of information technology.
- To prove that they are modern people.
- They think that their language should be different than those who are uneducated.
- They want to be different than other.
- They want to make other feel that they are civilized.
- They want to go abroad for their higher study.
- They want to learn English culture.
- To lead the group of friends.

On the basis of the above mentioned reasons given by the respondents. I came to the conclusion that children speak by mixing English words because of the science and technology. Moreover some mix their language due to the influence of

environment and friends and some do so because they have high passion towards English culture and people. To be dominant in the society and for further study. Most of the parents responded that it is the influence of electronic communication which made them speak such hybrid language.

During responding the closed ended question i.e. "Do you like your children speaking by mixing English words? mixed responses have been found. to know the reasons for such mixed responses respondents were asked to respond the question "Why do you like/do not like your children speaking by mixing English words while using Nepali language ?" The responses who like that and who does not like are given below:

- * Responses who like such mixed language :
 - Can do better in academic field.
 - It is the symbol of modern age.
 - Helps children adjust the global world.
 - Helps to use new technology.
 - To get information form new technology.
 - Can do well wherever they go.
 - Understand English speakers well.
 - Earn bread more easily.
 - Prestiage with friends as well as in their community.
 - Makes language sweet .
 - Makes our children dominant to others.
 - Proof of educated person.
 - Starting of the modernity.
 - Helps for their higher study.

- * Responses of those who do not like such mixed language:
 - Difficulty in understanding.

- Ambiguity in meaning making.
- Increase social distance with those who don't use such language.
- Hampers our own language (Nepali language)
- Widens the gap between new and old generations.
- Less respect towards elders.
- Less priority to the home culture.
- Language shift.
- Language change.
- Language loss/death.

On the basis of the above mentioned perceptions of the parents it can be concluded that both types of parents were found regarding the question. For those parents who like, such mixed language is the get way for abroad as well as for the earning of bread. Moreover they perceive it positively in the sense of using technology and for the prestige. And for those who do not take it positively, such mixed language hampers their won language, intelligibility problem, increased gap between generations etc.

Similarly, to find out what advantages the parents think to be by English mixed language and what disadvantages do they think to be the respondents were ask to response the question "What are the advantages and disadvantages of speaking by mixing of English words while using Nepali language ?" The responses obtained are listed below:

- * Advantages of Such mixed langauge
 - Develops English
 - Develops confidence
 - Facilitates to use computer.
 - Adjust with friends
 - Adjust everywhere.

- Study and understand English literature.
 - Watch English channels and films.
 - Helps to talk with foreigners.
 - Use technology.
 - Helps to lead the group.
 - Reflects the modernity.
 - Sign of educated person.
 - Helps in higher study.
- * Disadvantages of Such mixed language
- Unintelligibility
 - Creates gap between generations
 - Creates social distance
 - Hampers our own language
 - Language shift
 - Language change
 - Language death/loss
 - Few importance in local rituals and cultures.
 - Demotion of Nepali language
 - Promotion of hegemonic language
 - Loss of patriotism
 - Coming generation become poor in Nepali language
 - Encourage others to go abroad.

On the basis of above mentioned advantages and disadvantages written by the respondents it can be concluded that, those parents who are positive expressed more advantages of such mixed language and those who do not like pointed out disadvantages. The advantages they through were economical, social academic and global point of view. Similarly, disadvantages they expressed are mostly pointed out are related with the promotion of Nepali language and the issue of mother tongue loss and patriotism.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

On the basis of the analysis and interpretation of the information obtained, the following findings have been drawn. The findings are followed by the recommendations for pedagogical implications.

5.1 Summary

The present research report consists of five chapters dealing with the various stages of the study.

The first chapter consists of general background of the study. Definition of sociolinguistics and the context in which this study has been done is presented in the chapter. Different sociolinguists and their definitions are presented which prove that sociolinguistics is the study of language in relation to society and its user. Moreover, it consists of statement of the problems, rationale of the study, its objectives, research questions, significance and delimitations of the study and operational definitions of the key terms used in the entire report etc.

Similarly, the second chapter contains the review of both theoretical and empirical literature and their brief account. Firstly, it consists of different theories related to code-mixing and switching. It states that mixing of codes of other languages during using one language is known as code-mixing. A number of sociolinguists are presented e.g. Crystal, Hudson, Richards Heller, Holmes, Wardhaugh etc. Furthermore, different studies carried under the similar topics are also reviewed under this chapter. How those reviews are implied in this very research has also been presented. And lastly, a clear figurative presentation of the concept, context, process and result of the study has been done under the heading conceptual framework.

The third chapter, being technical, includes the design on which this study resides. The way of sampling and a brief account of the total population is also presented in this chapter. Detailed account of data collection tools e.g. using questionnaire and their nature has also been presented. Moreover, it consists of the stepwise procedure which the researcher followed during the collection of data. Lastly the way the researcher analyze and interpret the facts e.g. using qualitative and quantitative method has been mentioned.

The penultimate chapter is one which consists of the detailed discussion of the items included during data collection. The first part of this chapter deals with the results of the study which concludes that inspite of objections of few parents, most of the parents have positive perception towards their children's code mixed language. Similarly, the second section is the overall discussion where itemwise analysis has been made. To present the number of respondents bar diagrams are used and the percentage is used to describe them. On the responses of majority of the respondents. Lastly, the final chapter consists of summary, conclusion and implication of the entire research study.

5.2 Conclusion

From the above discussion, interpretation and my direct exposure to the parents it is concluded that parents like code-mixing and they understand such hybrid language as well. They prefer and expect words of English from their children and believe that English mixing makes speech sweet. They think that academic setting is the most appropriate situation for mixing English codes but they also prefer such mixing in informal setting. Electronic medias and information technology exacerbates English mixing. They do not think that English mixing affects their own language rather they feel proud of such phenomenon. Inspiring their children to speak by mixing English into Nepali they think their children superior to others. They do not believe their children to be Nepali monolingual and they also think

that such language does not create emotional gap between them and their children. They understand their children as well as can communicate them.

Parents are aware of the fact that Nepali language should be enhanced and mixing of English in every situation is not appropriate but they prefer it because of academic, economic and social prestige. Sometimes intelligibility matters. Linguistic endangerment and loss of mother tongue are two main provoking factors regarding mixing. Lastly parents believe that use of modern technology, confidence building, global adjustment and academic growth are the main advantages of code mixing.

5.3 Implications

This research study can be implied in following ways:

5.3.1 Policy Level Implication

It is presented by dividing into two sub-headings.

Government officials

- help to develop the infrastructures which suits the generation.
- help to suggest the syllabus designers.
- help to know the kind of manpower being produced and make plan accordingly.

Syllabus designers

- help to design syllabus according to the users perspectives
- helps to make the content of the courses more practical than idealistic.
- helps to make the study area enjoyable rather than bothering.
- helps to make the course close to the users day to day activities (life-style).

5.3.2 Practice level implication

The research will be applied in day to day practice of people on following way.

- People perceive positively the mixed language.
- English language is given more emphasis as instructional medium.

5.3.3 Implication of further research

Present research will be very helpful for those who want to carryout further researches in the similar topics. They will be benefitted by following way:

- It will be a good secondary source for them.
- It will provide new areas of study.
- It will help new researchers to make hypothesis.
- It will help to findout the new research areas.

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