

CHAPTER ONE

INTRODUCTION

1.1 General Background

Code is a cover term which may denote a dialect, register or a language. The particular language or dialect that a person chooses on any occasion is a code.

Wardhaugh (2000: 99) says "a code is a system used for communication between two or more parties. Both human beings and animals use a code which may be linguistic and non-linguistic". Non-linguistic codes are various types of bodily gestures and movements as well as traffic signs and symbols. Language is a linguistic code.

Wardhaugh equates code with language when he describes code switching.

Code in general sense is "set of conventions for converting one signaling system into another". But in sociolinguistic sense, it refers to "any system of communication involving language and which avoids sociolinguists having to commit themselves to such terms as dialect, language or variety, which have a special status in their theories" (Crystal 2003: 78).

1.1.1 Language

Language is the single possession of human race and is a special gift of nature for human beings. For Wardhaugh (1972:3), language "is a system of arbitrary vocal symbols used for unique feature of human beings and most effective means of communicating ideas, feelings, emotions and thoughts".

Wren (1978:1) accepts language as "a universal medium alike for conveying the common facts and feelings of everyday life and philosopher' searching after truth and

all lies between. According to Sapir (1978:8) " language is a purely human and non- instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.

Trudgill (1983:1) concludes that language is not just a means of communicating information. It is a way of establishing and maintaining relationship with other people.

Hornby (1993:700) states language as "system of signs, symbols, gestures etc. used for conveying information". Although different scholars have defined language from different perspectives, their main focus lies on its feature of communication.

Crystal (2003:85) writes "communication is a process of transmission and reception of information (a message) between a source and receiver using signaling system". He further admits that communication may take place in two forms: "verbal and non-verbal communication". Verbal communication, for him, refers to linguistic feature of communication whereas non-verbal communication refers to non-linguistic feature of communication including facial expressions, gestures, etc.

Thus, from sociolinguistic point of view, language seems to be a major medium or powerful means of conveying message from one person and place to another and keeping contact and enhancing relationship.

1.1.2 Status of English Language

English is an international language accepted as international linguafranca that has made international communication possible. Due to the rapid acceleration of industrial development, international trade, commerce, transport etc., the

importance of English in the present day, is increasing and it has become the world language. It is a principal language for international communication and gateway of the world body of knowledge. In this view of the world of these facts the English language is given great importance in education system of Nepal (Sthapit et al. 1994).

In Nepal English has a status of foreign language. For years it has been used mostly for academic purpose and it will remain so for years to come. There is no particular speech community as such that uses English for oral day to day communication.

However, we can see that the new generation developing almost bilingual and bicultural skill in English. One of the important roles of English in Nepal is that it has become the voice of human rights for these causes. Through this they receive information and make their voices heard. This is the only language with which the educated mass, intellectuals, freedom fighters and human right activists can need their dialogues with the rest of the world. The nation would be surrounded in darkness of operation and atrocity if there were no English language (Bhattarai: 2006:3).

Thus the influence of English language on Nepalese society and culture is gradually developing its people towards being bilingual or multilingual and consequently we can see or observe people constantly mixing and switching English code while speaking Nepali language formally or informally.

1.1.3 Code-Switching

Code-switching, for Trudgill (1983:73), refers to the "switching from one variety to another when the situation demands. It is a change by a speaker from one language variety to another. Code switching can take place in conversation when one speaker uses one language and another answers in different language (Richard, et al. 1985:43). "

In the same way, Asher (1994:581) states "code switching refers to the juxtaposition of elements from two or more languages or dialect". Code-switching is inevitable consequence of bilingualism or multilingualism. Anyone who speaks more than one language chooses between them according to circumstances. The first consideration, of course, is which language will be comprehensible to the person addressed; generally speaking, speakers choose a language which the other person can understand. If the shift from one code to another is absolute, it is then code-switching, however if the switching is in the middle of the sentence (lexical shift) then it is called code-mixing (Rai 2000:183).

But, Wardhaugh defines code mixing as- A speaker, who is bilingual and multilingual, chooses variety X of language A, rather than variety Y, or even language A rather than language B, while speaking with another (Wardhaugh 2000: 99-102).

Similarly. In the views of Hudson, Code-switching is "the inevitable consequence of bilingualism or multilingualism" (Hudson 2001:51). It is unusual for a speaker to have command of or use only one code or system. Command of only one a single variety of language would appear to be an extremely rare phenomenon. Most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world rather than unilingualism. This process of shifting from one language to another while speaking may be defined as code-switching. In multilingual community, the different languages are always used in different circumstances, and choice is always controlled by social rules. Typically one language is reserved exclusively for use at home and another is used in the wider community (Hudson 2001: 51-52).

While, Holmes (2008:35) giving the cause of code-switching states "it is easy to explain the switch". It may be related to particular participant or addressee; it may be seen as signal of group membership and shared ethnicity with the addressee or may be motivated by the identity and relationship between participants (i.e. solidarity). The cause of switching may be the status relations between people or the formality of their interaction and the types of topic to be discussed and affective rather than referential meaning to be expressed.

Three types of code-switching discussed in sociolinguistics can be seen as follows:

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

1.1.3.1 Situational Code-Switching

Situational code switching may be observed in the context of Nepal. Students in their classroom speak English but as soon as they come out of the classroom, they speak Nepali. They switch from Nepali to English in the classroom because of the demand of situation. Similarly Nepali Hindus switch to Sanskrita when they perform certain religious rituals: this kind of code switching is called situational code-switching (Rai 2000:184).

While Hudson (2001:52) puts more emphasis on the situation and calls it as situational code-switching when "the switches between languages always coincide with the changes from one external situation (for example, talking to members of the family) to another (for example, talking to the neighbors)".

Likewise, According to Wardhaugh (2001:103) "situational code-switching occurs

when the language used change according to the situation in which the conversant find themselves: they speak one language in one situation and another in different one. One variety is used in a certain set of situations and another in an entirely different set "

1.1.3.2 Metaphorical Code-Switching

Metaphorical code switching means those cases where the choice of language determines the situation. We can understand the same from Wardhaugh (2000:103) ,who opines "when a change of topic requires a change in the language used we have metaphorical code-switching. The interesting point here is that some topics may be discussed in either code but the choice adds a distinct flavor to what is said about the topic. The choice occurs when conversant use both languages together to the extent that they change from one language to another in the course of single utterance". For example, Nepali speakers use English when they have to talk scientific topics.

Metaphorical code-switching refers to the "cases where the choice of language that determines the situation; rather than letting the situation define (i.e. determine) the choice of language" (Hudson (2001:52)

1.1.3.3 Conversational Code-Switching

Speakers may switch codes within a single sentence and may even do so many times. Gumperz (1976) suggests the term conversational code-switching for this type in order to distinguish it from situational code-mixing, in which each point of switching corresponds to a change in the situation. There is no such change in the situation in conversational code-switching, nor is there any change in the topic which might lead to metaphorical code-switching. Instead, one gets the impression that the aim is simply to produce instances of the two varieties in some given proportion. The

balance in uses of the two languages may be achieved by expressing one sentence in one variety and the next one in the other, and so on, but it is equally possible for the two varieties to be used in different parts of a single sentence. Hudson (2001:53) calls this kind of alteration as code-mixing.

1.1.4 Code-Mixing

Code-mixing is a bilingual or multilingual phenomenon. People in bilingual or multilingual societies, usually mix the different codes or language varieties while speaking. When the speakers use the structure of one language and insert some lexical items of another language, it is called code-mixing.

In the words of Hockett (1985:404) "the speaker of A must have some motive, overt or covert for borrowing. These are the two in numbers, prestige motive and the feeling motive".

Similarly, Krishnaswami (1989:18) says "if one uses a language and mixes words phrases and sentences from another language, this is called code-mixing". Code-mixing is commonly seen in bilingual or multilingual communities. It refers to the mixing of two codes, usually without a change of topic, especially in a single sentence. Code-mixing, therefore, seems to be a certain stage of borrowing which may not have yet been recognized by the community.

But, according to Wardhaugh (2000:103) "code-mixing occurs when conversant use both languages together to the extent that they change from one language to another in the course of single sentence".

Likewise, Hudson (2001:53) says there are cases where a fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation.

This kind of alteration is called code-mixing. According to him, code-mixing is a kind of linguistic cock-tail -a few words of one language, then a few words of other, and then back to the first for a few more words and so on. The change generally takes place more or less randomly as far as subject matter is concerned, but they seem to be limited by the sentence structure.

In the same way, Crystal (2003:79) defines code-mixing as "the transfer of linguistic elements from one language into another: a sentence begins in one language, and then makes use of words or grammatical features belonging to another.

In code-mixed sentences, pieces of the one language are used while a speaker is basically using another language. Muysken ([http:// www.google.com](http://www.google.com)) mentions basically three types of code-mixing.

- i) **Insertion:** The insertion of well defined chunks of language A into a sentence that otherwise belongs to language B.
- ii) **Alternation:** The succession of fragments in language A and B in a sentence which is overall not indefinable as belonging to either A or B.
- iii) **Congruent lexicalization:** The use of elements from either language in a structure that is wholly or partly shared by languages A or B.

The bilingual or multilingual speakers may think that one of the languages they are using is quite prestigious or that can have more appropriate lexical items for expressing their ideas of feelings. It is for these reasons that they insert the words of one language while speaking another.

The rapid growth and development of trade and commerce, science and technology and revolutionary development of information technology, has brought people, with different culture and language, living in the different parts of the world in different societies, into close contact with one another. In this

situation, people constantly borrow words from other languages.

In the context of Nepal, English is the most influencing language and is mostly spoken by educated people. However, it is seen on many occasions that not only the educated people but also uneducated ones are mixing English codes while speaking Nepali. For example:

- a. *daddy aunu bhayo nani*
- b. *timro school lagcha aja ?*
- c. *yo bottle kasle phutayo ?*
- d. *sita le malai kasto bore gari.*

1.2 Review of Related Literature

There are some research works carried out in relation to code-mixing. They are as follows:

Subedi (2001) carried out a research entitled 'Code-Mixing in Gorkhapatra Daily – A Descriptive and Practical Study'. The main purpose of his research was to analyze English words that are used in Gorkhapatra Daily. Following the process of both probability and non-probability sampling for data collection, the researcher shows that urban people make maximum use of English words in comparison to rural people and that the use of English acronyms is very popular in Nepali newspapers.

Pageni (2005) has carried out a research entitled 'A Study of Code-mixing in Kantipur and Classic FM Radio Program in Nepal'. The main purpose of this research was to find out the English code-mixing in Kantipur and classic FM radio programme in Nepal. His study arrived at the conclusion that English code-mixing in Nepali language took place while speaking and that various kinds of expression covering language structures, functions and topic areas were in case of code-mixing.

Structurally, expression of word level mixing had the highest frequency and mixing at sentence level had the least frequency.

Luitel (2005) carried out a research on 'English Code-mixing in Nepali stories'. The main objectives of his studies were to find out English words and expressions in Nepali stories, to find out the frequency of mixed English expressions and to compare the trend of mixing English words in the stories from 2052 BS to 2062 BS. The study concluded that the English words are repeatedly used in Nepali stories by modern story writers while writing stories. He also found that words mixed in Nepali stories are mostly nouns.

Baral (2005) carried out research on 'Code-mixing in Nepali Cinemas'. His purpose of the research study was to find out and analyze the mixed English expressions in the cinemas. Following the process of purposive non-random sampling procedure he collected CD records of Nepali cinemas and found out that those Nepali cinemas (films) had sufficient amount of English expressions mixed in them. The researcher also found out that there were both word level and sentence level mixing but word level mixing was more frequent than sentence level mixing.

Regmi (2006) carried out a research on 'The Mixing of English Code in Nepali Public Speaking'. The main purpose of his study was to find out and analyze the mixed English words in public formal speaking. Analyzing the data taken from formal speech he came to the conclusion that speakers, frequently and in great numbers, mixed the English words in public speaking.

Humagain (2006) carried out a research entitled 'English Code-mixing in Nepali Pop Songs'. The objective of his study was to find out English code-mixing in Nepali pop

songs and to analyze English code-mixing in terms of words class, sentence types and language functions. The researcher, selecting 25 Nepali pop songs using judgmental or purposive sampling procedure, analyzed the data and found out that Nepali pop singers and lyricists, very often, use English words, phrases, or even sentences in Nepali pop songs, to make suitable rhythm. The study also found out that nouns and adjectives are found to have been mixed more often than verbs and adverbs and that simple sentences are mixed more often than compound and complex sentences.

Lamichhane (2006) conducted a research on a study entitled “Code-mixing Used in Supermarket’. The main objectives of his study were to find out and analyze the types and frequency of English codes mixed by people in the area of supermarket. Finally he found out that people constantly used English words in the supermarket area but the words mixed by people in the area are mostly related to the field of Economics and Business.

Similarly, Neupane (2007) carried out a research on 'Analysis of English Code-Mixing in Nepali Folk Songs'. He studied 25 Nepali Folk songs with the objectives to find and analyze English code-mixing in Nepali folk songs in terms of words class and to find out the reasons for English code-mixing in Nepali folk songs. After the research, he came to the conclusion that word level code-mixing, especially the nouns, was in the highest number and that they were mixed to make the songs rhythmic, famous in urban areas and to make them appear more standard than others.

This study differs from all of the above as it is trying to study the English code mixing found in the women political leaders and social workers in their public speeches which was recorded in different occasions. The researcher has, therefore, selected the topic for study.

1.3 Objectives of the Study

The study has the following objectives:

a. To find out and analyze English code mixing in the public speech by women Political leaders and social workers on the basis of

- i. Words classes (nouns, verbs, adjectives, adverbs)
- ii. Frequency of occurrence of the words.
- iii. Context in which code mixing takes place.

b. To find out people's attitudes towards English code mixing in public speeches

c. To suggest some pedagogical implication.

1.4 Significance of the Study

Code mixing is a bilingual or multilingual phenomenon. It is an initial stage of borrowing as well. It is the study of code mixing in public speeches by women political leaders and social workers. This study will be quite useful for the students and teachers of language, for those who are learning and teaching both English and Nepali language. The research will be significant to curriculum designers and language planners. Finally, the research will be helpful to students and teachers of sociolinguistics who are interested in code- mixing.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology used in the collection of data while carrying our research work. The sources of data collection (i.e. primary sources of data, secondary sources of data), population of the study, sampling procedure, tools for data collection, process of data collection and limitation of the study.

2.1 Sources of Data

The researcher used both primary and secondary sources for data collection.

2.1.1 Primary Sources of Data

The research is mainly based on primary sources of data. I consulted the following sources:

- i. 10 speeches given by women political leaders and 10 by social workers in Nepali public speech. (see appendix vii)
- ii. The questionnaire for the speakers and the listeners.

2.1.2 Secondary Sources of Data

The secondary sources of data for the study were the researches, books, journals, news reports, articles, internet, websites etc.

2.2 Population of the Study

The population of the study is 20 speeches given by women political leaders and social workers in various occasions and in various places in and around Itahari. For obtaining the second objective, the population of the study was 50 people, including

20 speakers and 30 listeners of public speeches given by women leaders and social workers in and around Itahari. The consulted speakers and their detailed information - are included in appendix –ix. Some of the sketches of some events are included as well in appendix- x.

2.3 Sampling Procedure

I applied judgmental or purposive non – probability sampling procedure for the research study.

2.4 Tools for Data Collection

I mainly used observation and questionnaire as tools for data collection. I prepared checklist containing details about the items such as word classes, frequency of words , context in which code-mixing takes place. To find out the people's attitudes towards code mixing in Public speech , I prepared a questionnaire for 50 people.

2.5 Process of Data Collection

First, I visited the place where the program was held and consulted the authority.

I explained the purpose and the process of the research. After obtaining the permission, I started collecting the data. Second, the researcher listened the recorded speeches of the programs and I noted down the instances of code mixing found in the program in the check lists, focusing on the word class, frequency of occurrence of words , and the context in which code- mixing takes place. In order to make confirmation, I collected the records of each segments of the speech and listened to them using CD player several times. The instances of mixed words in the program were again written down in the check lists, if any of them were found to have missed.

To find out people's attitudes towards English code –mixing, I provided the sample population with the questionnaire. After they wrote their responses, the

questionnaires were collected for the further study.

2.6 Limitations of the Study

The study has the following limitations:

1. This study is based on English words and expressions mixed in the Nepali public speeches given by women political leaders and social workers.
2. This research study is not consists of the English code –mixing by other speakers in the same program.(e.g. men, anchors)
3. This study is limited to the last ten month's programs held in various places in and around Itahari.
4. This study is limited to the major word classes (nouns, verbs, adjectives and adverbs) , frequency of occurrence of the words and the context in which code- mixing takes place.
5. This study is not account for the mixed codes of other languages.
6. The sample taken for the study may not be the proper representation of the data.
7. The respondents that we have taken for the study of their attitude are women as well as men.
8. The size of all the samples are not the same.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

In this chapter the data collected from different sources are analyzed and interpreted in order to achieve the designated objectives. The data are analyzed under the following headings:

3.1 Analysis of Mixed English Expressions

1. Analysis of mixed English expressions in term of:
 - a) Holistic analysis
 - b) Word class (nouns, verbs, adjectives and adverbs)
 - c) Frequency of mixed English words.
 - d) Context in which code mixing takes place
2. Analysis and interpretation of people's attitudes towards English code mixing in public speaking.

3.1.1 Holistic Analysis of Code Mixing

Holistic analysis of code mixing refers to the analysis of the speeches as a whole given by the women political leaders and social workers. While doing so I went through all the speeches given by them. The Table no. 1 depicts the holistic analysis of code mixing. The details of English words that were mixed in the speeches are included in the appendix i-vii.

Table No. 1: Code Mixing as a Whole in the Speeches of Women Speakers

| Major word class | Social worker | Political worker | Total | percent |
|--------------------|---------------|------------------|-------|---------|
| noun | 216 | 173 | 389 | 66.95 |
| verb | 67 | 28 | 95 | 16.35 |
| adjective | 36 | 38 | 74 | 12.74 |
| adverb | 20 | 3 | 23 | 3.96 |
| Grand Total | 339 [58.35%] | 242 [41.65%] | 581 | 100 |

In the table above, we can see that the English codes mixed in the speeches of women social workers and political leaders are 581 all together. Among them 339 English codes were mixed by women social workers, which turns out to be 58.35 percent of the total code mixing. Similarly, the political leaders have mixed 242 English codes while delivering their speeches and this turns out to be 41.65 percent of the total code mixing of the speeches. The above table reveals that Noun level code mixing occupied the maximum number of mixing in the sampled speeches by women social leaders and political workers.

Similarly the above table also presents the fact that women social workers mix maximum amount of English codes compared to the women political leaders.

3.1.2 Analysis of Code Mixing by Political Leaders

As the name suggest political leaders have the speech that differs from the social workers. The researcher went through the recorded speech given by 10 political leaders and found the following conditions of the word classes.

Table no. 2: Code Mixing by Political Leaders

| Sample no. | Noun | Verb | Adjective | Adverb | Total | percentage |
|-------------------|-------------------|-------------------|-------------------|-----------------|--------------|-------------------|
| P1 | 27 | 1 | 9 | 0 | 37 | 15.29 |
| P2 | 7 | 4 | 1 | 1 | 13 | 5.37 |
| P3 | 14 | 4 | 5 | 0 | 23 | 9.50 |
| P4 | 15 | 1 | 3 | 0 | 19 | 7.85 |
| P5 | 33 | 4 | 5 | 0 | 42 | 17.36 |
| P6 | 15 | 1 | 0 | 1 | 17 | 7.02 |
| P7 | 11 | 1 | 1 | 0 | 13 | 5.37 |
| P8 | 8 | 3 | 4 | 0 | 15 | 6.20 |
| P9 | 17 | 6 | 6 | 1 | 30 | 12.40 |
| P10 | 26 | 3 | 4 | 0 | 33 | 13.64 |
| TOTAL | 173(71.49) | 28 (11.57) | 38 (15.70) | 3 (1.24) | 242 | 100 |

The total number of English words mixed by women political leaders were 242. among them 173 words that mixed were nouns which occupies 71.49 %of the code mixing. Similarly 28 verbs were found which occupies 11.57% of the total code mixing. Again 38 English words that the women political leaders used were adjectives which occupies 15.70 % of the total major class words. Again only 3 adverbs were found in the speeches of political leaders which occupies 1.24% of the total English codes.

In the above table, we can see that, P1 used total 37 English codes in her speech which occupies 15.29% of the total codes mixed. P2 mixed 13 English words which

occupied 5.37% of the total codes mixed. Similarly P3 used 23 English words which covered 9.50% of the total major word classes. P4 used 19 English words which occupied 7.85% of the total codes mixed. P5 used 42 English words which occupied 17.36% of the total codes mixed. P6 used 17 English words which occupied 7.02% of the total codes mixed. P7 used 13 English words which occupied 5.37% of the total codes mixed. P8 used 15 English words which occupied 6.20% of the total codes mixed. P9 used 30 English words which occupied 12.40% of the total codes mixed. In the same way, P10 used 33 English words which occupied 13.64% of the total codes mixed.

3.1.3 Analysis of Code Mixing by Social Workers

As the name suggest, social workers have the speech that differs from the political leaders. The researcher went through the recorded speech given by 10 social workers and found the following conditions of the word classes.

Table no. 3: Code Mixing by Social Workers

| Sample name | Noun | Verb | Adjective | Adverb | Total | percentage |
|--------------------|--------------------|-------------------|-------------------|------------------|--------------|-------------------|
| S1 | 13 | 1 | 2 | 1 | 17 | 4.94 |
| S2 | 28 | 12 | 8 | 1 | 49 | 14.24 |
| S3 | 19 | 8 | 3 | 1 | 31 | 9.01 |
| S4 | 32 | 4 | 8 | 1 | 45 | 13.08 |
| S5 | 26 | 9 | 4 | 2 | 41 | 11.92 |
| S6 | 12 | 0 | 0 | 0 | 12 | 3.49 |
| S7 | 42 | 14 | 8 | 4 | 68 | 19.78 |
| S8 | 19 | 9 | 2 | 6 | 36 | 10.47 |
| S9 | 8 | 6 | 2 | 4 | 20 | 5.81 |
| S10 | 17 | 4 | 4 | 0 | 25 | 7.27 |
| TOTAL | 216(62.79%) | 67(19.48%) | 41(11.92%) | 20(5.81%) | 344 | 100% |

The total number of English words mixed by women social workers were 344. Among them 216 words that mixed were nouns which occupied 62.79% of the code mixing. Similarly 67 verbs were found which occupies 19.48% of the total code mixing. Again 41 English words that the women political leaders used were adjectives which occupied 11.92% of the total major class words. Again only 20 adverbs were found in the speeches of political leaders which occupied 5.81% of the total English codes.

In the above table, it is seen that S1 used total 17 English codes in her speech which occupies 4.94% of the total codes mixed. S2 mixed 49 English words which occupied 14.24% of the total codes mixed. Similarly S3 used 31 English words which covered 9.01% of the total major word classes S4 used 45 English words which occupied 13.08% of the total codes mixed. S5 used 41 English words which occupied 11.92% of the total codes mixed. S6 used 12 English words which occupied 3.49% of the total codes mixed. S7 used 68 English words which occupied 19.78% of the total codes mixed. S8 used 36 English words which occupied 10.47% of the total codes mixed. P9 used 20 English words which occupied 5.81% of the total codes mixed. In the same way, S10 used 33 English words which occupied 13.64% of the total codes mixed.

3.1.4 Analysis of nouns mixed in the speeches of social workers and political leaders

Table no. 4: Noun Mixed with their Percentage in the Speeches

| SN | Noun mixed by SW | Noun mixed by PL | Total | percentage |
|--------------|---------------------|--------------------|------------|-------------|
| 1 | 13 | 27 | 40 | 10.28 |
| 2 | 28 | 7(4.05%) | 35 | 9.0 |
| 3 | 19 | 14 | 33 | 8.48 |
| 4 | 32 | 15 | 47 | 12.08 |
| 5 | 26 | 33(19.08%) | 59 | 15.17 |
| 6 | 12 | 15 | 27 | 6.94 |
| 7 | 42(19.44%) | 11 | 53 | 13.62 |
| 8 | 19 | 8 | 27 | 6.94 |
| 9 | 8(3.70%) | 17 | 25 | 6.43 |
| 10 | 17 | 26 | 43 | 11.05 |
| total | 216 (55.52%) | 173(44.47%) | 389 | 100% |

The above table shows that, social workers comparatively mix noun codes more than the Political leaders which occupy 55.52% of the total nouns mixed by both, the social workers and the political leaders. At the same time the 44.47% noun code mixing were found in the speeches of political leaders.

It can also be found that sample no 7 from among the social workers mixed the highest number of English nouns and similarly the sample no 9 of social workers mixed the lowest number of English nouns. In the same way, it is also found that the sample no 5 among the political leaders mixed the highest number of English codes while the sample no 2 from the same category mixed the lowest number of English codes.

The following are the instances of nouns mixed in the speeches by the political leaders and social workers.

-) *Yas sabhako sabhapati jiu, chief guest jiu*
-) *Yesko baarema pratyek political party haruley aa-aafno kisimka interpretation gareka chaan.*
-) *Natural resources harulai mobilization garna sajilo huncha.*
-) *suruma yo sansthako structure chai nimna bargako maanchaelai directly loan diyera byabasthit tarikaale raakhne thiyo.*
-) *Haamile fund match garera ghardhani haruko ghar baanaune kaam suru garim.*
-) *Tesaigari oratory contest pani haamile garne gareka chau.*
-) *Motor cycle relly kaaryakram pani haamile garekaa chau.*
-) *Government le pani Janata housing bhanera euta programme announce gareko thiyo.*
-) *Esarinai bivinna technology bhitraudai jada dherai manchele gharbanaunama saphal bhaye.*
-) *Jasto ki tyo health sector ma ho ki yata education sector maa ho ki yaata kunai pani project maa huncha tyo paani research garchum.*

3.1.5 Analysis of Verbs Mixed by Social Workers and Political Leaders in their Speech

Table No. 5: Verbs Mixed with their Percentage in the Speeches

| SN | Verbs mixed by political leaders | Verbs mixed by social workers | Total |
|--------------|----------------------------------|-------------------------------|-----------|
| 1 | 1 | 1 | 11 |
| 2 | 4 | 12 | 9 |
| 3 | 4 | 8 | 8 |
| 4 | 1 | 4 | 11 |
| 5 | 4 | 9 | 9 |
| 6 | 1 | 0(0%) | 0 |
| 7 | 1 | 14(20.90%) | 9 |
| 8 | 3 | 9 | 6 |
| 9 | 6 | 6 | 8 |
| 10 | 3 | 4 | 8 |
| Total | 28(29.47%) | 67(70.53%) | 79 |

The above table shows that, social workers comparatively mix verb codes more than the political leaders. The speeches of social workers occupy 70.53% of the total verbs mixed by both, the social workers and the political leaders. At the same time the 29.47% verb code mixing were found in the speeches of political leaders. It can also be seen that the sample no 7 among the social workers mixed the highest number(20.90%)of English verbs similarly the sample no 6 among social workers mixed the lowest number(0%) of English verbs. In the same way, it is also found that political leaders mixed fewer verbs in their speeches.

The following are the instances of verbs mixed in the speeches by them.

-) *Haamro yo international organization hunaa le haami bidesh baata donar heru search garchum.*
-) *Dherei organization le galat thaau maa invest gareko pani paincha.*
-) *Kun thaau ko laagi k chij ko aabasyakata cha tesko haami research garchum.*
-) *Dherai organization le galat thaau ma invest gareko paani painchha.*
-) *Kun thauko lagi ke chizko abasyhakata cha tyasko hami research garchaum.*
-) *Sthaniya manisharu agree bhayepachhi matra hami tyaha invest garchaun.*
-) *Young generation haru kulat ma lagera drug addiction tira interest dekhayeka chhan.*
-) *Hamile bibhinna sadak natak haru organize gardai ayeka chhaun.*
-) *Fourty cross gare pachi kunai biyaakti yashko sadharan sadasya matra banna sakdacha.*
-) *Jaycess ka bivinna programme harule sabal banaucha bhanne ma wahaharu impress hunuhuncha.*
-) *Sahakarilai sewa liney ra dinney thaloko rupma develop garnu parcha.*
-) *Sangiatama gaye pacchi powerko decentralize huncha , centralize hudaina.*
-) *Hami mahila harule jaba samma affno health ko care gardainaun*

3.1.5. Analysis of Adjectives Mixed in the Speeches

Table No. 6: Adjectives Mixed in the Speeches

| SN | Mixed by PL | Mixed by SW | Total |
|--------------|-------------------|-------------------|-----------|
| 1 | 9(23.68%) | 2 | 11 |
| 2 | 1 | 8 | 9 |
| 3 | 5 | 3 | 8 |
| 4 | 3 | 8 | 11 |
| 5 | 5 | 4 | 9 |
| 6 | 0(0%) | 0(0%) | 0 |
| 7 | 1 | 8(19.51%) | 9 |
| 8 | 4 | 2 | 6 |
| 9 | 6 | 2 | 8 |
| 10 | 4 | 4 | 8 |
| Total | 38(48.10%) | 41(51.90%) | 79 |

The above table shows that, social workers comparatively mixed adj. codes more than the political leaders. The speeches of social workers occupy 51.90% of the total adj. mixed by both, the social workers and the political leaders. At the same time the 48.10% adj. code mixing were found in the speeches of political leaders.

It can also be seen that the sample no 7 among the social workers mixed the highest number (19.51%) of English adj. similarly the sample no 6 among social workers mixed the lowest number (0%) of English adj. it is also found that both the categories of the speakers mix less adjectives compared to verbs and nouns.

The following are the instances of adjectives mixed in the speeches.

-) *Yasari nai bideshbaata donor khojera tyash barabarko matching brand banayera hami kaam garcham.*
-) *Donor haru search gardaa hami maximum uhanharulai request garchum ki tapai kati invest garna saknu huncha.*
-) *Uhan harule 200 pound sahayog garna chahanu huncha bhane hamile pani 200 ko fund jama garnu parcha .*
-) *Kun chij chain tyo thauko lagi necessary cha tyo hami bichar garchaum.*
-) *Rotary club ko main uddesya pani self satisfaction praapta garnu ho.*
-) *Ladies haru badi sincere hunchan bhanne maanish haruko thinking cha.*
-) *Aafno personal bhaban pani bani raheko abashtha cha.*
-) *Aafno busy samayako babajut pani yaha aunu bhayekoma tapailai dhanyabad cha.*
-) *Yash baarema prateyk political partyle aafno aafno interpretation gareka chhan*
-) *Natural resources harulai mobilization garna sajilo huncha.*

3.1.7 Analysis of Adverbs Mixed by the Speakers

Table no. 7 : Adverbs Mixed in the Speeches

| SN | Mixed by PL | Mixed by SW | TOTAL |
|--------------|------------------|-------------------|-----------|
| 1 | 0 | 1 | 1 |
| 2 | 1 | 1 | 2 |
| 3 | 0 | 1 | 1 |
| 4 | 0 | 1 | 1 |
| 5 | 0 | 2 | 2 |
| 6 | 1 | 0(0%) | 1 |
| 7 | 0 | 4 | 4 |
| 8 | 0 | 6(30%) | 6 |
| 9 | 1 | 4 | 5 |
| 10 | 0 | 0 | 0 |
| Total | 3(13.04%) | 20(86.96%) | 23 |

The above table shows that, social workers mixed highest number of adv. codes .The speeches of social workers occupy 86.96% of the total adv. mixed by both, the social workers and the political leaders. At the same time only 13.04% adv. were found in the speeches of political leaders.

It can also be seen that the sample no 8 among the social workers mixed the highest number (30%)of English add. similarly the sample no 6 and 10 among social workers did not mix any adverb in their speeches. It is also found that both the categories of the speakers mix less adjectives compared to verbs and nouns.

The following are the instances of adverbs mixed in the speeches

) *Hamile computer pani recently distribute gareka chum.*

-) *Musical collage chai ekdamei raamro gari successfully run bhai raheko chha.*
-) *Yahaharule hamro karyakramlai **positively** linu bhayeko chha.*
-) *Specially audai gareko subha dipawali ko subhakamana dina chahanchu.*
-) *Every year 73,000 housing need Nepal ma cha .*
-) *Kunaipani chiz hamile free of cost diun bhane tesko importance hudaina.*
-) *Bal diwas bhaneko timiharule aafno rights khojne diwas ho.*

3.2 Analysis and Interpretation of Most Frequently Used Words by Women Social Workers and Political Leaders

This section deals with the speech wise frequency of English words and their categories mixed by the speakers.

3.2.1 Speech Wise Analysis of Most Frequently Used Words by Social Workers and Political Leaders

This section deals with the study of most frequently used English words mixed by social workers and political leaders in the sampled speeches. Only the words whose frequency of occurrence is more than one was included here.

Table no. 8: Most Frequently Used Words by the Speakers in their Speeches

| S1 | Sample name | Noun | F | verb | F | Adjective | F | adverb |
|-----------|--------------------|---------------|----------|-------------|----------|------------------|----------|---------------|
| 1 | S1 | Right | 2 | | | | | |
| | | Health | 2 | | | | | |
| | | Pocket | 2 | | | | | |
| | | money | 2 | | | | | |
| | | education | 3 | | | | | |
| | | duty | 3 | | | | | |
| 2 | S2 | Rotary | 4 | search | 2 | matching | 2 | |
| | | International | 2 | involve | 2 | Social | 3 | |
| | | fund | 2 | help | 5 | 200pound | 2 | |

| | | | | | | | | |
|---|----|------------------|---|------------|---|-----------|---|--|
| | | rotary club | 5 | invest | 2 | necessary | 2 | |
| | | Brand | 2 | Distribute | 2 | | | |
| | | Donor | 4 | give | 3 | | | |
| | | Organization | 3 | take | 2 | | | |
| | | Sector | 4 | | | | | |
| | | investment | 2 | | | | | |
| | | research | 2 | | | | | |
| | | computer | 2 | | | | | |
| | | Wheel chair | 2 | | | | | |
| 3 | S3 | Uma | 3 | | | young | 2 | |
| | | Generation | 2 | | | | | |
| | | Musical | 3 | | | | | |
| | | collage | 3 | | | | | |
| | | drama | 2 | | | | | |
| 4 | S4 | Ladies | 5 | | | | | |
| | | Blood | 6 | | | | | |
| | | Donation | 2 | | | | | |
| | | Young generation | 2 | | | | | |
| | | struggle | 2 | | | | | |
| 5 | S5 | structure | 2 | provide | 2 | | | |
| | | loan | 2 | support | 2 | | | |
| | | Bambo tech. | 3 | | | | | |
| | | Group | 2 | | | | | |
| | | Fund | 6 | | | | | |
| | | Programme | 4 | | | | | |
| | | Housing | 6 | | | | | |
| | | Campaign | 2 | | | | | |
| | | Member | 5 | | | | | |
| | | Organization | 2 | | | | | |
| | | government | 5 | | | | | |
| 6 | S6 | Oratory | 2 | | | | | |

| | | | | | | | | |
|----|-------------|-------------|----|--------|---|-----------|---|--------|
| | | Contest | | | | | | |
| 7 | S7 | Diploma | 2 | engage | 2 | | | |
| | | Lecturer | 2 | | | | | |
| | | English | 2 | | | | | |
| | | Experience | 2 | | | | | |
| 8 | S8 | Family | 2 | | | | | |
| | | School | 2 | | | | | |
| 9 | S9 | | | | | | | |
| 10 | S10 | Guardian | 2 | | | | | |
| | | school | 2 | | | | | |
| sn | Sample name | noun | F | Verb | F | Adjective | F | adverb |
| 11 | P1 | School | 12 | handle | 2 | local | 2 | |
| | | Hostel | 4 | | | | | |
| | | Office | 2 | | | | | |
| | | Student | 3 | | | | | |
| | | Health | 2 | | | | | |
| | | Hospital | 3 | | | | | |
| | | Donation | 4 | | | | | |
| | | Boys | 2 | | | | | |
| | | Sir | 2 | | | | | |
| | | ambulance | 2 | | | | | |
| 12 | P2 | Shareholder | 2 | issue | 2 | Main | 2 | |
| 13 | P3 | Party | 3 | | | political | 2 | |
| | | Guidance | 2 | | | | | |
| | | Concept | 2 | | | | | |
| | | Point | 2 | | | | | |
| 14 | P4 | Education | 5 | | | | | |
| | | Health | 2 | | | | | |
| 15 | P5 | Campus | 3 | | | | | |
| | | Duty | 2 | | | | | |
| | | Film | 2 | | | | | |

| | | | | | | | | |
|-----------|------------|-----------|---|-------|---|---|---|---|
| | | Nightshow | 2 | | | | | |
| | | Day | 2 | | | | | |
| | | Aim | 2 | | | | | |
| | | Unit | 2 | | | | | |
| 16 | P6 | phone | 4 | | | | | |
| 17 | P7 | concept | 2 | | | | | |
| | | power | 2 | | | | | |
| 18 | P8 | party | 2 | | | | | |
| 19 | P9 | - | - | - | - | - | - | - |
| 20 | P10 | Member | 3 | start | 4 | | | |
| | | address | 2 | | | | | |
| | | bank | 2 | | | | | |

The table above displays the most frequent words mixed by the speakers in their speeches. The obvious fact is that nouns were most frequently used or mixed by speakers among all of the major word classes. It is clear from the table that most frequent nouns mixed by speakers were: right, health, education, rotary, fund, organization, investment, computer, blood, loan, program, member, English, school, family, office, hostel, sir, madam, boys, ladies, phone, bank etc. These nouns have high frequency of occurrence in the samples.

Similarly the most frequently occurred verbs mixed by the speakers were: help, invest, search, support, try start, handle, issue etc. These verbs are highly used by the speakers.

The most frequently used adjectives mixed by the social and political workers were: matching, social, pound, dollar, necessary, local, political, main etc. and such numerical adjectives as: 1, 3, 5, 18, 15, 40, 100, 200 etc.

The adverbs that the social workers and political leaders used in their speeches were comparatively few than other word classes. And the only adverb that we found with frequency of occurrence is, positively.

3.2.2 Frequency wise Analysis of English Words Mixed

Table no. 9: Frequency wise Analysis of English Words Mixed

| SN | Occurrence | No. of words | Total frequency |
|--------------|------------|--------------|-----------------|
| 1 | Single | 483 | 483 |
| 2 | Twice | 73 | 146 |
| 3 | Thrice | 15 | 45 |
| 4 | 4 times | 6 | 24 |
| 5 | 5 times | 7 | 35 |
| 6 | 6 times | 3 | 18 |
| 7 | 12 times | 1 | 12 |
| Total | | | 763 |

The table above shows frequency of each number of English words occurred and their total frequency of occurrence with the 20 sampled speeches of social workers and political leaders. The highest frequency of occurrence of English words was 12. The word 'school' was found to have been used 12 times. The nouns, 'housing', 'fund', and 'blood' were found to have been used 6 times. Similarly, the verbs 'support' and 'help' were found to have been used 6 times in the speeches of social workers and political leaders. In the same way, the nouns, 'rotary club', 'ladies', 'member', 'government', 'education', etc were found to have been used 5 times. Likewise, the noun rotary, donor, sector, program, hostel, donation, start etc were found to have been used 4 times. Similarly, the words duty, organization. Social, musical, collage,

party, loan, technology, campus, whole etc. were found to have been used 3 times.

The words guardian, family, experience, diploma, lecturer, English, oratory, contest, bank, address, party, power, concept, unit, duty, film, day, night, health, ambulance, sir, boys, office, local, structure, group, political, guideline, main, point, shareholder, struggle, positively, young, generation, donation, drama, take, wheel chair, computer, research, necessary, search, international, pocket money, right, provide, close, try , close etc words were found to have twice frequency in their speeches.

3.3 Context wise Analysis of Code- Mixing

Language is used in context. Context refers to the situation in which language is used. Function and meaning of linguistic units are determined by the context in which it is used. The contexts in which code mixing takes place are not only one. They can be found to have been mixed in different speeches. In this research, social workers and political leaders were seen to have mixed English expressions in the following situations.

A. When they refer about any scientific devices, vehicles, technologies and their use.

) Ani haamile computer pani recently distribute gareka chau. (S2)

) bamboo technology bhanne prabidhi haamile suru garim.(S5)

) poisa donation garera bio-gas utpaadan gareko ho.(P1)

) haamile school maa nei saanskritik kaaryakram garera ambulance kineko ho.(P1)

) school kei haamor euta van pani cha.(P5)

) phone ma chei kura hunthyo. Laamo tarika ko phone hudeina thiyo. (p6)

) Motor cycle rally kaaryakram pani haamile gareka chau. (s6)

B. When social workers and political leaders described about education and education related courses.

-) Mahila campus dharan maa pareko thiye ma. (S9)*
-) Tya pachi maile mero intermediate ko course gare. (P9)*
-) Tya pachi maile bachelor gare.(P9)*
-) College level ko course sake pachi ma masters parna Kathmandu university gaye.(P9)*
-) Maile economics ma masters gare ani thesis bittikei maile banking sector tira laage. (P9)*

C. While stating any digit or number

-) 200 doller wahale sahyog garna chaahanu huncha vane. (S2)*
-) Jaba yo rakam 400 pound huncha.(S2)*
-) Waha harule haamile laai 200 doller dinu huncha. (S2)*
-) Yas program ko naam haamile 1 lakh housing campaigning raakhim. (S5)*
-) 2013 saman chai 1 lakh housing program haamro target cha. (S5)*
-) 5 year maa chei 1 lakh house bhaneko chei kei nei hoina. (S5)*

D. While expressing any commercial term

-) Investment sahi thaauma hos bhanne haamro bichhaar ho. (S2)*
-) Haami bank herko pani sahyog lynchum.*
-) Yas sabhaa ko shareholder mahaanubhab haru. (p2)*
-) Haami loan heru pani apply garna sakchau bank ma. (S2)*

E. While referring the name of any organizations

-) Rotary club bhaneko chei euta sanstha ho. (S2)*
-) Haamro sanstha ko naam chei Habitat for humanity ho. (S5)*
-) Lady jaycees bhanekop chei euta esto sanstha ho. (S4)*
-) Yaha upasthit hune sampurna mahanubhablai United Multi Arts tarpha bata swagat chha.(S3)*

F. While talking about health and hospital related words.

-) Pahilo karikram chai hamro *blood* donation ho.
-) Hamile schoolmanai sanskritik karikram garera auta *ambulance* kineka chham.
-) *dentist* haru chahiyo bhane *camp, hospital* bata ayera sahayog garnu huncha.
-) *Doctor* harule ra annya *health* centre bata ayera free service dinu hunchha.

G. To refer foreign currency.

-) 200 *doller* wahale sahyog garna chaahanu huncha vane. (S2)
-) *Jaba yo rakam 400 pound* huncha.(S2)
-) *Waha harule haamile laai 200 doller* dinu huncha. (S2)

H. To refer different competitions and sports.

-) *Hamiley musical chair competition* ayojana gareka chhaom.(S1)
-) *Dance, mono act drama* haru rakheka chum. (S3)
-) *hamiley oratory contest* haru garne gareka chum. (S4)

From the instances cited above, it is clear that the use of English expressions was higher in the programs of social workers in Itahari. It was also found that the social workers and political leaders mixed English code in the contexts of – any scientific devices, technologies, machines; while talking about education and education related courses; digits and numbers, any commercial terms, names of any organization, health and hospitality, foreign currency, certain competitions and contests etc.

3.4 Analysis and Interpretation of Speaker's and Audience's Perception Towards English Code-Mixing

The population of this study (i.e. the 20 speeches by the speakers in Itahari municipality) was asked to put a tick mark () against each of the statements in terms

of their degrees of attitudes. (i.e. agree, strongly agree, disagree and strongly disagree). Only the educated people were taken as informants because educated people were supposed to be familiar with English code-mixing in the speeches. . The researcher clarified the term, code-mixing, to those who were not familiar with the term. The number and percentage of the respondents on the respective degree of attitude towards each of the statements have been shown in the table on the succeeding page:

1. English code mixing in Nepali language is a natural phenomenon.

Table no. 10: English code mixing in Nepali is a natural phenomenon

| Options | No. of respondents | Percentage |
|--------------------------|---------------------------|-------------------|
| Strongly agree | 11 | 22% |
| agree | 29 | 58% |
| disagree | 7 | 14% |
| Strongly disagree | 3 | 6% |
| Total | 50 | 100% |

The first statement on the questionnaire was "English code mixing in Nepali language is a natural phenomenon". Among the 50 respondents, 11 (22%) were strongly agreed with the statement whereas 29(58%) respondents agreed, 7 (14%) disagreed and 3 (6%) were strongly disagreed that English code-mixing in Nepali language is natural phenomenon.

2. Speeches having English code mixing are difficult to understand."

Table no. 11: Speeches having English code mixing are difficult to understand

| Options | No. of respondents | Percentage |
|--------------------------|---------------------------|-------------------|
| Strongly agree | 4 | 8% |
| agree | 13 | 26% |
| disagree | 31 | 62% |
| Strongly disagree | 2 | 4% |
| Total | 50 | 100% |

The second statement on the questionnaire was "speeches having English code mixing are difficult to understand". Among the 50 respondents, 4(8%) were strongly agreed with the statement whereas 13(26%) respondents agreed, 31(62%) disagreed and 2 (4%) were strongly disagreed that speeches having English code mixing are difficult to understand.

3. Women leaders mix English codes to show themselves respected and talented than others.

Table no. 12: women leaders mix English codes to show them more respected and talented than others.

| Options | No. of respondents | Percentage |
|--------------------------|---------------------------|-------------------|
| Strongly agree | 6 | 12% |
| agree | 17 | 34% |
| disagree | 22 | 44% |
| Strongly disagree | 5 | 10% |
| Total | 50 | 100% |

The third statement on the questionnaire was "women leaders mix English codes to show themselves respected and talented than others". Among the 50 respondents, 6(12%) were strongly agreed with the statement whereas 17(34%) respondents

agreed, 22(44%) disagreed and 5 (10%) were strongly disagreed that women leaders mix English codes to show themselves more respected and talented than others.

4. English code mixing in Nepali speech is -

Table no. 13: How is English code mixing in Nepali language?

| Options | No. of respondents | Percentage |
|--------------------------|---------------------------|-------------------|
| intentional | 14 | 28% |
| spontaneous | 24 | 48% |
| both | 11 | 22% |
| None of the above | 1 | 2% |
| Total | 50 | 100% |

The
fourth

question on the questionnaire was "English code mixing in Nepali language is intentional, spontaneous, both or none. Among the 50 respondents, 14(28%) respondent's answer was intentional. Whereas, according to 24(48%) respondents, it is spontaneous, 11(22%) said both and 1 (2%) respondents said none.

5. Who do you think mixes English codes more among the women leaders.

Table no. 14: who mixes English codes more among the women leaders?

| Options | No. of respondents | Percentage |
|------------------------|---------------------------|-------------------|
| educated | 38 | 76% |
| uneducated | 6 | 12% |
| Highly educated | 5 | 10% |
| Total | 50 | 100% |

The fifth question on the questionnaire was "who do you think mixes English codes more among the women leaders?" Among the 50 respondents, 38(76%) respondent's

answer was educated. They believe that only educated women mix English codes. whereas 6(12%) respondents think that only uneducated women mix English codes in their speeches. And 5(10%) thinks that only the highly educated women mix English codes in heir speeches.

6. Mixing English codes in Nepali language makes the speech more...

Table no. 15: English code mixing makes the speech more...

| Options | No of respondents | Percentage |
|------------------------------|--------------------------|-------------------|
| complicated | 16 | 32% |
| powerful | 12 | 24% |
| Easily understandable | 20 | 40% |
| boring | 2 | 4% |
| Total | 50 | 100% |

The sixth question on the questionnaire was "mixing English codes in Nepali language makes the speech more complicated, powerful, easily understandable or boring? ". Among the 50 respondents, 16(32%) respondents said that it's complicated. Whereas, 12(24%) respondents think that code mixing makes the speech powerful. According to 20(40%) respondent, code mixing makes the speech easily understandable, and only 2(2%) respondents think that code mixing makes the speech boring.

7. Is it possible to deliver a Nepali speech without mixing English codes?

Table no. 16: is it possible to deliver Nepali speech without mixing English?

| Options | No. of respondents | Percentage |
|--------------------------------|---------------------------|-------------------|
| possible | 35 | 70% |
| Possible to some extent | 10 | 20% |
| impossible | 5 | 10% |
| Highly impossible | 0 | 0% |
| Total | 50 | 100% |

The seventh question on the questionnaire was – “is it possible to deliver a Nepali speech without mixing English codes?” Among the 50 respondents, 35(70%) respondents said that it is possible. Whereas, 10(20%) respondents said that it is possible but only to some extent. While, 5(10%) respondents said that It is impossible to deliver any Nepali speech without mixing English codes. Whereas no respondents believed that its impossible to deliver Nepali speech without the help of English codes.

8. Who is more responsible in bringing out code mixing in Nepali language?

Table no. 17: who is more responsible in bringing out code mixing?

| Options | No. of respondents | Percentage |
|---------------------------------------|--------------------|------------|
| Development of trade and commerce | 4 | 8% |
| Development of information technology | 17 | 34% |
| Higher education | 15 | 30% |
| Mixed community | 14 | 28% |
| Total | 50 | 100% |

The eighth question on the questionnaire was – (who is more responsible in bringing out code mixing in Nepali language?) Among the 50 respondents, 4(8%) respondent’s answer was development of science and technology. Whereas, 17(34%) respondents believe that it is because of information technology. 15(30%) respondents said that higher Education is responsible in bringing out code mixing en Nepali language whereas 14(28%) respondents said that mixed community is responsible for this.

9. In your view, which media influences more in code mixing?

Table no. 18: which media influences more in code mixing?

| Options | No. of respondents | Percentage |
|-------------------|---------------------------|-------------------|
| Television | 27 | 54% |
| Radio | 7 | 14% |
| Internet | 13 | 26% |
| News paper | 3 | 6% |
| Total | 50 | 100% |

The ninth question on the questionnaire was – (In your view, which media influences more in code mixing?) Among the 50 respondents, 27(54%) respondent’s answer was television. Whereas, 7(14%) respondents believe that radio influences more in code mixing. 13(26%) respondents said that internet is responsible in bringing out the code mixing in Nepali language whereas only 3(6%) respondents believe that news paper is responsible for that.

10. What is the trend of code mixing in Nepali language?

Table no. 19: The trend of code mixing in Nepali language is-

| Options | No. of respondents | Percentage |
|---------------------------|---------------------------|-------------------|
| Increasing | 30 | 60% |
| Increasing rapidly | 19 | 38% |
| Decreasing | 1 | 2% |
| constant | 0 | 0% |
| Total | 50 | 100% |

This was the last question in the questionnaire. Among the 50 respondents, 30(60%) respondent said that it is increasing. Whereas, 19(38%) respondents believe that it is increasing rapidly, only 1(2%) respondents said that it is decreasing and according to no one it is constant.

Two subjective types of questions were also included in the questionnaire in order to find out people's attitude towards English code mixing in Nepali language. The first subjective type question was-

“What is your opinion towards English code-mixing in Nepali language?”

Majority of the respondents were in favor of English code-mixing in Nepali language.

Out of 50 respondents, more than 70% supported English code-mixing in Nepali

language. The strong supporters of English code-mixing had the following opinions:

-) English code-mixing in Nepali language is natural thing.
-) English language is a world wide language.
-) English is the main source of knowledge.
-) This age is not the age of only one language.
-) English words have more power than the words in Nepali.
-) Opinions can be expressed in short time in English.
-) It is an international language and use of English is appropriate in the modern world.
-) It is good for the learners of English.

Less strong supporters of English code-mixing expressed that English words may be good if there is no alternative available in Nepali. There were a few (12%) listeners who respected English but objected the impurity of two languages mixed. They said using a single code either English or Nepali was good.

Few (7%) of the respondents were against the opinion of English code-mixing in Nepali language but they agreed the fact that they were mixing the English code while speaking Nepali. They said they used English words unknowingly due to the effect of their higher studies.

A few people (15%) stood against the idea of code-mixing for the reason that all Nepali people are not educated and they can not understand English words. They have the fear that Nepali language may disappear if we mix English words while speaking Nepali.

The second subjective type question of the questionnaire was-

"What do you want to suggest women political leaders and social workers who mix English code in their Nepali speech?"

A few (28%) of the respondents suggested that the speakers should not mix English words in Nepali speeches. The reasons that they gave in support of their opinion were-

- 1.They said that we should try for the upliftment of our own language in the international level. So we should avoid using English words in our speech.
2. Some of them said that Nepali is very beautiful language. We should always try to develop our own mother tongue .we should not spoil it by mixing words from other languages.
- 3.Very few respondents said that if some words are there in English which cannot be expressed in Nepali, then we should work on that, we should try to name them in our own language so that we wont have to take help of other language while speaking our own language.

4. Majority (72%) of the respondents suggested that speakers should use those English words which are quite simple and easy to be understood by general people. They also suggested that the speakers should pronounce the English words naturally keeping the audience and the nature of the programme in mind.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This final chapter of the dissertation consists of the findings based on the data analyzed from sampled population and pedagogical implications based on findings.

4.1 Findings of the Study

On the basis of the analysis and interpretation of the analyzed data, the following findings have been drawn up regarding the use of English code mixing in the speeches of social workers and political leaders.

1. Among the four major word classes , nouns were found to have been mixed in the highest position. Out of 581 English words 389(66.95%) words were nouns, 95(16.35%) verbs, (74)12.74% adjectives and 3.96%(23) were adverbs.

2. Frequency of the occurrence of words.

a. Words that are related with any organizations, educational institutions, educational courses were found to have frequently used by the social workers and political leaders.

b. Words related to any numbers or digit and percentages. For instance,

100, 200, 300, 5%, 8%, 13%, 20% etc.

3. The social workers and political leaders mix English words for various purposes and in different context. Such as

a. If they wanted to talk about any scientific devices , vehicles, technologies and their use.

b. When social workers and political leaders described about education and education related courses.

- c. while stating any digit or number.
 - d. while referring the names of an organization.
 - e. While expressing any commercial term.
 - f. To refer foreign currency.
 - g. While expressing any commercial term.
 - h. While referring health and hospitality related words.
4. Reasons for using English in Nepali speeches.

a. English code mixing in Nepali language is the result of English education which dominates teaching and learning of school level and higher studies.

Most of the speakers and audience regards English language as a means of gaining world's knowledge.

b. They do not think that mixing English words in Nepali speeches are harmful for Nepali language.

c. A large number of speakers and audience thinks that English code mixing in Nepali language is a natural phenomenon. As a result instances of English code mixing in Nepali language is increasing day by day.

d. English code mixing in Nepali language takes place because both the speakers and audience think themselves more respected and honorable if they mix English codes while speaking Nepali.

5. Social workers mix far greater number of English words than the political leaders.

6. Most of the speakers and audience are agreed with the point that educated people use English codes more than the uneducated people.

7. Most of the people inside the Itahari municipality believe that English code mixing in Nepali language is spontaneous rather than intentional .

8. According to the respondents view it is observe that English codes that are used in any Nepali speech, makes the speech easily understandable. While some other people

believe that it makes the speech more complicated. Whereas, few people were found to be said that it makes the speech powerful.

9. It is found that development of information technology and higher education is the main cause of code mixing in Nepali language.

10. It is also found that among the different means of communications television influences most in code mixing in Nepali language.

11. All the social workers and political leaders and almost all the respondent views that English code mixing in Nepali language is in increasing trend.

4.2 Pedagogical Implications and Recommendations

Some of the pedagogical implications and recommendations can be suggested on the basis of the findings of the study. They are as follows:

1. This study shows that English code-mixing in Nepali language is a natural phenomenon. Therefore, the women social workers and political leaders should normally use simple English words which they think are easily understood by the audience.
2. The speakers should use English code according to the nature and types of audience.
3. It is not necessary to get upset with a few cases of English words mixed in the Nepali speeches, or language because the English words used in Nepali language for a long time are recognized as being borrowed and the instances of borrowing enrich the language with words and keep it changing, without allowing to be dead.
4. Over use of English words above the level of audience comprehension in Nepali language may reduce the interest of the listeners in the speech.
5. The educated people and the people of young generation are seen using English words deliberately or indeliberately while speaking Nepali. Therefore, students

should try to learn the English words with high frequency of occurrence in Nepali language to comprehend and enjoy the essence of subject matter being raised during the talks.

6. Mixed words of other languages apart from English, English code-mixing in other types of radio programmes, tv programs, such as news, documentary, etc. and code-mixing in informal speaking of Nepali language, should also be the topic of research study in order to find out the overall influence of English on Nepali language.

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APPENDIX -1

Word level code-mixing of noun

i) Noun mixed in the speeches:

| SN | Sample no | nouns | F | Total |
|-----------|------------------|--|---|--------------|
| 1 | S1 | Day Duty Education Health Hotel Lucky Environment Pocket money Book Copies Pencil Right Balance | 1 3 2 2 1 1 1 2 1 1 1 2 1 | 19 |
| 2 | S2 | Rotary International Fund Member Club Rotary club Brand Organization Sector Landing Interest Investment Ok Research Proposal Health Computer Negligence Percent Wheel chair Destination Goal Objective | 4 2 2 1 1 5 2 3 4 2 1 2 1 2 1 1 1 2 1 1 2 1 1 1 1 | 46 |

| | | | | |
|---|----|--|--|----|
| | | Self Satisfaction politician | 1 1 1 | |
| 3 | S3 | Uma Drug Addiction Interest Board member Young Generation Focusing Point Musical Collage Lesson Dance Music Drama Parents Program Ntv nite Platform | 3 1 1 1 1 2 2 1 1 3 3 1 1 1 2 1 1 1 1 | 28 |
| 4 | S4 | Invitation Jaycees Unknown Motivation Post Rules Ladies Training Office Gents Thinking Jaycees week Blood Donation Patient Blood bank Respect Culture Oratory Contest | 1 1 1 1 1 1 5 1 1 1 1 1 6 2 1 1 1 1 1 1 | 46 |

| | | | | |
|--|--|-------------------|---|--|
| | | Dance competition | 1 | |
| | | Training | 1 | |
| | | Young generation | 1 | |
| | | Years | 2 | |
| | | Voting | 1 | |
| | | Rights | 1 | |
| | | Confidence | 1 | |
| | | Program | 1 | |
| | | Briefing | 1 | |
| | | Quota | 1 | |
| | | Guardian | 1 | |
| | | Struggle | 1 | |
| | | Problem | 2 | |

| | | | | |
|---|----|----------------------|---|----|
| 5 | S5 | Habitat for humanity | 1 | 54 |
| | | Structure | 2 | |
| | | Loan | 3 | |
| | | Ratio | 1 | |
| | | Descent | 1 | |
| | | Bamboo tech | 3 | |
| | | Material | 1 | |
| | | Group | 2 | |
| | | Fund | 6 | |
| | | Rural | 1 | |
| | | Community | 1 | |
| | | Program | 4 | |
| | | Saving | 1 | |
| | | Housing | 6 | |
| | | Campaign | 2 | |
| | | Member | 5 | |
| | | Administration | 1 | |
| | | Organization | 2 | |

| | | | | |
|---|----|---------------|---|----|
| | | Target | 1 | |
| | | Starting | 1 | |
| | | Government | 5 | |
| | | Way | 1 | |
| | | Success | 1 | |
| | | Importance | 1 | |
| | | Media | 1 | |
| 6 | S6 | Chief guest | 1 | 14 |
| | | President | 1 | |
| | | Jaycees | 1 | |
| | | Blood | 1 | |
| | | Donation | 1 | |
| | | Member | 1 | |
| | | Program | 1 | |
| | | Musical chair | 1 | |
| | | Motorcycle | 1 | |
| | | Rally | 1 | |
| | | Oratory | 2 | |
| | | Contest | 2 | |
| 7 | S7 | Course | 1 | |
| | | Diploma | 2 | |
| | | Time | 1 | |
| | | Parents | 1 | |
| | | Analysis | 1 | |
| | | Last year | 1 | 18 |
| | | Talent | 1 | |
| | | Aim | 1 | |
| | | Lecturer | 2 | |
| | | English | 2 | |

| | | | | |
|---|----|---------------|---|----|
| | | Health | 1 | |
| | | Literature | 1 | |
| | | Profession | 1 | |
| | | Health | 1 | |
| | | Destination | 1 | |
| 8 | S8 | Proposal | 1 | |
| | | Communication | 1 | |
| | | Intercaste | 1 | |
| | | Family | 2 | |
| | | Background | 1 | |
| | | Life | 1 | |
| | | Partner | 1 | |
| | | Family | 1 | |
| | | Time | 1 | 21 |
| | | Shawl | 1 | |
| | | Support | 1 | |
| | | Sir | 1 | |
| | | Mood | 1 | |
| | | Mommy | 1 | |
| | | Tension | 1 | |
| | | School | 2 | |
| | | Hour | 1 | |
| | | Distance | 1 | |
| | | class | 1 | |

| SN | Sample no | nouns | F | Total |
|-----------|------------------|--|--|--------------|
| 9 | S9 | Guess Accident Tension Treat Office Accountant Rest life | 1 1 1 1 1 1 1 1 | 8 |
| 10 | S10 | Classmate Campus Guardian School Hostel Student College Time Class Course Distinction Science Vote Interview Question Purse mobile | 1 1 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | 19 |
| 11 | P1 | School Stage Floor Incharge Hostel Teaching Office Student | 12 1 1 1 4 1 2 3 | |

| | | | | |
|-----------|----|---|---|-----------|
| | | Staff Health Dentist Camp Hospital Doctor Service Country NCP Donation Cook Boys Sir Girls Semen Biogas Ambulance Facility Future | 1 2 1 1 3 1 1 1 1 4 1 2 2 1 1 1 2 1 1 | 53 |
| 12 | P2 | Share holder Sector Experience Example Offtime Milestone Cooperation | 2 1 1 1 1 1 1 | 8 |
| 13 | P3 | party programme current guidance concept interpretation benefit | 3 1 1 2 2 1 1 | 18 |

| | | | | |
|--|--|--------------|---|--|
| | | point | 2 | |
| | | participant | 1 | |
| | | resources | 1 | |
| | | mobilize | 1 | |
| | | advantage | 1 | |
| | | disadvantage | 1 | |
| | | strategy | 1 | |

| | | | | |
|-----------|-----------|-------------|---|----|
| 14 | P4 | Advocacy | 1 | 20 |
| | | Education | 5 | |
| | | Office | 1 | |
| | | School | 1 | |
| | | College | 1 | |
| | | Democracy | 1 | |
| | | Sector | 1 | |
| | | Heath | 2 | |
| | | Political | 1 | |
| | | Grass level | 1 | |
| | | Human | 1 | |
| | | Rights | 1 | |
| | | Work | 1 | |
| | | Committee | 1 | |
| | | Country | 1 | |
| 15 | P5 | College | 1 | |
| | | Campus | 3 | |
| | | Election | 1 | |
| | | Year | 1 | |
| | | duty | 2 | |
| | | Group | 1 | |
| | | Hostel | 1 | |
| | | Department | 1 | |
| | | Letter | 1 | |
| | | Lady | 1 | |

| | | | | |
|----|----|-------------|---|----|
| | | Film | 1 | |
| | | Night | 2 | |
| | | Show | 2 | |
| | | Day | 2 | |
| | | Carom board | 1 | 41 |
| | | Step | 1 | |
| | | Guardian | 1 | |
| | | Aunty | 1 | |
| | | Police | 1 | |
| | | Driver | 1 | |
| | | Form | 1 | |
| | | Aim | 2 | |
| | | Unit | 2 | |
| | | Male | 1 | |
| | | Female | 1 | |
| | | Kitchen | 1 | |
| | | Money | 1 | |
| | | Vote | 1 | |
| | | Communist | 1 | |
| | | School | 1 | |
| | | Poster | 1 | |
| | | Chocolate | 1 | |
| | | van | 1 | |
| 16 | P6 | Marriage | 1 | |
| | | Love | 1 | |
| | | Campus | 1 | |
| | | Picnic | 1 | |
| | | Programe | 1 | |
| | | Phone | 4 | |
| | | Number | 1 | |
| | | Gift | 1 | 18 |
| | | Training | 1 | |
| | | Dot | 1 | |

| | | | | |
|----|----|--|---|----|
| | | Bag Copy Pen Time Target | 1 1 1 1 1 | |
| 17 | P7 | Concept Decision Power Boarding School Plus Case Force Threat Pass Condition | 2 1 2 1 1 1 1 1 1 1 1 | 12 |
| 18 | P8 | Report Party Comment Divorce Admission Concept Time Role | 1 2 1 1 1 1 1 1 | 9 |
| 19 | P9 | Paper Room News net Facebook | 1 1 1 1 1 | |

| | | | | |
|--|--|--------------|---|----|
| | | Set | 1 | |
| | | Office | 1 | |
| | | School | 1 | |
| | | Intermediate | 1 | 17 |
| | | Bachelor | 1 | |
| | | College | 1 | |
| | | Master | 1 | |
| | | University | 1 | |
| | | Economics | 1 | |
| | | Thesis | 1 | |
| | | Diary | 1 | |
| | | sector | 1 | |

| | | | | |
|---------------|--------------|-------------------|---|------------|
| 20 | P10 | Chairperson | 1 | 30 |
| | | Member | 3 | |
| | | Share | 1 | |
| | | Board of director | 1 | |
| | | Co- operatives | 1 | |
| | | Role | 1 | |
| | | History | 1 | |
| | | Labour | 1 | |
| | | Address | 2 | |
| | | Govt. | 1 | |
| | | Democracy | 1 | |
| | | Electricity | 1 | |
| | | Credit union | 1 | |
| | | Training | 1 | |
| | | Education | 1 | |
| | | Institution | 1 | |
| | | Employee | 1 | |
| | | Financial sector | 1 | |
| | | Bank | 2 | |
| | | Joint | 1 | |
| Venture | 1 | | | |
| Level | 1 | | | |
| Participation | 1 | | | |
| Condition | 1 | | | |
| example | 1 | | | |
| principle | 1 | | | |
| | Total | | | 389 |

APPENDIX- II

2. Verbs mixed in the speeches.

| SN | Sample no | verb | F | Total |
|----|-----------|------------|---|-------|
| 1 | S1 | Use | 1 | 1 |
| 2 | S2 | Request | 1 | 22 |
| | | Search | 2 | |
| | | invest | 2 | |
| | | Involve | 2 | |
| | | Agree | 1 | |
| | | Help | 5 | |
| | | accept | 1 | |
| | | Distribute | 2 | |
| | | Look | 1 | |
| | | Take | 1 | |
| | | give | 3 | |
| | | Highlight | 1 | |
| 3 | S3 | interest | 1 | 8 |
| | | organize | 1 | |
| | | relate | 1 | |
| | | convey | 1 | |
| | | run | 1 | |
| | | involve | 1 | |
| | | perform | 1 | |
| | | motivate | 1 | |
| 4 | S4 | Share | 1 | 4 |
| | | Cross | 1 | |
| | | Impress | 1 | |
| | | Request | 1 | |
| 5 | S5 | Change | 1 | |

| | | | | |
|--|--|-----------|---|----|
| | | Direct | 1 | 11 |
| | | Match | 1 | |
| | | Touch | 1 | |
| | | Introduce | 1 | |
| | | Provide | 2 | |
| | | Support | 2 | |
| | | Approach | 1 | |
| | | Need | 1 | |

| | | | | |
|---|----|----------|---|----|
| 6 | S6 | | | 0 |
| 7 | S7 | Support | 2 | 15 |
| | | Engage | 2 | |
| | | Convince | 2 | |
| | | Satisfy | 1 | |
| | | Explore | 1 | |
| | | Change | 1 | |
| | | Expose | 1 | |
| | | Impress | 1 | |
| | | Interest | 1 | |
| | | Guide | 1 | |
| | | Adjust | 1 | |
| | | feel | 1 | |

| | | | | |
|----|-----|---|---|---|
| 8 | S8 | Expect Shocked Accept Propose Cross React Feel Discuss regret | 1 1 1 1 1 1 1 1 1 | 9 |
| 9 | S9 | Accept Convince Feel Discuss Share change | 1 1 1 1 1 1 | 6 |
| 10 | S10 | Feel Interest Divorce focus | 1 1 1 1 | 4 |
| 11 | P1 | Handle | 2 | 2 |
| 12 | P2 | update involve develop invest | 1 1 1 1 | 4 |

| | | | | |
|----|--------------|---|----------------------------|------------|
| 13 | P3 | Thank Issue Decentralize Centralize | 1 1 1 1 | 4 |
| 14 | P4 | Care | 1 | 1 |
| 15 | P5 | Try Hang Support close | 2 1 5 2 | 10 |
| 16 | P6 | Discuss | 1 | 1 |
| 17 | P7 | Addict | 1 | 1 |
| 18 | P8 | Select Manipulate confirm | 1 1 1 | 3 |
| 19 | P9 | Reply Update Work Plan Pass Join | 1 1 1 1 1 1 | 6 |
| 20 | P10 | Start Develop improve | 1 1 1 | 3 |
| | TOTAL | | | 114 |

APPENDIX- III

3. Adverbs mixed in the speeches

| SN | Sample no | Adverb | F | Total |
|----|-----------|--------------------|--------|-------|
| 1 | S1 | Rights | 1 | 1 |
| 2 | S2 | Recently | 1 | 1 |
| 3 | S3 | Successfully | 1 | 1 |
| 4 | S4 | Positively | 2 | 2 |
| 5 | S5 | Every year Free | 1 1 | 2 |

| | | | | |
|---|----|---|------------------|---|
| 6 | S6 | 0 | 0 | 0 |
| 7 | S7 | Active Ever smiling Frank please | 1 1 1 1 | 4 |
| 8 | S8 | First | 1 | 6 |

| | | | | |
|----|-----|--|-----------------------|---|
| | | Active Forward Familiar Hundred Mature | 1 1 1 1 1 | |
| 9 | S9 | Happy Social Dominant way | 1 1 1 1 | 4 |
| 10 | S10 | 0 | 0 | 0 |
| 11 | P1 | 0 | 0 | 0 |

| | | | | |
|----|----|-----------|---|---|
| 12 | P2 | specially | 1 | 1 |
| 13 | P3 | 0 | 0 | 0 |

| | | | | |
|----|----|---------|---|---|
| 14 | P4 | 0 | 0 | 0 |
| 15 | P5 | 0 | 0 | 0 |
| 16 | P6 | Percent | 1 | 1 |
| 17 | P7 | 0 | 0 | 0 |

| | | | | |
|----|-------|------|---|----|
| | | | | |
| 18 | P8 | 0 | 0 | 0 |
| 19 | P9 | Well | 1 | 1 |
| 20 | P10 | 0 | 0 | 0 |
| | Total | | | 24 |

APPENDIX- 1V

4. Adjectives mixed in the speeches:

| S N | Sample no | Adj. | F | Total |
|----------------|------------------|---|--------------------------------------|--------------|
| 1 | S1 | Lucky educated | 1 1 | 2 |
| 2 | S2 | Matching Maximum Social Safe 200 pound Necessary main | 2 1 3 1 2 2 1 | 12 |
| 3 | S3 | Young Moral Mono | 2 1 1 | 4 |
| 4 | S4 | Unknown One Year Sincere Necessary 18 40 personal | 1 1 1 1 1 1 1 1 | 8 |

| | | | | |
|----|-----|---|--------------------------------------|----|
| 5 | S5 | Affordable Maximum Sustainable Positive | 1 1 1 1 | 4 |
| 6 | S6 | 0 | 0 | 0 |
| 7 | S7 | Senior Practical Interest Lucky Proud Main Aggressive dark | 1 1 1 1 1 1 1 1 | 8 |
| 8 | S8 | Nine three | 1 1 | 2 |
| 9 | S9 | Eighty ninety | 1 1 | 2 |
| 10 | S10 | Dating Busy Strict understand | 1 1 1 1 | 4 |
| 11 | P1 | Plus Local Physical Free | 1 2 1 1 | 10 |

| | | | | |
|----|----|-----------|---|---|
| | | Foreign | 1 | |
| | | Main | 1 | |
| | | 80% | 1 | |
| | | 10% | 1 | |
| | | 5% | 1 | |
| 12 | P2 | Busy | 1 | 1 |
| 13 | P3 | Political | 2 | 6 |
| | | Main | 2 | |
| | | Important | 1 | |
| | | Natural | 1 | |

| | | | | |
|----|----|---------------|---|---|
| 14 | P4 | Safe | 1 | 3 |
| | | 33 Percent | 1 | |
| | | social | 1 | |
| 15 | P5 | Second | 1 | 7 |
| | | First | 1 | |
| | | Frank | 1 | |
| | | Understanding | 1 | |

| | | | | |
|----|----|------------------------------------|------------------|---|
| | | whole | 3 | |
| 16 | P6 | 0 | 0 | 0 |
| 17 | P7 | Back | 1 | 1 |
| 18 | P8 | Expert Still Flatly Short | 1 1 1 1 | 4 |

| | | | | |
|----|-------|--|----------------------------|----|
| 19 | P9 | Everyday Multiple High Inability Local National | 1 1 1 1 1 1 | 6 |
| 20 | P10 | 0 | 0 | 0 |
| | Total | | | 84 |

APPENDIX- V

Examples of nouns, verbs, adjectives and adverbs mixed in the speeches:

i. Examples of nouns mixed in the speeches:

-) Yas sabhako sabhapati jiu, *chief guest* jiu
-) Yesko baarema pratyek *political party* haruley aa-aafno kisimka interpretation gareka chaan.
-) *Natural resources* harulai mobilization garna sajilo huncha.
-) suruma yo sansthako *structure* chai nimna bargako maanchaelai directly *loan* diyera byabasthit tarikaale raakhne thiyo.
-) Haamile *fund* match garera ghardhani haruko ghar baanaune kaam suru garim.
-) Tesaigari *oratory contest* pani haamile garne gareka chau.
-) *Motor cycle* relly kaaryakram pani haamile garekaa chau.
-) *Government* le pani Janata housing bhanera euta *programme* announce gareko thiyo.
-) Esarinai bivinnna *technology* bhitraudai jada dherai manchele gharbanaunama saphal bhaye.
-) Jasto ki tyo *health sector* ma ho ki yata *education sector* maa ho ki yaata kunai pani project maa huncha tyo paani *research* garchum.

The following are the instances of verbs mixed in the speeches –

-) Haamro yo international organization hunaa le haami bidesh baata donar heru *search* garchum.
-) Dherei organization le galat thaau maa *invest* gareko pani paaaincha.
-) Kun thaau ko lagi k chij ko aabasyakata cha tesko haami *research* garchum.
-) Dherai organization le galat thaau ma *invest* gareko paani painchha.
-) Kun thauko lagi ke chizko abasyhakata cha tyasko hami *research* garchaum.
-) Sthaniya manisharu *agree* bhayepachhi matra hami tyaha *invest* garchaun.
-) Young generation haru kulat ma lagera drug addiction tira *interest* dekhayeka chhan.

-) Hamile bibhinna sadak natak haru *organize* gardai ayeka chhaun.
-) Fourty *cross* gare pachi kunai biyaakti yashko sadharan sadasya matra banna sakdacha.
-) Jaycess ka bivinna programme harule sabal banaucha bhanne ma wahaharu *impress* hunuhuncha.
-) Sahakarilai sewa liney ra dinney thaloko rupma *develop* garnu parcha.
-) Sangiatama gaye pacchi powerko decentralize huncha , *centralize* hudaina.
-) Hami mahila harule jaba samma affno health ko *care* gardainaun

The following are the instances of ADJ. mixed in the speeches –

-) Yasari nai bideshbata donor khojera tyash barabarko *matching* brand banayera hami kaam garcham.
-) Donor haru search garda hami *maximum* uhanharulai request garchum ki tapai kati invest garna saknu huncha.
-) Uhan harule *200 pound* sahayog garna chahanu huncha bhane hamile pani *200* ko fund jama garnu parcha .
-) Kun chij chain tyo thauko lagi *necessary* cha tyo hami bichar garchaum.
-) Rotary club ko *main* uddesya pani self satisfaction praapta garnu ho.
-) Ladies haru badi *sincere* hunchan bhanne maanish haruko thinking cha.
-) Aafno *personal* bhaban pani bani raheko abashtha cha.
-) Aafno *busy* samayako babajut pani yaha aunu bhayekoma tapailai dhanyabad cha.
-) Yash baarema prateyk *political* partyle aafno aafno interpretation gareka chhan
-) *Natural* resources harulai mobilization garna sajilo huncha.

The following are the instances of adverbs mixed in the speeches –

-) Hamile computer pani *recently* distribute gareka chum.

-) Musical collage chai ekdamei raamro gari *successfully* run bhai raheko chha.
-) Yahaharule hamro karyakramlai **positively** linu bhayeko chha.
-) *Specially* audai gareko subha dipawali ko subhakamana dina chahanchu.
-) *Every year* 73,000 housing need Nepal ma cha .
-) Kunaipani chiz hamile *free of cost* diun bhane tesko importance hudaina.
-) Bal diwas bhaneko timiharule aafno *rights* khojne diwas ho.

APPENDIX VI

QUESTIONNAIRE

Date:

| | |
|-------------|----------|
| Name: | Address: |
| Occupation: | sex: |

Please express your opinions towards each of the following statements by putting the tick mark – () on one of the responses.

1. English code mixing in a Nepali language is a natural phenomenon.

- a. strongly agree
- b. agree
- c. disagree
- d. strongly disagree

2. Speeches having English code mixing are difficult to understand.

- a. strongly agree
- b. agree
- c. disagree
- d. strongly disagree.

3. Women leaders mix English codes to show themselves respected and talented than others.

- a. strongly agree
- b. agree
- c. disagree
- d. strongly disagree.

4. English code mixing in Nepali speech is...

- a. intentional

- b. spontanious
- c. both
- d. none of the above

5. Who do you think mixes English codes more among the women leaders.

- a. educated.
- b. uneducated.
- c. Highly educated.

6. Mixing English codes in Nepali language makes the speech more...

- a. complicated
- b. powerful
- c. easily understandable
- d. boring.

7. Is it possible to deliver a Nepali speech without mixing English codes?

- a. Possible
- b. Possible, to some extent.
- c. Impossible.
- d. Highly impossible.

8. Who is more responsible in bringing out code mixing in Nepali language...

- a. development of trade and commerce
- b. development of information technology
- c. higher education
- d. mixed community.

9. In your view, which media influences more in code mixing?

- a. television

- b. radio
- c. internet
- d. news paper.

11. What is the trend of code mixing in Nepali language...?

- a. Increasing
- b. increasing rapidly
- c. decreasing
- d. constant.

12. What is your opinion towards English code mixing in Nepali language?

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13. What do you want to suggest women political leaders and social workers who mix English codes in their Nepali speeches?

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Laxmi Gautam delivering her speech...
Luxmi Thebe in the program of Rotary Club

Appendix –X



Amrita Subba delivering her speech...



Blood donation programme in Lady Jaycees..

