

ENGLISH CODE MIXING IN MAGAR LANGUAGE IN DAY TO DAY COMMUNICATION

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

**Submitted by
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Tribhuvan University, Kirtipur
Kathmandu, Nepal**

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This is to certify that **Mr. Bam Bahadur Thapa** has completed the research of his M.Ed. thesis entitled **English Code-mixing in Magar Language** under my guidance and supervision.

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DECLARATION

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

Date: 24/03/2015

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Bam Bahadur Thapa

DEDICATION

Dedicated through the corridor of my heart to my family, all the teachers who inspired me to pursue the infallible ways for getting success.

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ABSTRACT

The thesis entitled "**English Code-mixing in Magar Language in Day to Day Communication**" is an attempt of the researcher to find out the English Mixed words in the Magar language. To achieve the objective of the study only the primary data were not sufficient, so I utilized secondary data too. In this study sixty native speakers of the Magar language were selected from Pawan Nagar VDC in Dang district. In sample population there were three types of native speakers, i.e., illiterate, literate and educated. To meet the objectives of my research I used stratified random sampling procedure to elicit required data. The interview schedule in the form of questionnaire was developed as a research tool for both literate and illiterate informants. The main tools for data collection were structured interview schedule and questionnaires in this survey research. Pawan Nagar VDC of Dang district was selected to collect data and collected data were analyzed, interpreted and presented descriptively and comparatively with the help of Tables and illustration. In this research, I found mixed English words in greater numbers, e.g. radio, mobile, computer, school, boarding help, bus etc. On the other hand, educated people mixed English words greater than illiterate and literate. Through the help of interview and questionnaires informants I found some reasons to mix English words in the Magar language in day to day communication. Some major reasons were less number of speakers, lack of language transmission to young generation, migration to urban areas, going to foreign countries for job and education, choice of topics and fashion of using English words.

This thesis comprises five chapters: Introduction, Review of Related Literature and Conceptual framework, Methods and Procedures of the Study, Results and Discussion and Findings conclusions and Implications. The first chapter deals with the general background, statement of the problems, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The

second chapter deals with the review of the related literature, implications of the review for the study, theoretical framework and conceptual framework. The third chapter includes the design of the study, population and sample, sampling procedure, data collection tools, data collection procedures and data analysis interpretation procedures. The fourth chapter contains the results and discussion/interpretation and the last chapter includes the summary, conclusions and pedagogical implications in policy level and practice level and suggests some further research.

2.1.4.4 The Dravidian Family	13
2.1.5 An Introduction of the Magar Language	14
2.1.6 Script of the Magar Language	16
2.1.7 Code- Switching	16
2.1.7.1 Reasons for code-mixing	17
2.1.7.2 Types of code-mixing	19
2.1.8 Code- mixing	20
2.1.9 Different between Code-switching and Code-mixing	21
2.1.10 Grammar	22
2.1.11 Language and Context	26
2.2 Review of the Related Empirical Literature	27
2.3 Implication of the Review for Study	30
2.4 Conceptual Framework	31

CHAPTER-THREE: METHODS AND PROCEDURES OF THE STUDY 33

3.1 Design of the Study	33
3.2 Population and Sampling	35
3.3 Sampling Procedure	35
3.4 Data Collection Tools	35
3.5 Data Collection Procedures	36
3.6 Data Analysis and Interpretation Procedure	36

CHAPTER-FOUR: RESULTS AND DISCUSSION 37

4.1 Results	37
4.2 Discussion	38
4.3 Analysis of English mixed words in the Magar Language	38
4.3.1 Linguistic unit wise descriptions	38
4.3.2 Class wise analysis of the English mixed words in the Magar Language	42
4.3.3 Reason wise analysis of the Code-mixing	44

4.3.4 Literacy based description of mixed English words in the Magar Language	45
CHAPTER-FIVE: SUMMARY, CONCLUSION AND IMPLICATION	47
5.1 Summary	47
5.2 Implications/Recommendation	49
5.2.1 Policy Level	49
5.2.2 Practice Level	50
5.2.3 Further Research	50
REFERENCES	55
APPENDICES	

LIST OF SYMBOLS AND ABBREVIATIONS

CUP	Cambridge University Press
e.g.	For example
et al.	And other people
etc.	Etcetera
i.e.	That is
M.Ed.	Master of Education
Mr.	Mister
No.	Number
OUP	Oxford University Press
p.	Page
Prof.	Professor
Reg. No.	Registration Number
Sing.	Singular
T.U.	Tribhuvan University
VDC	Village Development Committee
viz	Such as/namely
*	Asterisk
Sq.	Square
km.	Kilometer
CBS.	Central Bureau of Statistics
SLC	School Leaving Certificate
Fig.	Figure
U.K	United Kingdom
USA	United State of America
ELT	English Language Teacher
B.S	Bikram sambat
UNO	United nation of Organization
Opt.	Optional

CHAPTER – ONE

INTRODUCTION

The present study is about the "English Code-Mixing in the Magar Language in Day to Day Communication". The introduction section consists of general background, statement of problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 General Background

Language is the most important aspect in the life of all beings. Human language is different from animal language. In context of human language, it is common to all humans. It is a means of communication that uses arbitrary signal, such as voice sounds, gestures or written symbols. We use language to express inner thoughts and emotions, to make sense of complex and abstract thoughts, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture. So, language is the most advanced and powerful means of human communication.

Language is a system of system. It is the system of sounds, words, patterns, used by humans to communicate thoughts and feelings. Richards et al. (1985, p. 153) say, "Language is the system of human communication by means of a structural arrangement of sounds (or their written representation) to form larger units e.g. morphemes, words, sentences." According to Sapir (1921, p. 8) "Language is a purely human and non-institutive method of communicating ideas, emotions and desires by means of voluntarily produced symbols." Similarly, Bloch and Trager (1942, p.5) say, "A language is a system of arbitrary vocal symbols by means of which a social group co-operates." Above mentioned definitions are similar in some cases but Chomsky defines differently. Chomsky (1957, p. 15) defines language as "a finite or infinite set of sentences, each finite in length and constructed out of a finite set of elements." But, Crystal (2003, p.410) defines language as semantically and

says, "a very general defining property of language (and other semiotic systems); the ability of a system to convey meaning, by virtue of the associations which relates the system's signals to features of the external world."

In conclusion, we can say that language is a means through which we exchange our ideas and feelings among the people. It is a means of communication processed by human beings only. Without language, the development of modern world may not be possible. So, it is very much essential phenomenon of human beings. It is the most developed and frequently used means of communication. It is concerned with the human beings and his distinctive sounds which are used for communication. In the process of communication one perceives the clear picture of the whole world through the language. It is the mean which helps us think, interpret, perceive and express about the real world. Most of the activities of the world are carried out through the language such as transmitting human civilization thoughts, literature, political and diplomatic activities, and human achievements etc.

In above paragraph we talked about importance of language. People have their own cultures, ethnic groups and their own languages. According to the population census report 2011, there are 126 languages spoken in Nepal. Out of them 91 languages have their own written script and other exist only in spoken form. The Magar language is one of the language having own written script. In the case of Nepal numbers of languages are in the edge of extinction. Numbers of factors are responsible for language loss and endangerment in Nepal. The major factors include code-mixing, lesser number of speakers, lack of language transmission to younger generation, migration to urban areas and foreign countries for job and education etc. Here I want to talk about English Code-mixing in day to day communication in the Magar language. Code-mixing means inserting or mixing some words or phrases of one language into the discourse of another. In this research focuses on English words which are mixed in the Magar language and trying to find out English words, reasons of code mixing, and analyze and interpret of those words.

1.2 Statement of Problem

Despite being small in size (147181 sq. km.), Nepal is full of diversity. In fact, it is a multi-racial, multi-cultural, multi-religious and multi-lingual country. It has an amazing cultural diversity including linguistic plurality. Nepal is so fertile from the linguistic point of view that it has been one of the most engrossing areas of linguistic research. There are one hundred twenty six castes and one hundred twenty three languages which are spoken in Nepal (CBS Report, 2011, p. 4). However, most of them do not have their own script. They are still confined to their traditions. Some of them are even in the verge of extinction. There are number of factors responsible for language loss in Nepal. The major factors include lesser number of speaker, migration to urban areas or foreign countries, lack of language transmission to younger generation and such others.

We all know that many languages of Nepal are in the verge of extinction. If we do not focus our effort on the preservation of languages, we will lose our cultures, traditions, identities, values, perceptions, beliefs, etc. of the communities. Among these languages, the Magar language is one which is spoken by the fourth largest population in Nepal. Even if large population speaks this language, it is not codified and well-developed language because very few research works are done in this language. Due to lack of appropriate dictionaries, grammar books and other reference books in the Magar language, it is very difficult to research about this language. I thought it is necessary to study about the Magar language and selected topic "English Code-mixing in the Magar language in the Day to Day Communication". With the help of certain books published in the Magar language, I am trying to find out English mixed words in the Magar language.

1.3 Rational of the Study

There are very few research works done in the Magar language. The Magar language is a vernacular language which is spoken by Magar people all over the country. Nowadays, this language is on the verge of extinction because Magar people do not speak their language gradually. It means there is the domination of English and Nepali languages in the Magar language. So, it is necessary to transfer the Magar language from generation to generation for its development. Not only this, the Interim Constitution of Nepal has also given the rights to preserve the languages of the communities and the primary level students have rights to study in their own mother languages. Our government and other concerned people should take responsibility to develop teaching and learning materials in the Magar language. It is impossible to manage the teaching and learning materials without the proper research works in the Magar language. And, the Magar language is not codified language. So, it is waiting for research works. Therefore, the study entitled 'English Code-Mixing in the Magar Language' is selected for research. I hope this study will be helpful to people who take interest to conduct research on the Magar language.

1.4 Objectives of this Study

The Study had the following Objectives.

- i) To find out English words which are mixed in the Magar Language in day to day communication
- ii) To find out the major reasons of English Code mixing in the Magar Language
- iii) To suggest some pedagogical implications on the basis of the finding of the study.

1.5 Research Questions

The study had the following research questions:

- i) What are the English words which are mixed in the Magar language in day to day communication?
- ii) What are the major reasons of English code-mixing in the Magar Language?

1.6 Significance of the Study

Language is a means of communication through which we express our ideas, emotions and feelings. To know the language means to adjust in a particular language society. So, the finding of this study becomes fruitful for the researchers as resource materials, for textbook writers, subject experts, curriculum designers, language trainers, linguists and for all those people who are interested in the Magar language. It becomes beneficial to all the teachers and learners of the Mangar language.

1.7 Delimitations of the Study

The study had the following limitations:

- a) This study was limited to a small area of sociolinguistics, i.e. code-mixing.
- b) The study was limited to 60 native speakers of the Magar language of Pawan Nagar VDC in Dang district
- c) Only native speakers of the Magar language were taken as sample of this study.
- d) The study was limited to illiterate, literate and educated of native speakers of the Magar language.

- e) Other mixed languages except English were not counted for this purpose.
- f) The study was restricted to word level to sentence level.
- g) Only English words mixed in the Magar language was analyzed.
- h) The study was based on only day to day communication.

1.8 Operational Definitions of the Key Terms

Magar: Magar is one of the major indigenous ethnic groups of Nepal. Magar caste densely lives in western and mid-western part of Nepal. The densely Magar populated districts are Kaski, Ghorkha, Syangja, Palpa, Baglung, Pythan, Dang, and Surkhet. But Magar people are living in each parts of Nepal may be from west to east and Himal to Tarai.

Illiterate- In my research study illiterate people are those people who are unable to read and write.

Literate-literate people are those people who are having academic qualification below SLC.

Educated- In this research educated people are assumed to have academic qualification above SLC.

CHAPTER - TWO

REVIEW OF RELATED LITERATURES AND CONCEPTUAL FRAMEWORK

This section is divided into four other subheadings. At first, the review of related empirical literature sheds light on empirical studies so far carried out on the related topic. Secondly, the implication of the review for study presents the relation between reviewed works and the present one. Thirdly, the review of related theoretical literature focuses on the describing the theoretical back bone of the study which provides base for the researcher. Lastly, the conceptual framework summarizes the whole process to be followed for the selection topic.

2.1. Review of Related Theoretical Literature

A number of theories had been developed from different perspectives after reading relevant literature. The information obtained from different literature is sorted under the main themes and theories. So, theoretical framework guides any research work by using ‘what work’ in the experience or exercise of doing something by that directly involved research study. The theoretical literature of this study consists of the sociolinguistic situation of Nepal, the language family, the English language, an introduction to the Magar community and the Magar language, akkha script and present situation. Similarly, it includes Code-mixing, Code-switching and types of Code-mixing.

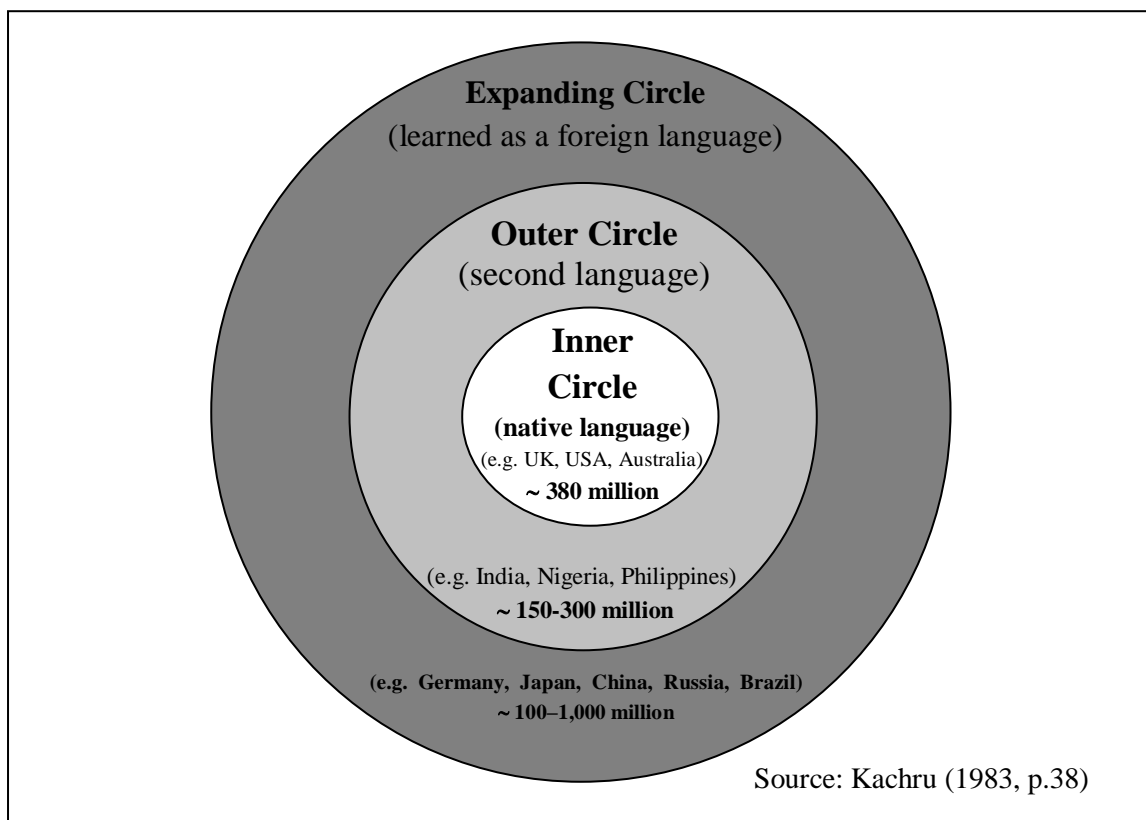
2.1.1 The English Language

There are thousands of languages spoken in the world. Some of them have entertained prestige everywhere whereas some others are confined within certain places. English is one of the prestigious languages. It is the world’s most widely used language. It is also called as a world language. It is a lingua-franca which is used as the common means of communication between the people of different nations.

Not only British, Americans, Canadians and Australians are the native speakers but also people from other countries are the native speakers of English. It is taken as a second language in many countries including India, Singapore, South Africa, etc. It is learned and taught as a foreign language in Nepal, and several other countries like Japan, China, Russia, etc. The use of English is spreading all over the world. English deserves a special position since it has become the international language for communication. It is the language used in international conferences and seminars as an international lingua franca. Many books written in English are the main sources of getting scientific and technical knowledge. So, it is spreading all over the world day by day. It is a very important language for us. The following figure makes us clear about the condition of English language in the world.

Figure No. 1

Condition of English Language



2.1.2 Situation of English Language in Nepal

Today English is the world's most widely studied foreign language. The need of ELT is greatly felt throughout the world because foreign language learning has always been an important practical concern.

In the context of Nepal, the historical development of English language goes back to the early 1850s. English was introduced formally in the school level education system about one hundred fifty years ago, that is in 1854. English has been learned and taught in Nepal since Rana regime. The history of the English language in Nepal goes back to the seventeenth century, when King Pratap Malla ruled over Kathmandu. In this period, English was simply used for very limited purpose however it is almost hard to find the documented history regarding the use of English. Later, the role of King Prithivi Narayan Shah used the English language to suspect missionaries on supplying information to East-India Company as a business enterprise (pp.1-4).

Likewise, during the Rana Regime, there was autocratic rule over Nepal, the prime and rich families hired Bengali or English tutors to teach for their children. Prime Minister Jung Bahadur Rana who was extremely interested to teach in English system under Durbar School at Thapathali, on October, 1853 A.D. to educate his own children and Rana families, (Sharma, 2010, p.38). But now, it is taught as a core subject from primary to graduate level at present. It is taken as a major subject as well as medium of instruction at various academic institutions. English has got the status of foreign language in Nepal. It has been used mostly for academic purposes for years.

The aim of teaching a foreign language is to enable the learners in such a way that they can participate to some degree and for certain purposes as a member of a community other than their own. The main objective of teaching English, therefore, is to make learners able to communicate in English. But the problem is that, the Nepalese learners of English seem to have problems in communicative English. The use of English is confined to formal situations

only. The present education system of Nepal is not favorable for developing English. There may be various reasons behind it. The most affecting factor is the education system. Providing a single period per day and a single subject on English is not sufficient to learn English. Another problem is that Nepal is facing the lack of expertise in ELT. Most of the English teachers are untrained. Even trained teachers are failure due to the lack of adequate and appropriate support materials. They are still using the traditional methods of teaching language emphasizing on reading and writing skills. Listening and speaking skills are neglected without which communicative purpose of teaching language will always be failure. The students are taught about English language not the language itself. So, teaching of English in Nepal does not seem to proceed satisfactorily.

2.1.3 Importance of the English Language

English is an international language which is also known as the global language. It is the dominant language today. It is spoken all over the world as a lingua franca. It is one of the widely used West Germanic sub branches of the Germanic branch of the Indo- European family.

According to the survey of UNESCO (2005,p.,34) more than 60 countries of the world use English as an official language, about 160 million people listen to English radio programs and over 60 million children study English at the primary level. One third books of the world have been written in English and more than 350 million people of the world speak English as their native language. It has a great importance as being one of languages of UNO which plays the vital role for developing countries like Nepal. Countries that adopt English language as the national language are ahead in trade, business and modern scientific technology. Therefore, the English language has become an indispensable source of knowledge for all. The English language has made the people know other countries' culture, religion, languages, arts, civilization, convention, discoveries etc in a short period of time. English is the first

language of the United Kingdom. At present, it is taught as foreign language more than 100 countries and it is emerging in the most of countries as a chief foreign language to be taught in school. English has an immense influence on the education system of Nepal. It is taught and learnt as a compulsory subject from one class to graduate level. Therefore, the vital importance of it cannot be summarized in a page.

2.1.4 The Sociolinguistic Situation of Nepal

Nepal is a multilingual, multicultural, multiracial, multi-religious small and beautiful landlocked country situated between two large countries namely China and India. Nepal, though small country has been fertile land for language and linguistic study. Nepal possesses an amazing culture diversity including ethnic richness and linguistic plurality. Linguistically, Nepal is so rich that it has a unique position on the linguistic map of the world. It has been one of the most engrossing areas of linguistic research.

Most of the languages existed in spoken form without having their own script. So, they are in the verge of extinction. A number of factors are responsible for language loss and endangerment in Nepal. The major factors are lesser number of speakers, poor economic status, lack of language transmission to young generation, migration to urban areas and foreign countries for job and education, tradition, official recognition, initiatives for language maintenance, language use in domains such as education, local administration and mass media.

It is a rich country in terms of linguistic diversity. According to the population census report 2011, there are 126 languages spoken in Nepal. Out of them 91 languages have their own written script and other exist only in spoken form. All the languages identified and spoken in Nepal are classified under the four language families'. viz. Indo-European, Sino-Tibetan, Austro-Asiatic and Dravidian.

Yadav,(2003, p.145). An attempt is made to present a brief glimpse of each of them.

2.1.4.1 The Indo-European Family

The Indo-European family of languages mainly comprises Indo-Aryan group of languages, which forms the largest group of languages in terms of speakers. In the context of Nepal, this family of languages consists of the following languages:

Nepali	English	Darai
Maithili	Rajbansi	Kumal
Bhojpuri	Hindi	Bote
Tharu	Danuwar	Churauti
Awadhi	Marwari	Mugali
Urdu	Majhi	Panjabi

(Source: CBS, 2011, p. 164-167)

Some of the Indo-Aryan languages spoken in Nepal are still to be sub-divided in the lack of their adequate description. These languages include Tharu, Bote, Kumal, Churauti and Danuwar.

2.1.4.2 The Sino-Tibetan Family

The Sino-Tibetan Family of languages can further be classified into three sub-groups, i.e. Sinitic, Tibeto-Burman and Karen. The Tibeto-Burman family of languages, which a sub-group of the Sino-Tibetan language family consists of the larger number of languages and is spoken in various central and South Asian countries, including Myanmar (Burma), Tibet, Northern regions of Nepal and parts of India. In Nepalese context, this family of languages consists of the following languages:

Tamang	Kulung	Puma	Lohorung
Magar	Dhimal	Dongmali	Chinese
Newar	Yakha	Meche	Tilung
Gurung	Thulung	Pahari	Kaile
Bantawa	Saripang	Lepcha	Raute
Limbu	Khaling	Boing	Dzonkha
Serpa	Thakali	Raji	Linkhim
Chamling	Chhantyal	Hayu	Koche
Chepeng	Tibetan	Byangshi	Hoyu
Sunuwar	Dumi	Ghale	Chhintang
Thami	Jirel	Chhiling	Mizo

(Source: CBS, 2011, p.164-167)

2.1.4.3 The Austro-Asiatic Family

The Austro-Asiatic Family of languages is the mostly spoken language family of South-East Asia. In the context of Nepal, it comprises only one language, i.e. Samthali/Satar which is spoken in Jhapa district, one of the Eastern region of Nepal.

2.1.4.4 The Dravidian Family

The Dravidian Family of languages includes approximately seventy three languages that are mainly spoken in Southern India and Northern Srilanka as well as certain areas in Pakistan, Nepal and Bangladesh. Jhangar/Dhangar and Kisan are the languages spoken in Nepal. Of these two languages, the former one is spoken on the province of the Koshi River and the latter one in Jhapa district

2.1.5 An Introduction to the Magar Language

Nepal is a rich country in terms of linguistic diversity. According to the census report 2011, 123 languages are spoken in Nepal. Different kinds of culture, tradition, religious and ethnic groups are found here which plays the pivot role in the field of the language. Magar are the rural of ancient Magarat Kingdom. Among the listed ethnic groups by the state, Magar is the largest ethnic group which occupies 7.14% in the total population of Nepal. According to the census report 2011, the total population of Magar is 18,87,733 among which 8,74,416 are male and 10,13,317 are female . Magars are found in India, Bhutan Barma and other countries of the world.

On the basis of development region the distribution of Magar population is as follows.

Development Region	Population
Eastern Development Region	1,99,896
Central Development Region	3,24,869
Western Development Region	8,21,530
Mid-Western Development Region	4,84,771
Far-Western Development Region	56.667
Total Population	18,87,733

(Source: CBS, 2011)

About the name of Magar Baral (2011, p. 21-23) says:

.....because of the lack of scientific study, there is no uniformity on the views of the origin of Magar and their history. Three different views are

prevalent about the origin of Magar. First view is that Nepal is the main place of settlement for the ethnic groups since one hundred and ten million old fossils were found here. The second view is that Asia is the main place for the settlement of Mongol community so that they entered from the North Himalayan region and settled in Hilly region. The third view is that the ethnic group entered from the India to Nepal from southern region. Different views on the naming of Magar are found .Some believes that because of the settlement in the mid part they are named as Magar. Some other believe that they entered from the Magadhi in Nepal so they are named as Magar. The most plausible view is that Maharlok is the settlement of this ethnic group from the ancient time, so they were called Mahar at first and later they are called Magar from Mahar.

English language belongs to the Indo – European family of language and is therefore related to most other languages spoken in Europe and Western Asia from Iceland to India. Magar is Tibeto-Burman language which is written in Akkharika script. It is particularly spoken in Hilly region of Nepal (Palpa, Tanahu, Syangja). Magar language is spoken in one part of Nepal is slightly different from the Magar spoken in other part of Nepal. Because of geographical diversity we can find out variations in this language.’ Kham’, ‘Kaike’, ‘Bahra Magarat’, ‘Atharha Magarat’ are the geographical dialect of Magar language in Nepal. Kham is specially spoken in Dang district of Nepal.

Nowadays, the Magar language community has felt that they are backward in their literature; after all, they have their own distinct language, culture, and religion. Therefore, they are proceeding ahead for developing their literature.

As a result different journals, dictionaries, magazines and other reading materials are published in the Magar language today. The Magar has different sub-castes namely: Ale, Pun, Rana and Thapa, other sub-castes of Magar are Baral, Darlami, Gurjeli, Gaha, Hunjali, Hiski, Khapangi, Thara, Raskoti Marsangi, Soti, Pulami, Rokka, Saru, etc.

2.1.6 Script of the Magar Language

The Magar language has its own script named 'Akkha script'. This script was discovered by M.S Thapa Magar. However, it is claimed that this script was freely being used by 'Lichchhavis' in Nepal. Only a few school and language expert have claimed over it and say it was the Magar ancient script.

Authoritatively accepted 'Akkaha' script as the Magar script.

2.1.7 Code-Switching

Command of only one language is rare phenomena today. Most of people have command over several languages. It has been the norms for many people throughout the world to be bilingual or multilingual. People select one particular code to speak and they, for various reasons and purposes, may switch from one code to another, it is then code switching.

Gal (1998, p.247) says, " Code-switching is a conversational strategy used to establish, cross or destroy boundaries; to create, evoke or change interpersonal relations with their rights and obligation."

Above mentioned definition points out that the speakers switch from one language to another to maintain their status or solidarity. They adopt code-switching as a conversational strategy to establish, cross or destroy group boundaries. But Code-switching is not only a conversational strategy to establish, cross or destroy group boundaries as said by Gal in the above definition, it is also a writing strategy used to achieve right effect from the audience. Furthermore, Code-switching is the concurrent use of more than one

language, or language variety, in conversation. People who speak more than one language sometime use elements of multiple languages in conversing with each other. Thus, code-switching is the use of more than one linguistic variety in manner consistent with the syntax and phonology of each variety.

According to Holmes (1992, p.44), "People may switch code within a speech even to discuss a particular topic. Bilinguals often find it easier to discuss particular topic in one code rather than another. Similarly, to Trudgill (1983, p.75), "Code-switching means switching one language variety to another variety when the situation demands."

2.1.7.1 Reasons for Code-switching

There are different factors which lead to code-switching. It may be conditioned by ethnic background, age social background of participants, and proximity of the participants, etc. According to Sharma (2010, p. 107) some reasons for code-switching are as follows:

- I. To explain the concept this is difficult to deal with one language by using the terminologies of another language.
- II. To fill a linguistic or conceptual gap for other multiple communicative purposes.
- III. To symbolize some-what ambiguous situation for which neither languages on its own would be quite right.
- IV. To show social and educational hierarchy.
- V. To suit the topic if discussing or subject matter according to the context.
- VI. To express emotions, solidarity, intimacy, etc.
- VII. To exclude another person (esp. unwanted) from the conversation.
- VIII. To clarify the misunderstanding between the conversant.

According to Rai (200, pp.183-184), the main reasons for code-switching are as the following:

a. Solidarity with the Listeners: - It is one of the very good reasons for code-switching. Newari people, for example, are competent Nepali speakers, but as soon as a Newar meets another they start talking in Newari. This is to show they belong to the same community; this creates a bond of affection and recognition among them.

b. Choice of Topic: - People also switch their code to suit their topic of discussion or subject matter. This refers to the switching one register to another. It has been found that some topics are so complex that they cannot be explained through code A. So, the speakers switch to another code B. For example, educated Nepali people find it difficult to discuss scientific topics in Nepali, so they switch to English as soon as they have to deal with science.

c. Perceived Social Cultural Distance: - Speakers switch code because they think that one variety or code is more prestigious than other. For example sometime Nepali people switch from Nepali to English because they think that English is prestigious language, and to speak English is the sign of being intellectual or elite. As soon as they start speaking in English everyone turns their head to look at the speakers and they feel more important.

In this respect Wardhaugh (2006, p.117) says, "Code-switching can be very useful social skill. The converse of this, of course, is that we will be judged by the code we choose to employ on particular occasion.

2.1.7.2 Types of Code-switching

Different linguists have classified code-switching into different types. But their classifications to some extent are overlapped to each other. They have only terminological variations. Wardhaugh (2006, p.104) classifies code-switching into two types.

a. Situational Code-switching: - Situational code-switching occurs when the languages used change according to the situation in which conversants find

themselves: they speak one language in one situation and other in different one. No topic change in one.

b. Metaphorical Code-switching: - When a change of topic requires a change in the language used we have metaphorical code-switching. The interesting point here is that some topic may be discussed in either code, but the choices of code adds a distinct flavor to what is said about the topic.

In addition to these two types, Rai (2002, p.184) views code-mixing as conversational code-switching when he writes:

There is a third type also which is called conversational code-switching. Here, the speaker essentially chooses one code but elements of another code are mixes up in the course of one single utterance. This is very common in a bilingual society. We frequently choose words and phrases from English in course of our conversation although we are talking in Nepali. Wardhaugh (1980) calls it *code-mixing* since the code is not change entire from one to another but the elements of one code are mixed into the other.

Poplack (1980) has classified code-mixing into three types (as cited in Romanaine, 1992, p.112):

a. Tag switching: - In tag switching, a tag of one language is inserted into an utterance of the other language. For example, you failed your exam, *ho ra?*

b. Inter-sentential switching: - Inter-sentential switching takes place at a clause or sentence boundary, where each clause or sentence is in one language or another. For example, ma Pokhera jana chahanchhu, but *I have no time.*

c. Intra-sentential switching: - In intra-sentential switching, switching of different types occur within the same clause or sentence boundary. For example, Rama nikai helpful chin.

2.1.8 Code-mixing

Each language, in society has its own rule. Also, a person has certain purpose in using a language. People can choose one of many languages he/she mastered in oral and written communication. The languages he/she mastered, the more flexible he/she is in the communication. Besides, the people will get more pried from other people because his/her special capability in using many languages. In multilingual community, speaker tends to mix one language and the other, which is commonly called code-mixing.

If the people choose to switch from one code to another in the middle of sentence, then it is code-mixing. It is the mixing of another code- when a speaker chooses one code- in course of single utterance. According to Hudson (1980, p.53), "..... To get right effect the speaker balances the two languages against each other as linguistic cocktail-a few words of one language, then few words of the other, then back to the first for a few more words..... but they seem to be limited by the sentence structure." Similarly, according to Crystal (2008.p, 76)."Code- mixing involves 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."

Code- mixing can be found everywhere today. Due to the rapid development of science and technology, trade and commerce and communication, one society is in direct touch with other societies. Consequently, many words/phrases have been borrowed or cited from the other languages. When people mix codes from another language for a long time, it becomes their automatic habit to use the words/phrases of another language. Since, English is international language, Nepali people use a lot of English words/phrases when speaking or writing Nepali language. They use them because of various reasons. Some people mix English words/phrases intentionally to get prestige in their society.

2.1.9 Differences between Code-switching and Code-mixing

The differences between code-switching and code-mixing are as follows:

Code-switching	Code-mixing
i) A change from one language to another in the same conversation.	i) The use of element, especially nouns and verbs from one language in an utterance predominantly in another language.
ii) Absolute shift, e.g. Aja gharmaa kam chha, <i>so I will not come to play game.</i>	ii) Lexical shift, e.g Ke chha haalchaal, <i>thesis siddhyanaubhayo?</i>
iii) Conditioned by situation and topics.	iii) Irrelevant to situation and topic change.

In this way, we do not find any striking difference between code-switching and code-mixing. In this respect, Wardhaugh (2006, p.101), says:

...it is unusual for a speaker to have command of, or use only one such a code or system... people, then, are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or mix code even within sometimes very short utterances and thereby create a new code in a process known as *code-switching*. Code-switching (also called code-mixing) can occur in conversation between speakers' turns or within a single speaker's turn. In the latter case, it can be occur between sentences (inter-sentence) or within a single sentence (intra-sentence). Code-switching can arise from choice or be used as measure identity maker for a group of speaker who must deal with more than one language in their common pursuits.

2.1.10 Grammar

Language is system of systems. That is to say it consists of various sub systems within the whole system of language. The parts in which a sentence can be segmented are the constituents. These constituents are also called units of grammar. A unit in grammar refers to the stretch of language that carries grammatical function. According to Quirk (1987, P.38-48) English language has five different units they are in the following sections briefly.

a. Morpheme:-In linguistics, a morpheme is the smallest semantically meaningful unit in a language. The field of study dedicated to morpheme is called morphology. A morpheme is not identical to a word, and the main difference between the two is that a morpheme may or may not stand alone, whereas a word, by definition is a freestanding unit of meaning. Every word comprises one or more morphemes. The morpheme can be further segmented without altering or destroying its meaning. Every morpheme can be classified into two:

i) Free morpheme: It can function independently as words. e.g. town, truck, etc.

ii) Bound morpheme: It appears only as a part of words, always in conjunction with a root and sometimes with other bound morphemes. e.g., unhappy, writes.

b. Words: - It is very difficult to define the word within a few words. Many scholars have tried to define it. Anyway word is a minimal meaning full unit having its own meaning. It may consist of more than one morpheme. Word is not analyzed just as a constituent phase but as an independent linguistic unit.

Richards et al. (1999, p.408) defines word as," the smallest of the linguistic unit which can occur in its own speech or writing." In writing words boundaries are usually recognized by spaces between words, in speech by slight pauses.

But definitions of words are not widely accepted because scholars says word as a meaningful unit in grammar but many grammatical words are not meaningful its own. Words can be classified into various classes according to their functions. Some of them are explained below.

i) Noun: A noun is a word which is used to denote a person, a concrete or abstract entity or a place. e.g., Ram, Shyam, Hari, door, stone, love, Kathmandu, Australia.

ii) Verb: A group of word cannot be described as a sentence or clause unless at least one of the words is verb. In some ways, we can describe it as the most important part of speech because it is the action word that tells listener or reader what is happening in the sentence. e.g., sleep, talk, dance, run, sing, etc.

iii) Adjective: A word used with a noun to describe or point out, the person, animal, place or thing which the noun names or to tell number, or quantity, is called an Adjective. e.g., beautiful, tall, ugly, etc.

iv) Adverb: Words which are used to qualify the action of the verb in the clause in some way or to add more information to adjectives or other adverbs is called adverb. E.g., fast, silently, awfully good, etc.

v) Preposition: Preposition allows us to talk about a way in which two parts of a sentence are related to each other. It is the word which governs nouns, pronouns and expresses relation to each other. E.g., on, in, at, by, of, against, etc.

vi) Pronoun: Pronouns are usually treated as a special sub-class of nouns. This is because they stand in for a noun or group of nouns. e.g., you, we, they, he, I, etc.

vii) Interjection: Interjection is a word or words, or some noise, used to express surprise, dismay, pain or other feelings and emotions. e.g., OH!, Ouch!, God!, Hurray!, etc.

viii) Conjunction: It would be very useful for anyone to either speak or write completely in simple in simple sentences; instead we tend to use a mixture of simple, compound, complex, sentences. One way to create longer, more complicated sentence is to use conjunctions. e.g., and, but, etc.

Arts and Arts (1986) classify the word class into two types:

i) Major word classes: - Major word classes are called open clause because they can add the new member. They are unrestricted and large in number. They are nouns, verbs adjectives and adverbs.

ii) Minor word classes: - The words which have restricted memberships are called minor word classes since they are restricted to create new members. The minor word classes are preposition, conjunction, interjection, article, quantifiers, pronouns, numerals.

C. Phrase: - The phrase is a term in a grammatical analysis to refer to a single element of structure typically connected more than one words and lacking subject predicate structure typical of clauses. So, it is a group of words which functions as a single word. A phrase consists of words but usually it will contain more than one. The most important point about phrase is that they do not include verbs that can change according to the time reference and in many cases they do not have a subject either. Unlike clauses, they can never stand as sentences. Phrases are often classified into four basic types, talking their names from what is considered to be class of the most important in the phrase. They are:

- Noun phrase

- Verb phrase

- Adjective phrase

- Adverb phrase

- Preposition phrase

d. Clause: - Clause refers to a unit of grammatical organization smaller than the sentence but larger than phrase. A clause can be defined as a group of words which contains a finite verb, and cannot occur in isolation, that is, a clause constitutes only part of a sentence. Structurally clause can be classified into three types: finite, non-finite and verb less clause.

e. Sentence: - A sentence is grammatical unit that is composed of one or more clauses. It is the word, clause or phrase, or group of phrases or phrases forming a syntactic unit which expresses an assertion, a question, a command, a wish an exclamation or the performance of an action, that in writing usually begins with a capital letter and concludes with appropriate end punctuation, and that in speaking is distinguished by characteristic pattern of stress, pitch and pauses. There are three types of sentence.

i. Simple sentence: - A simple sentence, also called an independent clause, contains a subject and a verb, it expresses a complete thought. For example, Students like to study in morning.

ii. Compound sentence: - A compound sentence contains two independent clauses joined by a coordinator. The coordinators may be either for, and nor, but, so, etc. For example I tried to speak English and my friend tried to speak newari.

iii. Complex sentence: - A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as because, often, since, although, or, when, or a relative pronoun, such as that, who, or which, For example, the teacher returned the homework after she noticed the error.

2.1.11 Language and Context

Language, like other forms of social form of activity has to appropriate to the speaking using it. This is why, in many communication men and women's speech is different. Languages also need to be suitable for particular occasions. The same speaker may use different linguistic varieties in different situation for different purposes. Languages also need to be suitable for particular occasions. The same speaker may use different linguistic variations in different situations for different purposes. Speech is also shaped by the context of the person spoken to, and in particular relationship and relative statuses of the participants in a discourse. The closer the distance between the interlocutors the less formal language he uses. For example, one can speak frankly with his friends but has to maintain different formalities while speaking with his boss. It is due to the context people want to speak one and happen to speak another. So in the most of the cases, language and its context is determined by the context not by the previous judgments. For example, Nepali leaders may speak about the franchise of the Tharu federal government when facing Tharu people and they may speak about the franchise of casteless federal government when facing the Chhetries. It is so because of the context.

2.2 Review of the Related Empirical Literature

Many research works have been carried out on mass media and few on the Nepali stories, pop songs, Maithili, Bhojpuri, T.U. premises and supermarkets. There some researchers have been done in the Magar language and some other researchers have been done in Code-mixing but no research yet has been carried out to find out the status of English Code-mixing in the Magar language in Dang district. Some of the researches have been done under the Department of Education on the following topics.

Subedi (2001) has carried out a research on “Code-mixing in Gorkhapatra Daily: A Descriptive study and Practical study”. The main objectives of his

study were to find out the English words that are used in the Gorkhapatra Daily and to find out assimilate and non- assimilated English words in Nepali Language. He used non-random judgmental sampling procedure. Twenty persons from urban area, i.e. Kantipur Municipality ward no 2 and twenty persons from rural area, i.e. Pakwa VDC ward no 2 Parbat were the primary sources of data collection. Prepared questionnaires were the tools for data collection. He found that urban people could make and understand more English words than rural people. He just pointed out some assimilated and non-assimilated words and their frequency of occurrence as well as the use of English acronym was very popular in Nepali newspapers.

From the study of Baral (2005) I become more familiar to find out the English mixed words. He has conducted a research work on “Code-mixing in Nepali Cinemas.” His main objective was to analyze the language code-mixing in Nepali cinemas in terms of language function, word class and sentence types. He watched ten different Nepali cinemas for fulfillment of his objectives. He used judgmental and non- random sampling. Observation was the main tool for data collection. He found that code-mixing of simple English words and sentences were maximally used in Nepali cinemas and uses of contracted forms of English were found quite frequently in this field.

Similarly Luintel (2005) has carried out a descriptive and practical study on “English code-mixing in the Nepali stories”. His main objective was to find out English words which are used in Nepali stories. He selected 200 persons including both from urban and rural area as primary source of data. Set of questionnaire was the tool for data collection. In his research work he found that word level mixing was greater in number than sentence level. English abbreviations were found in greatest number. None of the mixed words from preposition, conjunctions, and articles, pronouns and quantifiers words classes as found in the Nepali stories.

In the same way, Naupane (2007) has carried out the research on “A Study on Code-mixing in Bhojpuri Language.” Her main objective was to find out the English expressions which are mixed in the Bhojpuri language. Primary source of data was sixty Bhojpuri native speakers of Phattepur VDC in Bara district. She used simple random sampling procedure. Observation, oral interview and questionnaire were the tools for data collection. She found most of the educated people and young generation had used English words while speaking Bhojpuri language.

Likewise, Chaudhary, (2009) has carried a research study on "English Code-mixing in Chitwani Tharu Language. His main objective was to find out English words and expressions which are used in Chitwani Tharu language. He used purposive sampling in his research and selected 80 Tharu native speakers from Khairahani DVC in Chitwan as primary sources for data collection. Observation forms and unstructured interview questions were tools for data collection. He found that most of English words were mixed in the Tharu language on day to day communication.

In the field of quest Bohara's research helped me to put some breaks to find out the areas of mixing words in my research. Bohara (2010) did a research study on "Code-mixing in the TV Program Play It On". The main objective of his study was to find out the mixed codes in TV programme play it on and situation in which people use them. Non-random sampling procedure was used to sample the population of his study. The primary sources of data for the research were the people who run the programme and audience who made the call during the programme. He used observation forms as tool for data collection. He found out that non- derivative English words were used more often, males used English codes more often than female and school children used more English words. His further finding was that educational topics were dealt using more English codes than other topics.

I found most of the works were related to the code-mixing in print media. Apart from those, no research yet has been carried out to find out the English code-mixing in the Magar Language and frequency of occurrence of mixing words. This study is different from the rest of all researches which are carried out under the code-mixing.

2.3 Implication of the Review for Study

In the process of writing thesis, I have reviewed five different theses along with books, journals and articles and read them critically. The literature review has helped me enhance and consolidate my knowledge base and helped me to integrate my study with exiting body of knowledge. It helped me to establish the theoretical roots of my study and developed my methodology.

Specially, I have reviewed five different theses. These studies were conducted in the field of Code mixing in different areas, which were to some extent related with my topic Code-mixing. After reviewing these works, I have got lots of ideas for my study. They have used survey research design and I have also followed same i.e. survey research design. Likewise, they have used test as a tool to elicit data and I have used the similar tool for my study.

From the study of Subadi (2001) supported me to find out the possible areas of code mixing. That is somehow related to my study. After reviewing these words I got lots of information about research work. His finding was that urban people could make and understand more English words than rural. He found English words in Nepali language. The survey research design used in this research work, I also adopt the same in my study.

Likewise, from the study of Baral(2005) I got the more idea about survey research design and about language function, word class and sentence types. He found simple words and sentences were maximally used in Nepali cinemas. It kept, knowing and made me curious to search English Code mixing in my mother language.

Similarly, Luitel (2005) informed me that English abbreviations were found in greatest number. This study helped me to find out abbreviation words which were mixed in the Magar language in day to day communication. In the same way, the research work of Naupane (2007) was very much significant for me. She found English expression words which are mixed in the Bhojpuri language. With the help of her observation and interview questionnaires I was more familiar to set the questionnaires for my research. She did research only in educated and uneducated people.

Finally I reviewed the research of Bohara (2010) from which I got some idea about reasons of Code mixing .The research showed that educational topics were dealt using more English codes than other topics.

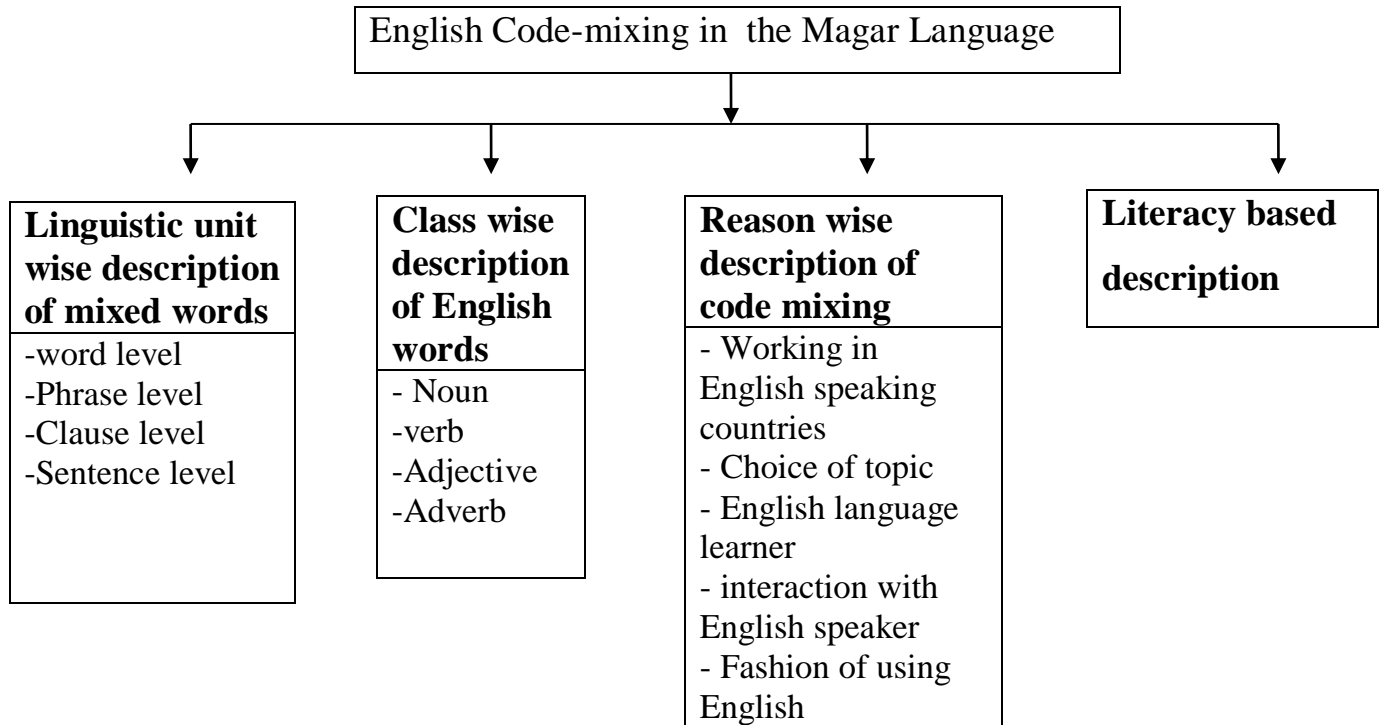
2.4 Conceptual Framework

In this study, at first, the sociolinguistic situation of Nepal was studied. There are various languages which have been framed in different language families. Among these families, Magar language falls on the Sino- Tibetan family. English language falls on the Indo-European family. After the analysis of language families, English and Magar languages had been introduced separately. These findings were listed in this study. To make conceptual framework of this study clear, the following figure is given below.

Fig. No. 1

Diagrammatic Form of Conceptual Framework

The study on ‘**English Code mixing in Magar Language in Day to Day Communication**’ is based on following conceptual framework:



CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

I adopted the following methodologies for this study. This methodological part includes design of study, population, and sample, sampling procedure, data collection procedure and data analysis and interpretation procedure respectively.

3.1 Design of the study

Survey is a superficial study of an issue or phenomenon. It is a general view and characterization of the circumstances and the testing of its study. Sukhia et. al. (1974, p.206) say, "Survey research is a method for collecting and analyzing data obtained from large number of respondents representing a specific population collected through highly structured questionnaire or interview schedule." It is commonly used method of investigation in educational research. Survey, in the context of educational research is carried out to find out the practicality, applicability and appropriacy of certain events, issues, situations and phenomena. According to Nunan (1992, p.140), the main purpose of a survey research is to obtain a snapshot of conditions, attitudes and events at a single point of time. The finding of survey is generalizable and applicable to the whole group. Similarly, Kidder (1981, p. 81). No other research strategy matches the strengths of survey research in its potential for handling for external validity.

Nunan (1992, p.141) suggests the following eight-step procedure of survey research in a more comprehensive way:

Step 1: Define Objectives	- What do we want to find out?
Step 2: Identify Target Population	- Who do we want to know about?
Step 3: Literature Review	- What have other said/discovered about the issue?
Step 4: Determine Sample	- How many subjects should we survey, and how will we identify these?
Step 5: Identify Survey Instruments	- How will the data be collected questionnaire/interview?
Step 6: Design Survey Procedure	- How will the data collection actually be carried out?
Step 7: Identify Analytical Procedure	- How will the data be assembled and analyzed?
Step 8: Determine Reporting Procedure	- How will result be written up and presented?

Likewise, it is defined that survey is the most commonly used descriptive method in educational research and may vary in scope from large – governmental investigation to small scale studies carried out by a single researcher. It is one of the significant cross-sectional methods of study adopted in educational investigation. Primarily survey research is administered to obtain people’s opinions, attitudes, perceptions, and the specified behavior on certain issues, Phenomena, events and situations. The finding of this research design is generalizable and applicable to the whole group. My research topic “English Code-mixing in Magar language in Day to Day Communication” is linked to find out English words, its areas, and reasons of Code mixing, So, I became more interested and then selected this survey research design according to my purpose.

3.2 Population and Sample

The population of the study was sixty native speakers of the Magar language From Pawan Nagar VDC in Dang district. In sample population there were three types of native speakers. viz., illiterate, literate and educated. Those who were unable to read and write were considered as illiterate and the people having academic qualification below S.L.C level had been taken as literate. Similarly, population with academic qualification above S.L.C had been assumed to be educated ones

3.3 Sampling Procedure

I used stratified random sampling procedure to sample the population for this study. This sampling procedure was used to select the members of native speakers of the each group.

3.4 Data collection tools

The main tools for data collection were structured interview schedule and questionnaire. The structured interview schedule was used to elicit data from illiterate and the questionnaires were given to the literate and educated people.

3.5 Data Collection Procedure

I adopted the step-wise methodological procedure to collect the required data.

- a. For this, I visited the Magar community of Pawan VDC of Dang district.
- b. I established rapport with them.
- c. I explained the objectives of the study.
- d. I conducted interview with illiterate people according to the prepared interview schedule.
- e. I made use of the set of questionnaire with the literate people.
- f. I collected the responses of the informants.
- g. Finally, I thanked them.

3.6 Data Analysis and Interpretation Procedure

The collected data was analyzed and interpreted descriptively using by simple statistical tools like tables, lists necessarily.

CHAPTER - FOUR

RESULTS AND DISCUSSION

Mainly this chapter is concerned with the result and discussion of the collected data. The collected data from the informants were discussed to find out English mixed words which are mixed in the Magar language. The result and discussion carried out in this chapter has been made as accurate as possible with a view to making the study more objectives.

4.1 Results

In order to meet the objectives of my research study, I set three different scopes related questionnaires.viz personal life/ family related, physical related and opinion related questions, After analyzing and interpreting collected data, this study comes with following results.

1. Word level mixing was found to be used in greater numbers in comparison to other linguistic units.
2. Mono-morphemic words were found in the highest number, regarding the structure of mixed words.
3. Sentences were only mixed by educated people. Only simple sentences were mixed in the expressions which were remarked in the lowest position.
4. Educated people mixed more technical codes than illiterate and literate people.
5. Some English abbreviated forms were found in the study.
6. The mixing of English words was found to be natural for educated speakers.
7. It was found that new and technical topic demands for the maximum use of English words rather than other topic.
8. None of adverbs was found in the study.

4.2 Discussion

This heading is chiefly concerned with the analysis and interpretation of the collected data. In order to find out mixed English words by native Magar language speakers. The analysis and interpretation were done more descriptive and less statistical tool of 'percentage'.

4.3 Analysis of English Mixed Words in Magar Language

The aims or objectives of this study were to find out the mixed English words in the Magar Language. This is the most crucial part, which led the researcher to meet the objectives of the study.

The analysis and interpretation have been carried out under the following sub-headings.

1. Linguistic unit wise description of mixed words.
2. Class wise analysis of English words mixed in the Magar language.
3. Reason wise description of code-mixing.
4. Literacy based description.

4.3.1 Linguistic Unit Wise Description

This part of study mainly focuses on unit wise description of the mixed English words in Magar language. English code-mixing in the form of different linguistic unit is categorized into four different types. viz, word level, phrase level, clause level and sentence level. These linguistic units were mixed by Magar speakers while speaking their native language.

Table No 1
Linguistic Unit wise mixed English Words

S.N	Linguistic Unit	No. of Mixed English words	Percentage
1	Word	197	85.28
2	Phrase	21	9.09
3	Clause	0	0
4	Sentence	13	5.62
		231	100%

The above table shows that the number of mixed English words according to different linguistic units. At word level, the highest numbers of mixed English words have been found (85.28%). At phrase level less numbers of English phrases are mixed in Magar language (9.09%). The fewest sentences are mixed at sentence level (5.62%) and English mixed clauses were not found in the Magar language.

A Description of words

1 Some example of mono-morphemic words are presented below

Ngha khate time male.

(I have no time)

ii. sarkarai help jatke parisle.

(Government helps us)

iii. kula anpyara problem matrai le.

(Problem is everywhere)

2 Some examples of poly-morphemic word structure found in study.

i) Yelakungh school lang teaching jatle.
(I am teaching in school here)

ii) Nghau driving pesa le.
(My job is driving)

3 Some different types words found in Study.

i) Imang T.V, Radio, Mobile le.
(T.V, Radio, Radio, mobile are in my home.)

ii) Jajako Boarding school lang paryasle.
Childrens are studying in boarding school.

4 Clipping words

i) Nghau bisaya opt. Math aale.
(My subject is opt math.)

5 Abbreviations

i) Ichai SLC pass jata.
(He passed SLC)

ii) Karanchho baujai B.A nagh n paryasle.
(My elder son is studying in B.A)

iii) Kano Boi NGO nagh n kam jatle.
(My father is working in NGO.)

B. Description of mixed phrases

1 Example of noun phrase

i) Health post khasai los male.
Health post is not so far from here.

ii) Jammai njajako boarding school kang parasle.
All my children are studying in boarding school.

2 some example of verb phrase

- i) Ka haptang field visit vetle.
I will finish field visit within a week.

3 some examples of adjective phrase

- i) Kano ishai final exam aale.
(It is our final exam)

4 some examples of preposition phrase.

- i) Kam on the spot chhanke parisle.
(Work should be done on the spot)
- ii) Kan on time mang school ankeparisle.
(We should go to school on time)

C. Clause

The mixing of clause level in the study was not found.

D. Sentence

Some mixed sentences were found in this study. Complex sentences were not found and only simple sentences were found in this study. Some examples of the mixed sentences presented.

- Thank you.
- call me.
- Politics is the dirty game.
- You are wrong.
- excuse me.
- You are right.
- have a nice journey.

4.3.2 Class-wise analyses of the English words mixed in Magar language.

In this part, study focuses on class -wise description of the mixed English words in Magar language.

Table No. 2

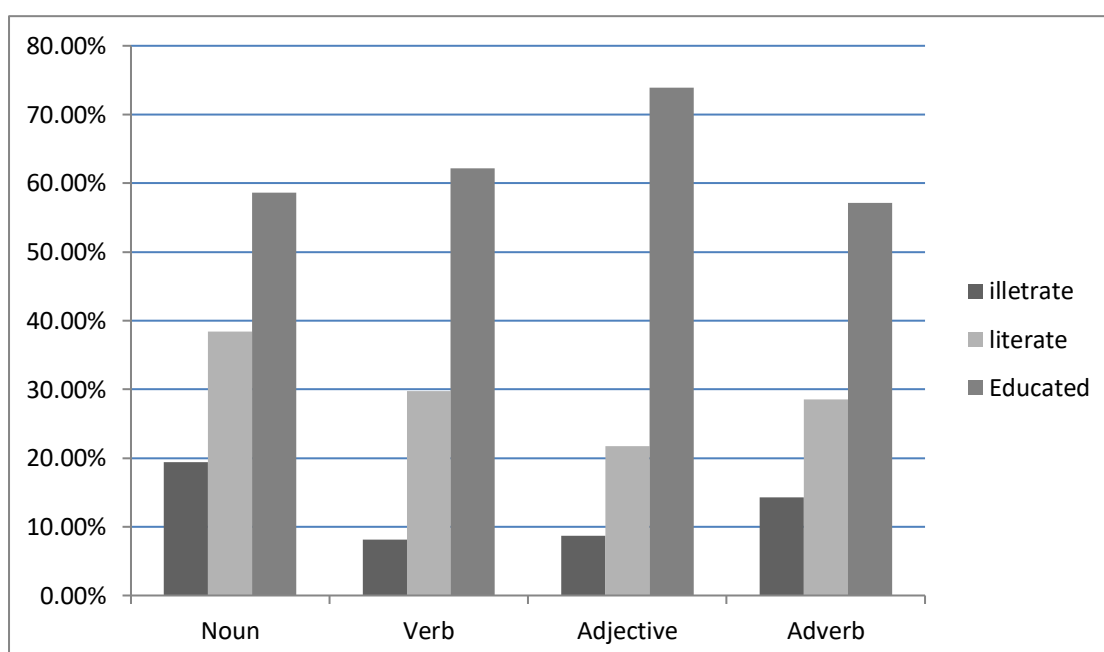
Class-wise Analyses of the English Words Mixed in Magar Language

Class	Illiterate	Literate	Educated	Total
Noun	47	93	142	242
Verb	3	11	23	37
Adjective	2	5	17	23
Adverb	2	4	8	14
				312

The above table shows that, from sixty native speakers of Magar Language nouns have been found in the highest number (242). In the same way 37 verbs, 23 adjectives, 14 adverbs have been found. Same data can be presented with the help of diagram in the following way.

Fig No. 2

Class-wise analyses of the English words mixed in percentage



The above figure shows that three different respondents (Illiterate, Literate and Educated) class-wise description in percentage. With the help of above diagram, Magar educated people mixed English noun words 58.67%. Literate people and illiterate people used mixed English noun words 38.43% and 19.4% respectively. On the other hand, 62.16% English verbs were mixed by educated Magar native speakers in day to day communication, 29.73% by literate and 8.10 % of verbs by illiterate Magar native speakers. Similarly research shows 73.91% adjectives were mixed in their Magar language by educated people. 21.7 % and 8.69% adjectives were mixed by literate and illiterate Magar native speakers respectively. Adverbs were mixed by Magar native speakers. 57.14 % by educated, 28.57% literate and illiterate also mixed 14.28% adverbs in their communication.

4.3.3 Reason Wise Analysis of the Code Mixing

Through the help of responds interview and questionnaires informants I found some reasons behind English code mixing in Magar language. Some important reasons are presented as follows: automatic, working in English speaking countries, choice of topic, English language learner, interaction with English speaker, and fashion of using English language.

1) Automatic

There is no any hard and fast rule to mix English words in Magar language. Magar native speakers were mixed English words either deliberately or in deliberately. Automatic reason is one of the major and important reasons to mix English words. Automatic reason means influence of new science and technologies like, Radio, T.V Computer etc.

2) Working in English speaking environment

This is the time of globalization. Either, people were in Nepal or in out of Nepal, people were facing English speaking environment so, people were learning English words daily. In my research I found maximum mixed English words in the Magar language who worked or faced English speaking Environment (India, Malaysia, Qatar, Dubai, U.K, America). e.g., Duty, Rice cooker, Salary, face book, Mobile, laptop etc.

3) Choice of Topic

This is another important reason to mix English words in Magar language. Choice of topic means when they were talked about Electronic accessories, Automobiles, and about Space educated people mixed maximum numbers of English words in the Magar Language. With the help of educated people illiterate or literate people were also mixed English words in Magar language. e.g., hospital, doctor, nurse, school, boarding, fee, etc.

4) English Language Learners

In the case of literate and educated people 'English Language Learner' was another important reason to mixed English words in the Magar Language. Boarding school students and major subject English students were used or mixed English words frequently in the Magar language. . e.g., help, lift on the spot, time, late, exam, schedule, etc.

5) Fashion of using English Language

This is the most influencing factor in the Magar Language. In the name of fashion people were consciously or sub consciously mixing English words while they are speaking the Mager language. e.g., Nice journey, good bye, thank you, well done, comfort, etc.

6) Domination of English Language

Domination of English language is another reason to mix English words in Magar language. Maximum number of books, articles, newspapers and other broadcasting media also mixed or used English language. Similarly, people were used when they were in formal organization, seminar.

4.3.4 Literacy based description of mixed English words in Magar language.

- i) Educated persons have been found using more English words than uneducated ones.
- ii) Uneducated persons mixed only words and phrases in their expressions but educated persons mixed words, phrases and sentences
- iii) Educated persons mixed more technical codes than uneducated persons.
- iv) Uneducated persons mixed mostly nouns in their expression.
- v) Educated persons mixed nouns, verbs, adjectives and adverbs as well.
- vi) Pronunciations were widely changed by uneducated people while mixing English in their mother tongue.
- vii) Level of understanding between educated and uneducated people was distraction, which means an uneducated person can use the English words without knowing its real meaning.
- viii) Some of the codes mixed by educated persons were not understood by uneducated ones while they talked with each other.

CHAPTER-FIVE

SUMMARY, CONCLUSION, AND IMPLICATION

This is the final chapter of this report which deals with summary, conclusion and implications prepared by the researcher after analyzing the data. The first chapter, introduction includes the background, statement of the problem, rationale of the study, objectives, research questions, significance and delimitations of study. Second chapter deals with the theoretical literature and empirical literature. On the basis of the theoretical literature and empirical literature, the conceptual framework was developed. The third chapter deals with the methodology employed to conduct the study. It gives the information of the study, population and sample, sampling procedure, data collection procedure and data analysis and interpretation procedure. Collected data are presented, analyzed and interpreted in the fourth chapter. This chapter summarizes and concludes the whole study in the first two sections. Some implications of the study in policy level and practice level are presented in this section. More specifically, this chapter is divided into three parts. viz, summary, conclusion and implication.

5.1 Summary

Within the small country of Nepal there are many languages being spoken. Among them, Magar language is also one of indigenous language in Nepal which is spoken in all parts of Nepal. It is the fourth largest language of Nepal (CBS Report, 2011, p.4). Here I am going to summarize the whole thesis in the form of different chapters.

This research entitled "English Code- mixing in the Magar Language in day to day Communication" is studied with the help of five different chapters. The first chapter 'Introduction' consists of background about language, Code mixing

as well as the Magar language. Statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms were studied in the first chapter.

The second chapter contains a review of the related theoretical literature. It helps the researcher to guide and give a theoretical framework of research. Another part includes a review of the related empirical literature. I have reviewed six different theses related to my research topic, code mixing and the Magar language. With the help of reviewed research, I got a clear map to go ahead. The socio-linguistic situation of Nepal depicts the whole scenario about the entire origin of languages. Further, in the second chapter, I define about code mixing with the help of different scholars. Here is also a conceptual framework which displays the ways how this research was done.

Similarly, the third chapter contains research design. The research work was carried out based on survey research design. The population of study was sixty native speakers of the Magar language. It used stratified random sampling procedure to sample the population for this study. The main tools for data collection were structured interview schedules and questionnaires. It includes data collection procedures, analysis and interpretation procedures as well.

Finally, the fourth chapter includes results and discussion with step-wise analysis and interpretation of the data using tables. The study was carried out to find out the mixed English words in the Magar language.

5.2 Implications/Recommendations

This section deals with the recommendation given for the educational/pedagogical implications and further study. The researcher intends that the recommendation given for the educational/pedagogical implications will be used in future and the recommendation for further study will be helpful to the other researchers to carry out researches. Based on findings and conclusion the major implications of the study for educational practice can be presented under the following level.

5.2.1 Policy level

Policy is principle or protocol to guide and achieve rational outcomes. It is a statement of intent and is implemented as a procedure or protocol. The policy maker often makes right decisions for the wrong reasons. It is said that many policies are made without adequate study in Nepal. The main implications at this level are as follows:

- i) Government should publish Books in the Magar language.
- ii) Teaching materials should available in mother language.
- iii) Abbreviations forms should include in Course Books.
- iv) Government of Nepal should organize mother language program.
- v) Educated people of Magar language should give the priority of their mother language and should publish Newspapers, articles, etc.
- vi) The course designer, curriculum developer, text books writers and language teachers should internalize the results of this study to diagnose English code-mixing of the Magar language of different levels, viz. noun, verb adjective and adverb.

5.2.2 Practice Level

From the finding of this study, several pedagogical implications can be drawn as the useful insight for the educational practitioners.

- iii) It is practical implication for those who will be related with text book writers, and instructional materials providers.
- iv) Especially for teachers who teach English subject in school Magar community school.
- v) The researcher will get benefit from this research whose research area will be code-mixing.
- vi) The professional language teacher can effectively use the study in their practice of language teaching.
- vii) The teachers who are involved in teaching language indifferent schools and colleges will certainly be benefit.
- viii) Furthermore, it will be helpful those who are interesting about different language and dialects.

5.2.3 Further Research

While conducting the research, there may be some weaknesses of the research. No researches can be perfect. I do not claim that the present study covers all the mixed English words in Magar language. So, the present study is mainly based on the data collected from sixty Magar native speakers from Pawan Nagar VDC of Dang district. However, I have tried my best to find out the mixed English words in Magar Language. Finally, the results and conclusions of this study generate some questions, which need to be verified. Some of them are:

- i. This kind of study should be conducted on different dialects of the Magar language.

- ii. This study was limited to Pawan Nagar VDC of Dang district. So, similar study should be conducted in other areas/districts or as a whole.
- iii. It is requested not only the students but also the concerned authorities to take the above mentioned recommendations into consideration and furthermore, to carry out other researches on the various areas/aspects of the Magar language.
- iv. This study can work as a step of ladder; by stepping on it other researches can reach their destination.
- v. This study would be useful for new researcher to identify mixing areas in second language acquisition.
- vi. This research work is beneficial for those who are going to conduct researches in the related topic.
- vii. This study can enable the other language researcher to gain new evidence to find out how language codes are mixed in other language at the time of speaking.

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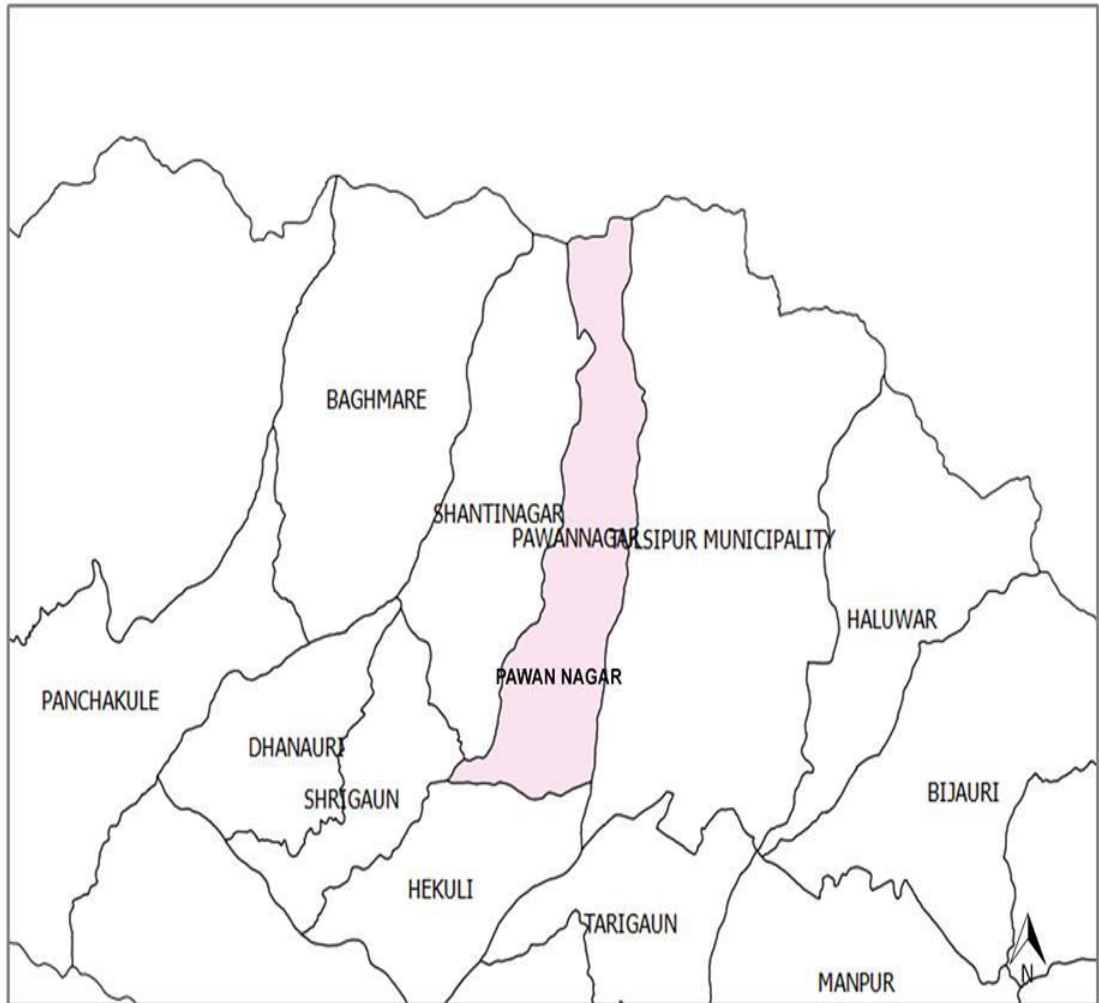
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Map of Dang District



Highlighted area is Pawan Nagar VDC from where I collected my data



Appendix I

Name list of Illiterate Respondents is Mentioned Below

S.N	Name of Respondents	Age	Gender
1	Pabisara Thapa	51	Female
2	Dambar bahadur Namjali	64	Male
3	Tulsi Thapa	61	Female
4	Pabitra Thapa	54	Female
5	Dal bahadur Thapa	56	Male
6	Bal bahadur Thapa	58	Male
7	Purnima Thada	52	Female
8	Nar bahadur Thada	68	Male
9	Judda Bahadur Gaha	45	Male
10	Jayanti Thapa	54	Female
11	Hari kala Thara	56	Female
12	Man bahaduar Thapa	62	Male
13	Krisna Bahadur Thara	65	Male
14	Lal bahadur Rana	63	Male
15	Laita Rana	51	Female
16	Jagbir Banshi	54	Male
17	Sumitra Banshi	56	Female
18	Purnaki Raskoti	52	Female
19	Chitra Thapa	38	Female
20	Top Bahadur Thada	36	Male

Appendix II

Name List of Literate Respondents is Mentioned Below

S.N	Name of Respondents	Age	Gender
1	Krishna Bahadur Thapa	46	Male
2	Dhan Bahadur Thapa	40	Male
3	Pradeep Thapa	36	Male
4	Puspa Thapa	32	Female
5	Sumitra Thapa	31	Female
6	Dal Bahadur Ale	62	Male
7	Kamala Ale	33	Female
8	Prabin Thapa	18	Male
9	Tika Ram Thapa	64	Male
10	Lok Bahadur Thapa	22	Male
11	Ishor Bahadur Thada	27	Male
12	Resham Bahadur Namjali	43	Male
13	Shiva narayan Thapa	39	Male
14	Dhani Ram Thada	59	Male
15	Dhak Prasad Thada	29	Male
16	Durga Prasad Thara	45	Male
17	Durga Bahadur Thara	42	Male
18	Lila Bahadur Thapa	38	Male
19	Khim Bahadur Thapa	56	Male
20	Tara Singh Thapa	61	Male

Appendix III

Name List of Educated Respondents is Mentioned Below

S.N	Name of Respondents	Age	Gender
1	Gaumati Kumara Thapa	30	Female
2	Rewoti Kumari Thapa	29	Female
3	Jhaggu Thapa	24	Male
4	Sabitri Thapa	22	Female
5	Prem Bahadur Gharti	29	Female
6	Hari Prasad Thapa	29	Male
7	Bhupesh Namjali	22	Male
8	Gagan Namjali	22	Male
9	Mohon Thapa	26	Male
10	Sabitra Thapa	23	Female
11	Amrit Thapa	25	Male
12	Shanti Gharti	32	Female
13	Pim Bahadur Thapa	27	Male
14	Lokesh Thapa	22	Male
15	Dev bahadur Thapa	42	Male
16	First Bahadur Rana	46	Male
17	Mina Thapa	22	Female
18	Hem Lal Rana	39	Male
19	Bhuban Rana	23	Male
20	Lal Bahadur Ale	26	Male

Appendix IV

Observation Sheets for Mixed English words in the Magar Language

Words			
Radio	Doctor	Gear	Charger
T.V	Hospital	Brake	Current
Camera	Tiffin	Seat	Petrol
Computer	Brush	Ball	Diesel
Mobile	Bus	Machine	Chain
Card	Car	ATM	Dustbin
Table	Motorbike	Control	Line
Battery	Cycle	Gear	Deposit
School	Taxi	Brake	Coat
Gas	Counter	Wall	Coffee
Paper	Duster	X-ray	Cable
Remote	Filter	Fracture	Drum
Carpet	Biscuits	Lift	Entrance
Vaseline	Bench	News	Exam
Book	Time	Seat	Hotel
Film	Tractor	Inverter	Tie
Market	Pitch	Cricket	Motor
Cement	Accident	Mo-mo	Toilet
Bulb	Minute	Football	Duty
Rod	SLC	Channel	Thesis
Pin	I.A	Clear	Viva
Bottle	B.A	Sound	Service
Coca-Cola	M.A	Board	
Fee	Job	Sofa	
Health post	Bank	Love	

Appendix V

Observation Sheet for Mixed English Phrases in the Magar Language

Phrases	
Health post	Keep quite
Boarding School	Life time
Field visit	Carom board
Final exam	Check up
On the spot	Head phone
On time	Load shedding
Of course	Rice-cooker

Appendix VI

Observation Sheet for Mixed English Sentences in the Magar Language

Sentences
Thank you
Call me
Politics is dirty game
You are welcome
Excuse me
You are right
Have a nice journey
Well done

Appendix VII

Dear informants, these test items have been prepared for collection data for the research study entitled "English Code- Mixing in Magar Language" which is carried out under the guidance of Reader and Depart head Dr. Anjana Bhattarai of Central Department of English Education, T.U Kirtipur, Kathmandu. I hope that you will co-operate me for my research study which will be valuable contribution to accomplish this research work.

Thank you

Researcher

Bam Bahadur Thapa

T.U, Kirtipur, Kathmandu