

CHAPTER ONE

INTRODUCTION

This study is based on the “English Codes Used by Farmers”. It consists of five interrelated chapters. This introduction part consists of Background of the Study, Statement of the Problem, Objectives of the Study, Significance of the Study, Delimitations of the Study and Operational Definition of the Key Terms.

1.1 Background of the Study

Language is the possession of only human beings. Language proved to be a major means of communication. Language plays a great role for the development of good relationship, national unity and international integrity. Language, directly or indirectly, affects every field such as science, art, economics, agriculture etc. It is special gift of human beings which provides us human identity. Thus, the importance of language is inevitable in human life.

There are varieties of languages which are being used in the world. It is believed that 6,000 distinct languages are used in the world today (Karchu, 1983). Among them, no language can be thought to be superior or inferior to other languages in terms of communicative values, however, some languages play more dominant role in particular situation. According to Graddol (1997, p. 145), “English, a global language, occupies a dominant position in the world. English is a West Germanic language that was first spoken in early medieval England and is now a global lingua franca, English is either the official language or an official language in almost 60 sovereign states.” Nowadays, it is also the main language of books, newspaper, airports, business, science and technology, medicine, economics, politics, music, etc. It has become an obligatory as well as prestigious language.

English is an international language. Nowadays most of the things are produced by developed countries where English language is spoken and named those things in English. Other people, who are non nativespeakers of English

language use English words while speaking their own mother tongue. Mixing words in other language also called code mixing. Generally, code mixing refers to a lexicon or partial shift from one language to another. English words are used in different fields by the people.

Some scholars use the terms "code-mixing" and "code-switching" interchangeably, especially in studies of syntax, morphology, and other formal aspects of language. Others assume more specific definitions of code-mixing, but these specific definitions may be different in different subfields of linguistics, education theory, communications etc. Code-mixing is similar to the use of creation of pidgins; but while a pidgin is created across groups that do not share a common language, code-mixing may occur within a multilingual setting where speakers share more than one language. Code mixing is a common in bilingual or multilingual communities and is often a mark of solidarity e.g. between bilingual friends in an informal situation. It is a mixing of two codes or languages, usually without a change of topic. It involves various levels of language, e.g. phonology, morphology, grammatical structures or lexical items.

This study specially focused on English words mixed by the farmers. Here, the term farmers' refers to a person who cultivates land or crops or risen animals. Farmers are also called agriculturist, agronomist, cultivators, grower, planter or tiller. In today's communication, they collocate English words while speaking their mother tongue.

Most of the farmers in the western part of Nepal mainly in Nawalparasi district, speak the Nepali language but nowadays most of the people are bilingual. They mix more than one language while speaking. They mix knowingly or unknowingly another language in their mother tongue. In this study the researcher mainly focus is on English language mixed in the language. Peoples borrow and acquire some English terms and mix them into the Nepali language. For example:

Disturb nagara ta malai.

Jau **dress** lagau **school** janu parchha.

Generally, agriculture means the science or occupation of farming. In another way agriculture refers to the science of cultivating the ground, including the harvesting of crops, and rearing the animals. In Nepal, the economy is dominated by agriculture. According to Rai, (2068, p.7) In the late 1980s, it was the livelihood for more than 90 percent of the population, although only approximately 20 percent of the total land area was cultivable. The majority of the population of Nepal involved in agriculture. Agriculture is the main source of food, income, and employment for the majority. In trying to increase agricultural production and diversify the agricultural base, the government focused on irrigation, the use of fertilizers and insecticides. There are new advanced technologies and equipment used in agricultural field. For example, tractor, thresher, rotary, etc. Agriculture in Nepal has long been based on subsistence farming.

In general the majority of Nepalese farmers are subsistence farmers and do not export surplus; this does not prevent a minority in the fertile southern Terai region from being able to do so. Most of the area of country is mountainous, and there are pockets of food-deficit areas. In Nawalparasi district there are many peoples who involve in agricultural field. They grow paddy, wheat, maize, potatoes and so on.

There are mainly two types of farming in Nepal, they are:

Commercial farming: Commercial farmers grow crops and rear animals for sale to make a profit.

Subsistence farming: Subsistence farmers grow crops and rear animals mainly for their own use.

In the case of Nepal, Most of the farmers which are also known as integrated farmers use subsistence farming. They are engaging in agriculture for the purpose of their own use rather than to make a profit.

1.2 Statement of the Problem

The present study is about code mixing by the farmers in the Nepali language. All people are connected each other in the world due to advanced technologies, science, language and art. Language plays a vital role in human life. Due to the language people are developing or connecting their societies. There are different languages in the world but English language is dominant one. The main reason of having dominant language is power. The English language is found as a native language in most of the developed countries so that all things which are invented or produced by English countries, they labeled in the English language. For example: books, theories, principles, technology, media, politics, goods and so on. In the context of Nepal, Nepali people are collocating English terms while speaking. The terms of Nepali have been overtaken by the English terms in day to day communication. Like other people the farmers are also collocating English terms while speaking the Nepali language.

Farmers are mixing English words in the Nepali language in different fields such as in daily life of farmers, in their agriculture field, while schooling their children and so on. So this is really a challenge to minimize the use of English words while speaking the native language, i.e. the Nepali language. The English terms became collocate among Nepali language. Nowadays, Nepali language is disappearance due to English language. Due to overtaken by English words for example, cycle, TV, tractor, etc haven't exact Nepali word. So it is necessary to study about the English terms which are collocating in the environment of Nepali language by the farmers. There is not any research on this topic yet. So the researcher became interested to find out the English Codes Used by Farmers.

1.3 Objectives of the Study

The main objectives of this study were as follows:

- a) To find out the English terms used by the farmers while speaking in the Nepali language in the conversation of:
 -) Daily life
 -) Agriculture
 -) children's Schooling
 -) Participating in meetings of community
- b) To find out the context in which the English words are used.
- c) To suggest some pedagogical implications on the basis of the findings of the study.

1.4 Research Questions

The main research questions of this study were as follows:

- a) What are the English words which are used by farmers in the Nepali language while speaking in Nepali?
- b) In which context English words are mixed by the farmers in the Nepali language while speaking in Nepali?

1.5 Significance of the Study

There is not any research in the code (English terms) mixing in the Nepali language by the farmers. This study will be significant for prospective researchers who want to carry out research in code mixing. The present study will be mainly beneficial for the farmers because they are collocating English terms in the Nepali terms in daily life, in agricultural fields, schooling children and so on. English terms are frequently using in human activities. Farmers should know what types of English words are mixing in the Nepali language and in what context it can be used. Similarly policy maker and language planner will be beneficial from this study. They can make policy according to

necessary of English language mixing in the Nepali language and other persons who are directly or indirectly involved in English language. This study will help to find out the context of mixing English words in the Nepali language while speaking. So, the finding of this study becomes fruitful for the researchers as resource materials, for textbook writers, subject experts, curriculum designer, language trainers, and linguistics and for all those people who are interested in code mixing in Nepali language. In addition to it, this research will be a guideline for those researchers who want to do further purposed research in code mixing.

1.6 Delimitations of the Study

The study was limited under the following respects:

1. This study limited to the analysis of English words mixed by farmers.
2. It limited to 30 farmers of Bardghat municipality in Nawalparasi district.
3. The sample of population was non random sampling.
4. Other mixed languages except English were not counted for this purpose.
5. Only English words mixed in the Nepali language analyzed.

1.7 Operational Definition of Key Words

Code mixing: Code mixing refers borrowing English words and mixed them in the Nepali language.

Agriculture: In my research study, Agriculture means the science art or practice of cultivating the soil, producing crops, and raising animals in Bardghat municipalities, Nawalparasi district

Farmer: Farmer refers to a person who cultivates land or crops or raises animals in the Nawalparasi district.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part consists of related literature, empirical literature, implications of the review and conceptual framework of the study.

2.1 Review of Related Theoretical Literature

In this section, I reviewed different theoretical literature to catch the idea about the very topic. It includes the English language, an introduction to Nepali language, code mixing, code switching, types of code mixing and hybridity as well as became SLA.

2.1.1 The English Language

Language, a means of communication, is extremely complex and highly versatile code for human communication. Language plays a vital role to differentiate human beings from other creatures in the world. It is used to exchange information, needs, ideas, thinking and desires. Human civilization would have been impossible without language.

Language is defined by various scholars. According to Sapir (1971,p.8) “ Language is a purely human and non instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produce symbols”. Similarly, Richard and et al. (1999, p .36), define language as, “the system of human communication which consist of the structural arrangmental of sound (or their written representation) into larger units, morpheme, words, sentence, utterances”. Different scholars define language in their own way but no language is superior or inferior in terms of communicating ideas. People use language to foster their communication.

English is one of the languages existing in the world. It is an international language accepted as an international lingua franca which has made international communication possible. According to Graddol (1997, p. 156)

said that “one in every seven human being can speak English. A significant segment of the world’s population uses it.” With the growing use of English in the world community, English is not only the language of English people but also the language of other peoples. They not only use English as a medium of communication but also to create literature. Most of the books, newspapers and journals in the world are found in the English language. English passport to travel the whole world and has become the excellent vehicle to the transmission of the modern civilization of the world.

A person without the knowledge of English language is like a disabled person who cannot move properly. The English language is necessary for the survival in the present world. According to Sharma (2068 p. 45) “In Nepal, English has been used as a means of interaction and medium of writing by the people from educated and elite circle since Rana regime.” Standard and value of English persists all around the world. Moreover, it is the master key to the store house of the knowledge and plays the role of library language in all developing countries. Realizing the importance of English, it is taught as a foreign language in all school of Nepal starting from grade one to the bachelor level as a compulsory paper. So, the government is investing a lot in the teaching of English activities. Nowadays, educated people are attracting towards English language. According to Swan (2006), “English is the language of world politics, science and technology, medicine, economics, marketing, trade, tourism and so on. The university Education of the world is provided in the English language. Among many living languages, English is by far the most widely used.” In this way, importance of the English in the present world is beyond its description.

Thomas and Wareing (1999), “English is one of the prestigious languages. It is the world’s most widely used language. It is also called world language. It is lingua franca which is used as the common means of communication between the people of different nations. The use of English language 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 main sources of getting scientific and technical knowledge. So, it is spreading all over the world.

2.1.2 The Condition of Nepali Language

Nepali is an Indo Aryan language belonging to the Indo European family. The Indo European families of languages consist of languages like English, Portuguese, French, Hindi, etc. Nepali language is native language of Nepali people who are living in Nepal. According to Sharma (2068. p.3) “Nepal is multilingual, multicultural small country where 123 languages are spoken. But there are more than 15,360,100 Nepali speakers. Majority of the Nepali people are speaking in Nepal.” Nepali language is written in Devanagari script. Nepali is official language in Nepal, Sikkim and Darjeeling. But nowadays Nepali speakers mix English words while speaking. English language is dominant language in the world. It affects not only others language but also the Nepali language due to various reasons like as, that all things which are produced all are labeled in the English language that is books, theories, principles, technology, media, politics, goods agriculture materials and so on. Similarly, any language is influenced by culture. Language is the reflection of the culture. In the context of Nepal, English culture is spreading in Nepal which is directly or indirectly influenced in Nepali language. So that Nepali speakers are mixing English words day by day while speaking their own mother tongue.

2.1.3 Meaning and Context in Language

Meaning is created not only through what speakers say to each other but also through what they do with words to satisfy the needs of their social environment. Meaning involves linguistic and situational factors where the context of language use is essential. This contextual use of language is what makes language unique to humans. Context means a variety of things. On the other hand it means the circumstances that form the setting for an event,

statement, or idea and in terms of which it can be fully understood. Context can be linguistics, involving the linguistic environment of a language item, as well as situational, involving extra linguistic elements that contribute to the construction of meaning.

Linguistic Context

Linguistic context or verbal context refers to the linguistic environment in which a word is used within a text. As a matter of fact, understanding the meaning of vocabulary items using the linguistic context may involve syntactic and morphological interpretation of the elements within a text (Noam Chomsky, 1957, as cited in Rhalmi, 2013). In other words, to determine the meaning of item, it is necessary to know whether the items is a noun, a verb an adjective or an adverb, functioning as a subject, a predicate or a complement. This information gives important clues to the meaning of the text. But it is not sufficient to provide a full understanding of utterances.

The following example given by Noam Chomsky in his 1957 Syntactic structures demonstrates that a sentences that is grammatically correct, may be meaningless.

Colorless green ideas sleep furiously.

Although the above sentence is grammatically correct it is nonsensical, and thus demonstrates the distinction between grammar and meaning. It shows that relying on only the linguistic elements in a text to get meaning is not enough. Meaning involves more the grammatical description and goes beyond the scope of grammar to understand of the situational context that involves the individual beliefs and knowledge of the world.

Situational Context

Part of the situational context or pragmatic context is that what makes it coherent those elements that tell us who and what we are talking about. This is achieved by using features such as the use of deictic, anaphoric and cataphoric elements as well as other information implied in the text (Noam Chomsky,

1957, as cited in Rhalmi, 2013). Meaning can be inferred from the linguistic elements from the surrounding of a word. In the following example, the meaning of it cannot be attained without going back to what has been said before:

We went to the café it was crowded.

So trying to understand the sentence “it was crowded” can be fully understood only if we know that it is anaphoric and refers to the item the café. Meaning can also be related to social variables involved in language used. Notion of politeness, shared beliefs, cultural features and social organization play an important role in the interpretation of meaning. According to Werth (1999, p.78) “it is not enough to understand the meaning of words to actually get the meaning of discourse. It is important to know why one has to say what to whom and where.”

2.1.4 Code

Code is a type of language which is a system used for the communication between two or more parties. It helps speakers and listeners to communicate with each other in their code language. Code is a language, system and it is also used by a particular group. According to Richards et al. (1999, p.56) “code is a term which is use instead of language, speech, variety or dialect. It is sometimes considered to be a more neutral term than the other. People also use the code when they want to stress of use of a language or language variety in particular community.”

The code is that kind of language which is used in different speech, variety and dialect carried out easiness to their communication. Code is a language which is making to understand to their communication. Peoples are speaking language by using the mixed language or shifting from one language from other. Most speakers use the several varieties of any languages where they come out from bilingualism and multilingualism society.

2.1.5 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 the many languages he/she mastered in oral and written communication. 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. Change of a code from one language or language variety to another during conversation is called code switching whereas using vocabulary or grammatical features in our language from another language is called code mixing. For example, '*kasto tension vayoaaaj*'. Here, 'tension' word is English word which is mixed in Nepali sentence. In code mixing a person simply uses some vocabulary or syntactic features in the middle of conversation and again starts using the language from which she/he started the conversation. Code mixing is a lexicon or partial shift from one language to another. Similarly, code switching is an absolute shift where all sentence change into another language.

Wardhaugh (1998) has clearly mentioned a language or a language variety as a code. He further mentions terms like dialect, language, style, standard language, pidgin and Creole are inclined to arouse emotions or feeling. In contrast, the neutral term 'code' can be used to refer to any kind of system that two or more people employ for communication. Our main concern here is what is it that leads people to choose a particular code on a particular occasion.

According to Wardhaugh (1998), there may be several reasons that influence someone to choose a particular code in a particular situation rather than another. Some of them are:

- a) Convenience: Normally we choose a code that is easy to use for us and or our audience. Therefore, it can be one of the causative factors in choosing a code.
- b) Tradition: There are cases in which our tradition affects the selection of a code e.g. Use of Sanskrit in our rituals.

- c) Solidarity: Solidarity and feeling of closeness may also lead someone to choose a code e.g. our political leaders speaking Hindi in Terai and Nepali in other parts of Nepal.
- d) Feeling of superiority: there may also be a tendency to perceive the people superior who use standard language rather than a local dialect which also sometimes lead people to choose standard language.

In this way, there may be more than one cause that affects ones behavior in choosing a code. In our Nepalese society, code switching frequently occurs. People switch a code in campus, in public places and in media. So, code switching takes place everywhere in our society. People switch the code knowingly or unknowingly. Generally, they intentionally switch the code at sentence level but they may unconsciously happen to switch the code at word level.

According to Thomas and Wareing (1999), “Communication in bilingual and multilingual society is usually carried out in one of the languages spoken in the society or mixture of more than one. Use of the vocabulary of one language while speaking another language is common and frequent.” Most of the people knowingly and unknowingly happen to mix the both codes. In some cases they may start speaking one language and may end their conversations in another language .In such cases, it has been the area of interest for linguists to find out what leads them to use vocabulary from another language or start speaking another language. However, it is clear that mixing two codes during conversation or shifting from one code to another is common while communicating in bilingual and multilingual societies.

When a person uses the structure of one language and inserts some lexical items or elements of another language, it is called code mixing. Nowadays, it is a usual phenomenon and a new fashion on bilingual and multilingual societies or countries. Most people, now a days have command over several languages or different varieties of a language they speak. Bilingualism and even multilingualism is the norm for many people throughout the world rather than

unilingualism. Code switching and code mixing are different phenomenon. People usually select a particular code whenever they choose to speak and they may switch from one code to another is absolute; it is then code switching, whoever, if the switch is in the middle of sentence, then it is code mixing. Code mixing is a type of code switching. People usually speak mixing language in societies.

At present, code mixing can be found everywhere. The world has become a small village because of globalization. According to Phillipson (2007) said that the world is about to get victory over the natural phenomenon because of rapid development of science, technology, commerce, communication extra. People of different societies are coming into contact with other societies and they borrow words from other languages. Code mixing has now become an unavoidable feature of any language because of its regular use in day to day communication. After mixing codes for a long time, it changes into automatic habit to use the word of another language. People mix the words, phrase, clause, sentences of another language automatically. People are compelled to use English directly or indirectly because of the growing effect of it in the present context of Nepal. At the time of speaking as well as writing, people use a lot of English words and phrases. People use English words and phrases to make concept clear, to get prestige in the society, to show personality and superiority, to show their educational status and they use it as a new trend and fashion. As far as the subject matter is concerned, changes take place more or less rapidly, but it seems to be limited by sentence structures. In the context of our society, English is used in every step of our lives due to vast growing effects.

Halliday (1987, p.65) says that the speakers move from one code to another and back, more or less rapidly in course of a single sentence. The mixing of words occurs when the new word becomes more or less integrated in the second language. One bilingual individual using a word from one language to another is a code switching.

Crystal (2003, p.79) says that code mixing is the transfer of linguistics elements from one language into another: a sentence beings in one language, then makes use of words or grammatical features belonging to another. Such mixed forms of language are often labeled with a hybrid name. Similarly, Hudson (1998 p. 59) says that code mixing is a change from one language's lexicon to the next because of the meet between fluent bilinguals.

The term code mixing is variously defined in different subfields of linguistics. Many studies of morphology or syntax use the term as a synonym for code switching, the alternating use by bilingual speakers of two or more different languages within a single utterance (Bergman1999 p. 135).

Hocket (1958) has further mentioned the following reasons for code mixing/ switching.

If one language lacks its loyalty, then the case of code mixing or switching occurs. Sometimes one language needs to adopt certain words from the next language and use them in their own. Due to migration, people have to mix their code over the next language. Speakers also mix their codes due to inter cast marriage. Except these, speakers mix code to clarify meaning, facilitate the mass, and compensate gaps and respective context and global understanding.

Similarly, Sharma (2010, p.107) has mentioned some reasons for code mixing/ code switching which are as follows:

- i. To explain the concept this is difficult to deal with one language by using the terminologies of other language.
- ii. To fill a linguistic or conceptual gap for other multiple communicative purposes.
- iii. To symbolize somewhat ambiguous situation for which neither language on its own would be quite right.
- iv. To show social and educational hierarchy.
- v. To clarify the misunderstanding between the conversant.

The code mixing term is related to my study. The English language is widely used in every field. In the context of Nepal Majority of the peoples are engaged in agriculture. The farmers who are engaging in agriculture also mix English language in their daily life, harvesting and planting, schooling their children and so on.

2.1.6 Code Switching

Code is a cover term, which may denote a dialect, register or a language. However, it generally refers to the language while talking to each other, people shift from one code to another which is called code switching. Command of only one language is rare phenomena of today. Most of the people have command over several languages. Most of the peoples in the world are 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.

According to Rai (1990, p.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 oshow 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.

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 Hybridity

At a basic level, hybridity refers to any mixing of east and western culture and language. Within colonial and postcolonial literature, it most commonly refers to colonial subjects from Asia or Africa who have found a balance between Eastern and western cultural attributes and language.

However, According to Singh (2009), the term “ hybridity, which relies on a metaphor from biology, is commonly used in much broader ways, to refer to any kind of cultural mixing or mingling between East and West. Linguistic hybridity is one of the main part of hybridity can refer to elements from foreign languages that enter into a given language, whether it’s the adoption of English words into Asian or African languages, or the advent of Asian or African words into English. Over the course of the long history of British colonialism in India, quite a number of Indian words entered British speech, first amongst the white “Anglo-Indians,” but over time these words entered the English language more broadly. Today, words like “pajamas,” bungalow,” and “mulligatawny” are often used without an awareness that they derive from Indian languages.” In the present context, English language is influenced all over the world due to cultural, commercial, educational or new technology. In the case of Nepal nowadays, most of the people mix English language while speaking the Nepali

language due to English countries' new science and new technologies. English language is mixing day by day in the Nepali language. For example bus, tractor, ball, bench etc. English language is hybrid language which is influenced in every sectors like as, education, agriculture, technologies, etc.

2.1.8 Structure of Language

Language is a 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 called units of grammar. A unit of grammar refers to the stretch of language that carries grammatical function. According to Adhikari (2066), there are mainly five unit of grammar which is given below in brief.

A. Morpheme

A morpheme is the smallest grammatical unit in a language. A morpheme is not an identical to a word. It is also called any of the minimal grammatical units of a language. Every morpheme can be classified into two:

i) Free morpheme: It can function independently as words. For 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. Word

Generally word is the fact or action of speaking, as opposed to writing or to action. The word is a distinct unit of language (sounds in speech or written letters) with a particular meaning, composed of one or more morphemes, and also of one or more phonemes that determine its sound pattern. On the other hand word refers to a speech sound or series of speech sounds that symbolizes and communicates a meaning usually without being divisible into smaller units

capable of independent use. According to Adhikari (2066), a word can be found in different parts of speech such as:

) **Noun (names)**

A word or lexical item denoting any abstract (abstract noun: e.g. *home*) or concrete entity (concrete noun: e.g. *house*); a person (*police officer, Michael*), place (*Nepal, London*), thing (*necktie, television*), idea (*happiness*), or quality (*bravery*). Nouns can also be classified as count nouns or non-count nouns; some can belong to either category. The most common part of the speech; they are called naming words.

) **Pronoun (replaces)**

A substitute for a noun or noun phrase (*them, he*) is pronoun. Pronouns make sentences shorter and clearer since they replace nouns.

) **Adjective (describes, limits)**

A modifier of a noun or pronoun (*big, brave*) is adjective. Adjectives make the meaning of another word (noun) more precise.

) **Verb (states action or being)**

A word denoting an action (*walk*), occurrence (*happen*) or state of being (*be*). Without a verb a group of words cannot be a clause or sentence.

) **Adverb (describes, limits)**

Adverb is a modifier of an adjective, verb, or other adverb (*very, quite*). Adverbs make your writing more precise.

) **Preposition (relates)**

A word that relates words to each other in a phrase or sentence and aids in syntactic context (*in, of*) is a preposition. Prepositions show the relationship between a noun and a pronoun with another word in the sentence.

C. Phrase

A phrase is a collection of words that may have nouns or verbal, but it does not have a subject doing a verb. On the other hand phrase refers to a word or a group of words that functions as a single unit in the syntax of the sentence, usually consisting of a head, or central word, and elaborating words (Advance Oxford dictionary, 2010). The following are examples of phrases:

-) leaving behind the dog
-) smashing into a fence

D. Clause

A clause is a collection of words that has a subject that is actively doing a verb. On the other hand a clause refers to a group of two or more words which include a subject and necessary predicate to begin the clause; however, this clause is not considered a sentence for colloquial purpose. The following are examples of clauses:

-) since she laughs at diffident men
-) I despise individuals of low character

E. Sentence

A sentence is a group of words that are put together to mean something. A sentence is the basic unit of language which expresses a complete thought. It does this by following the grammatical rules of syntax. A complete sentence has at least a subject and a main verb to state (declare) a complete thought. Short example: *Walker walks*. A subject is the noun that is doing the main verb. The main verb is the verb that the subject is doing. In English and many other languages, the first word of a written sentence has a capital letter. At the end of the sentence there is a full stop or full point. According to Mukhiya (2067) Sentence can be categories in different types which are listed below.

-) A **simple sentence** has only one clause. *The cat is sleeping.*

- J) A **compound sentence** has two or more clauses. These clauses are joined together with conjunctions, punctuation, or both. *The dog is happy, but the cat is sad.*
- J) A **declarative sentence**, or declaration, is the most common type of sentence. It tells something. It ends with a full stop . (The dog is happy.)
- J) An **interrogative sentence**, or question, asks something. It ends with a question mark ? (Is the dog happy?)
- J) An **exclamatory sentence**, or exclamation, says something out of the ordinary. It ends with an exclamation mark ! (That dog is the happiest dog I have ever seen!)
- J) An **imperative sentence**, or command, tells someone to do something. (Give the dog a bone.)

In this study the researcher was involved only with word level phrase level and sentence level of code mixing in the Nepali language. It is based on respondents' opinions.

2.2 Empirical Literature

Many research works have been carried out on code mixing with references to different languages in the department of English Education. The researcher has been reviewed out different research works which are related with code mixing. Some related literatures of the present study have been reviewed as follows.

Baral (2005) has conducted a research entitled 'Code mixing in Nepali Cinema'. The main objectives of his study were to analyze the language of code mixing in Nepali cinema in terms of language functions, word class and find out contexts in which code mixing takes place. He used observational checklists of the data collection. He has not included sample size population. He has concluded that English words that are used in day to day communication are used maximally in Nepali cinemas. This study has not included subject, verb, agreement and verb- less construction but restricted to

only the role of code mixing in Nepali Cinemas. English codes are hugely influence in Nepali Cinema.

Pangeni (2005) has conducted a descriptive and practical study on ‘code mixing in Kantipur and Classic FM radio program in Nepal. Its main aim was to find out the situation of using English in Kantipur and Classic FM radio program in Nepal. He observed different programmes conducted in the Kantipur and Classic F.M. Radio programmes. He has not included sample size, research tools and sampling strategies. The study found English code mixing took place while speaking the Nepali language. It was also found that code mixing is the most frequent at word level and it is the least frequent at sentence level.

Lamichhane (2006) has conducted an observational research on ‘A study on code mixing used in supermarkets’ to find out the types of English words used in business in Nepal. He has collected data from the super markets of Kathmandu. His sample population was forty customers of supermarket. They were randomly selected. He used questionnaire, checklists and direct observation. From his study he has concluded that lots of English words used in business sectors. According to him some of the English words which frequently used in business are prize, quality, color, discount and expensive. Mostly word level mixing was found in hundreds of different speech events.

Neupane (2007), has conducted a research entitled ‘A study on code mixing in Bhojpuri language’ aims to find out the English expressions mixed in the Bhojpuri language and the frequency of mixed English expressions. Sixty Bhojpuri language speakers were randomly selected from the Bhojpuri speakers. She has used questionnaire and checklists to collect data. Her overall study concluded that literate people could understand and use the meaning of English words they mixed while speaking their mother tongue but illiterate people could not understand and use them.

Chaudhary (2009) has conducted a research entitled “A study on code mixing on Chitauria Tharu Language” to find out English words and expressions

which are used in Chitaunia Tharu Language and frequency of code mixing. He selected randomly eighty Chitaunia Tharu Language speakers from Khairahini model VDC. He used both primary (questionnaires) and secondary sources for the collection of data. He found that both educated and uneducated mixed English words while speaking. Word level English code mixing was found to be used in greater number in comparison to the other linguistic units. Similarly, nouns were mixed maximally in the comparison of verbs, adjectives and verbs.

Bohara (2010) has conducted a research entitled 'code mixing in the TV program 'play it on'. Its aim at finding out the mixed codes in different contexts of the program, analyzing them through different statistical tools and suggest some pedagogical implications. In this research there were not sample sizes, sampling strategies. The findings of the study showed that nouns at the word level, simple sentences and the language functions which are used in the day today conversation are frequently mixed in the TV program 'play it on'.

Sah (2010) has conducted a research entitled 'The mixing of English codes in Maithili public speech'. The main objectives of his study were to find out the frequency of English words that are used in Maithili public speech and to explore sex- wise and topic-wise trend of mixing English words. He used both primary and secondary sources of data. The primary data were elicited from Maithili speakers selected using the judgmental sampling procedure.

Observation schedule and tap recorder were used as research tools. The major finding of his research was that words level code mixing is found more frequently in the Maithili public speech. The ratio of mixing English words by the female speakers is greater than ratio of the male speakers.

Mukhiya (2014) has conducted a research entitled "A study on English code mixing in Parseli Tharu Language". The main objectives of his study were to identify the English words in the Parseli Tharu Language and to suggest some pedagogical implications. He used both the primary and secondary sources for data collection. He used purposive sampling procedure on both educated and uneducated male and female groups of population. The sample size was 30

ParseliTharu people. He used observation and interview as a research tools. The major findings of his work were that the mixing of English word is gradually increasing day by day. The main causes were educated people, use of new technology like mobile, and computer.

2.3 Implications of the Review for the Study

Determining and reviewing the related literature is the central and most important task for researcher in any research. I have reviewed existing literature like thesis, books, and articles and read them in detail. The literature review has helped me to enhance my knowledge based and helped me to integrate my study with existing body of knowledge. It helped me to establish the theoretical roots of my study clarify my ideas and develop my methodology.

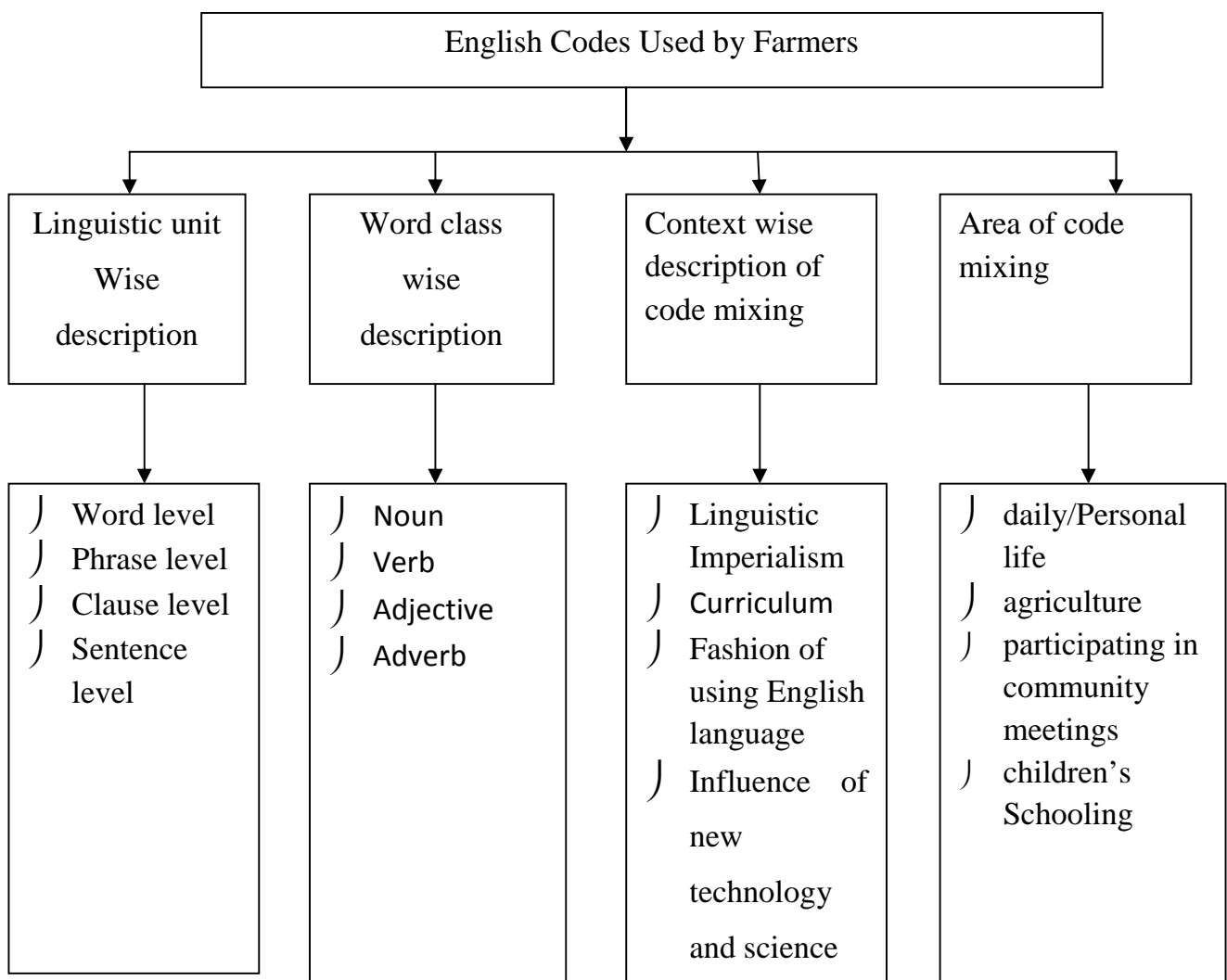
Especially I have reviewed different studies. These studies were conducted regarding the code mixing. These studies are to some extent related to my study. After reviewing these works, I have got lots of ideas regarding my study. They have used survey research design.

Baral's (2005) study made me familiar about the English words that are used in day to day communication are used maximally in Nepali cinemas. Similarly, Pangeni's (2005) study helped me to know that the English code mixing took place while speaking the Nepali language. It was also found that code mixing is the most frequent at word level and it is the least frequent at sentence level. Lamichhane's (2006) research helped me to get the knowledge about the English words used in business sectors. Similarly, Neupane's (2007) study helped me to know about literate people could understand and use the meaning of English words they mixed while speaking their mother tongue but illiterate people could not understand and use them. On the same hand Chaudhary's (2009) study helped me to get knowledge about that both educated and uneducated mixed English words while speaking. Similarly, Mukhiya's (2014) study helped me to know about the mixing of English word is gradually

increasing day by day. The main causes were educated people, use of new technology like mobile, computer and so on.

2.4 Conceptual Framework

The study on “**English Codes Used by Farmers**” is based on the following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

The researcher adopted the following methodological procedure to achieve the objectives of the study.

3.1 Design of the Study

The researcher used survey research design to complete the research on English words mixed by farmers in Nepali language. The researcher used both qualitative and quantitative research while analyzing the data. Qualitative research used in interview section and quantitative research used in while analyzing data. The researcher visited selected field to collect the required data survey research is carried out in large number of population in order to find out causes and mixed English words of farmers while speaking. The researcher selected survey research design because it is very much useful to carry out the data from large sample of population. Surveys are the most commonly used descriptive method in education research. According to Nunan (1992, p.141) survey research design has eight steps which are given below.

Step-1 Define objectives

To carry out any research, at first objectives of conducting research need to be defined. If we conduct research without defining objectives it will lead us in opposite direction. Therefore, defining objectives is the first and important steps in survey research.

Step-2 Identify the target population

As a second step in survey research we need to identify population in which we are going to conduct study. Identifying the population helps in selecting the sample populations as well.

Step-3 Literature review

Literature review is fundamental in all types of research. So it is the case in survey research. It is necessary in our research in the sense that it helps to link

our study to different theories; it also helps to know the opinion of different scholars in our particular study.

Step-4 Determine sample

After defining population, we need to select the sample population consisting of representative of all whole population. While selecting sample we need to be clear about sampling strategy.

Step-5 Identify survey instrument

In this step researcher needs to define the tools of the data collection. In survey research mostly questionnaires and interview are used as the tools.

Step-6 Design survey procedure

In this step researcher needs to design the data collection procedures. Researcher should be aware of some ethical considerations.

Step-7 Identify analytical procedure

In this step the researcher is to determine how the data will be assembled and analyzed.

Step-8 Determine reporting procedure

It is the final step of survey research where we should determine the way of our concluding our research.

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 Codes used by Farmers” is linked to find out English words, its areas, and context of Code mixing, so, I became more interested and then selected this

survey research design according to my purpose. Under the survey research design, the researcher used interactional data tool to analyze the data. The researcher took an interview with the farmers and interacts with them.

3.2 Population, Sample and Sampling Strategy

The population consisted of all the farmers of Bardghat- 3, Nawalparasi district. The sample size was 30 farmers of Bardghat-3. Among them 20 males and 10 females were taken as respondents where 5 illiterate and 25 literate farmers were situated. The researcher used purposive, non random sampling strategy while selecting population for the study.

3.3 Research Tools

The researcher used a set of semi structured interview to the farmers for the purpose of data collection. The researcher asked questions friendly and in natural way. The researcher used tape recorder as an observation tool to observe the data according to terms which is spoken by the farmers in the Nepali language.

3.4 Sources of Data (Primary and Secondary Data)

The researcher collected the data from both primary and secondary sources. The researcher collected the primary data from farmers and for the secondary sources of data, the researcher consulted various books, journals, report, websites and thesis related to the topic. Some of books are Hocket (1958), Holmes (1992), Hudson (1996), Crystal (2003), Wardhaug (2006) and Sharma (2010).

3.5 Data Collection Procedure

The researcher adopted the step wise methodological procedures to collect the required data. For this, the researcher visited the farmer community of Bardghat – 3, Nawalparasi district. The researcher established rapport with farmers. The researcher explained the objectives of the study. The researcher conducted semi structured interview with the farmers according to the prepared interview schedule. The researcher gave 15 minutes to each informant to

answer the questions. The researcher took interview in the late evening time. In that time most of the farmers were free. The researcher helped to clarify the English questions in Nepali language for respondents. After that the researcher collected the responses of the informants. Finally, the researcher thanked all informants.

3.6 Data Analysis Procedures

After collected data from the use of research tools, the researcher analyzed the raw data descriptively using simple statistical tools such as tables, bar graph was used to record analyze and interpret the data.

3.7 Ethical Considerations

Ethical consideration is one the most valuable ornament that a researcher should follow while conducting his/her research work. To accomplish the research work, the researcher needs to consider the ethical value. So, the researcher conducted the survey research design by taking permission of the concerned authority and the researcher kept the responses of the respondents in a confidential way. The researcher ensured that all the ideas used in this research were his own ideas except the cited one and the researcher tried to keep it safe from the plagiarism.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Analysis of Data and Interpretation of Results

Most of the survey researches are quantitative in nature. Being a survey research, it has the characteristics of quantitative analysis. In this research, the researcher has analyzed the raw data descriptively simple statistical tools such as tables, list necessarily used to record analyze and interpret the data under the following headings.

4.1.1 Analysis of Linguistic Units

The main aim of this study was to find out the mixed English words in the Nepali language by the farmers. It deals with four different description to analyze and interpretation of this study.

4.1.1.1 Linguistic Unit Wise Description

Linguistic unit wise description mainly focuses on total English code mixing in the Nepali language by the farmers. It deals with word level, phrase level, clause level and sentence level under the linguistic unit which is presented as a whole in the table chart.

Table No 1

Linguistic Unit wise mixed English Words

S.N	Linguistic Unit	No. of Mixed English words	Percentage
1	Word	111	82.22
2	Phrase	23	17.03
3	Clause	0	0
4	Sentence	1	0.74
		135	100%

There were 135 English expressions mixed in the Nepali language. Among them word level occupied 82.22%, the highest numbers of mixed English words. At phrase level less number of English phrases was mixed in the Nepali language i.e. 17.03%. None of English clause was found only one English sentence was mixed at the Nepali language i.e. 0.74%.

1. Word Level

Some intractional data are presented below according to mono-morphemic structure and poly-morphemic structure and abbreviation of words.

Mono-morphemic Word

It deals with only free word. Few interactional data are presented below:

Researcher: *What are the physical facilities available in your family?*

Respondent: *Hiddul garna lai tei cycle, bike cha.*

Researcher: *What are new technological equipments in your family?*

Respondent: *Naya vaneko ta TV, radio, computer, mobile chan aile.*

Researcher: *what types of breakfast and lunch do you give to your children?*

Respondent: *Ghar bata nai tiffin banayer laijanchan. Kahilekai canteen ma pani khanchan.*

Most of the respondents mixed mono- morphemic English words in the Nepali language. Among 111 English words, 88 words were mono- morphemic words spoken by the farmers while speaking in the Nepali language. For example, radio, mobile, computer, time, office, cycle, etc.

Poly-morphemic word

It deals with both free –free word and free- bound word. Few interactional data are presented below:

Researcher: *Why should meeting is conducted?*

Respondent: *Gaun ko samasya lai, krishiko saamsya lai milauna meeting garincha.*

Researcher: *What types of game do your children like to play?*

Respondent: *Samanyetaya ta football nai khelchan. Kaile kai tayer gudaune pani khelchan.*

Among 111 English words only 23 poly-morphemic words were mixed by farmers in the Nepali language. In addition to above mentioned opinion of the respondents, some of other respondents also mixed poly- morphemic words. For example, meeting (meet+ing), football (foot+ball), volleyball (volley+ball), etc.

Abbreviations:

Few interactional data are presented below:

Researcher: *Which programme do you like the most on television and why?*

Respondent: *Sajha krishi samachar herincha. aru bela NEWS haru pani herincha.*

Researcher: *How often do you watch TV?*

Respondent: *Tei ho samaye milayer TV herincha.*

In addition to above mentioned opinion, some of other farmers also mixed abbreviations word while speaking the Nepali language. For example, NTV, TV, JTA, NEWS, etc.

2. Phrase Level:

Few interactional data are presented below:

Researcher: *Which programme do you like the most on television and why?*

Respondent: *TV kaile kai herchu .khas gari time pass ko lagi herincha.*

Researcher: *How many children are there in your family and where they read?*

Respondent: *Hamro परिवार मा 2 जना बच्चहरू छन्। तिनीहरू boarding school मा पढ्छन्।*

Researcher: *What types of tools do you use in the field?*

Respondent: *Kheti garda hamle tei ho kuto kodalo vayo, tractor vayo power tiller vayo testai proyog garchau.*

Among 135 English terms, 23 phrases were mixed by the farmers while speaking in the Nepali language. Only few numbers of farmers mixed English phrases. Most of the English phrases were occurred from daily life of farmers and children's schooling rather than community meetings and agriculture.

3. Clause Level

There were not found any English clause while asking 26 questions to the respondents.

4. Sentence Level

Only one respondent mixed English sentence while speaking in the Nepali language. After finishing the interview the respondent said only a sentence that is thank you while sharing an opinion with the researcher.

4.1.1.2 Word Class Wise Description

It mainly focuses on class wise analysis of the English words mixed in the Nepali language by the farmers. It deals with noun, verb, adjective and adverb under the linguistic unit which is presented as a whole in the table.

Table No. 2
Word Class Wise Description

S.N	Word class	No. of Mixed English words	Percentage
1	Noun	125	92.59
2	Verb	5	3.70
3	Adjective	3	2.22
4	Adverb	2	1.48
		135	100%

There were altogether 135 English words mixed in the Nepali language by the farmers. Among them noun occupied 92.59%, the highest numbers of mixed English noun. 3.70% English verbs were mixed in the Nepali language. 2.22% English adjective were found and 1.48% English Adverbs were mixed at the Nepali language.

Few examples of noun, verb, adjective and adverb English words which are mixed in the Nepali language while speaking by the farmers presented below.

1. Noun

Few intractional data are presented below:

Researcher: *What are the things in your home made up wood?*

Respondent: *Table, bench, kursi, dhoka, jhyal nai hun aile ghar ma vako ta.*

Researcher: *What are new technological equipments in your family?*

Respondent: *Tv, Freeze haru rakhiyeko cha naya. Aile varkhar motorbike pani kineko chu.*

Researcher: *Which subject do your children like to read frequently and why?*

Respondent: *English, math ali badi panda ruchauchan. maile pani tei panda vanchu.*

In this study maximum numbers of English nouns were mixed while speaking in the Nepali language. Among 135 English terms 125 nouns were used in this study. Maximum number of farmers mixed English noun in the Nepali language.

2. Verb

Few intractional data are presented below:

Researcher: *What types of tools do you use in the field?*

Respondent: *Samanne vanda kutokodalo ho tara khet jotna tractor use garincha.*

Researcher: *What is your role in community meetings?*

Respondent: *Meeting haru ma gaincha tara khasai role chaina mero. Tara aafule janeko kura share pani garincha.*

Through these all questions less number of respondents mixed only 5 English verbs out of 135 English terms while sharing their opinion with the respondents. For example, use, process, share, pumping, etc.

3. Adjective

Few intractional data are presented below:

Researcher: *How can you control crops diseases?*

Respondent: *Ausadi chitinchu. aajakal orgnic system pani proyog garincha kheti garda.*

Researcher: *How do you guide your children in your home?*

Respondent: *Daily ta herna ta vyaidaina tara pani khayon khayena, padhepadhenan venne kura ko khyal chai rakhincha.*

Through 26 questions less number of respondents mixed only 3 English adjective out of 135 English terms while sharing their opinion with the

respondents. For example, daily, organic and normal were mixed English adjective.

4. Adverb

Few intractional data are presented below:

Researcher: *What types of tools do you use in the field?*

Respondent: *Aujarharu normally tractor, thresher nai proyog garincha.*

Researcher: *What are the main income sources in your family?*

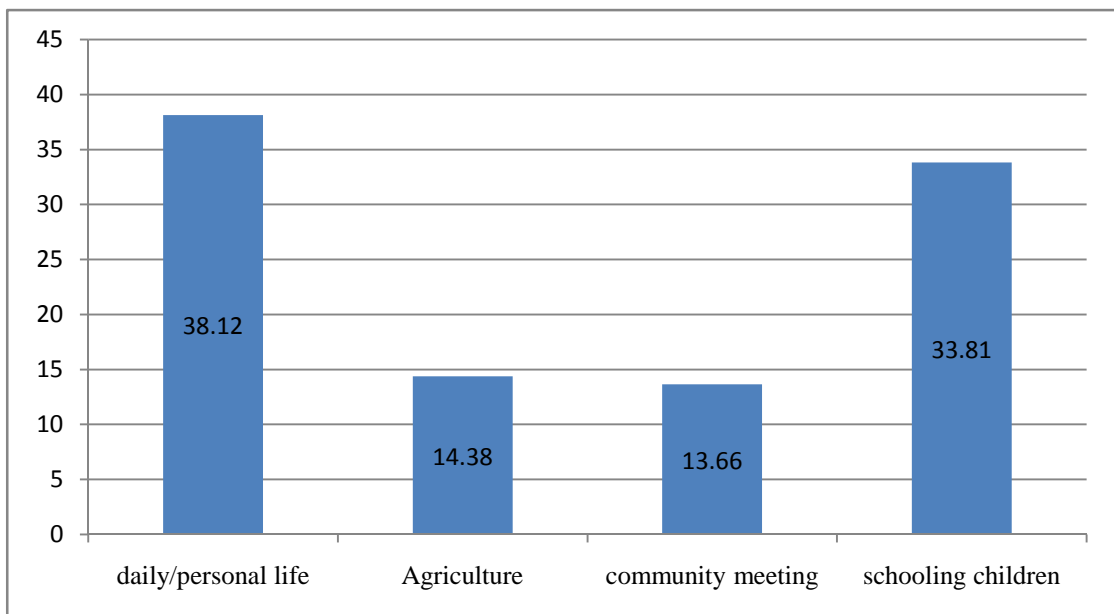
Respondent: *Totally krishi nai ho.*

Through 26 questions only a respondent mixed only 2 English adverbs out of 135 English terms while sharing their opinion with the respondents. For example, normally and totally were mixed English adverb.

4.1.1.3 Four terms wise description

It deals with four terms which is viz, daily/personal life related questions, agricultural related questions, community meetings related questions and children's schooling related questions. The researcher asked questions through these above four different terms to farmers. According to respondents' answer whatever they collocated English terms while speaking in the Nepali, the researcher showed below in bar graph.

Figure No 1.
Four Terms wise description



According to bar graph, there were altogether 135 English terms mixed in the Nepali language by the farmers in terms of daily/personal life, agriculture, community meetings and schooling children. The farmer collocate altogether 139 English Terms where 4 terms were repeated. Among them daily life occupied 38.12%, the highest numbers of mixed English terms where there is altogether 53 English terms were mixed. Similarly, the second highest, 33.81% English terms occupied by schooling children where there is altogether 47 English terms were mixed. On the other hand agriculture occupied 14.38% where there is altogether 20 English terms were mixed and the last one, community meetings related questions which occupied only 13.66% where only 19 English terms were mixed while speaking the Nepali language.

Examples of English words which were mixed by the farmers in four different terms was written in appendix VI in detail according to daily/personal life related questions, agricultural related questions, community meetings related questions and schooling children related questions.

Few interactional data of four terms wise description are presented below:

A. Daily/ Personal Life

Few daily / personal lives related interactional data are presented below:

Firstly, the researcher asked to the respondents; “*How many family members are there in your family?*”

None of the farmers mixed English terms while answering the first question.

The researcher asked second question to the respondents, “*What are the main income sources in your family?*”

R: Mukhya aayeshrot ma tei khetipati nai ho.

R: Krisi, pasupalan ho. Chorale boarding school padaucha.

R: Aayeshrot ma krishi, gaipalan bata nai ho.

R: Kisani nai ho. Shriman kopension cha teti nai ho.

R: Totally krishi nai ho.

R: Mukhya aayeshrot krishi nai ho.

(Note: R refers to respondent)

Through this question the researcher found out boarding school, pension, totally, job, college, etc. English terms while speaking in the Nepali language.

The researcher asked third question to the respondents,” *What are the physical facilities available in your family?*”

R: Hiddul garna lai tei cycle, motorbike cha.

R: Motorcycle, cycle tei nai ho.

R: Cycle, scooti cha.

R: Sriman ko scooti cha. Choraharuko motorcycle cha.

R: Sadhan ko rupma cycle, motorcycle cha.

R: Tehi bike ani cycle proyog garincha.

Through this question the researcher found out most of the farmers mixed cycle, motorcycle, bike, scooter, etc. English terms while speaking in the Nepali language.

The researcher asked fourth question to the respondents, “*What types of food items do you eat in your home?*”

R: *Ghar ma dal, vat, tarakari, chatani khaincha.*

R: *Sadharadtaya dal, vat, tarakari nai kahme garincha.*

R: *Normally dal, vat, tarakari nai khaincha.*

R: *Ghar ma khane vaneko tei dal, vat, sabji nai ho.*

R: *Dal, vat, acha, masu khaincha.*

R: *Praye dal, vat, tarakari nai ho khane. off seasonal tarakari lyayer pani khaincha.*

Through this question the researcher found out only two of the farmers mixed English terms (normally, off seasonal) while sharing their opinions with the researcher.

The researcher asked fifth question to the respondent, “*What are the things in your home made up wood?*”

R: *kath bata baneka chan palang chan, raak chan, daraj chan, kursi chan tei ho.*

R: *Gharma ta tei palang, kursi table daraj chan.*

R: *Table, bench, kursi, dhoka, jhyal nai hun aile ghar ma vako ta.*

R: *kaath le baneko ta tei daraj, table, kursi nai hun.*

R: *Aaa low bed, sofa, kursi chan gharma.*

Through this question the researcher found out only two of the farmers mixed English terms chair, table, low bed, chair etc while sharing their opinion to the researcher.

The researcher asked sixth question to the respondent, “*Do you use a mobile phone?*”

R: *Hajur euta sada phone set cha yei proyog garne gareko chu.*

R: *Aa mobile proyog garincha.*

R: *Mobile phone proyog garchu.*

R: *Aa garchu.*

Through this question most of the other respondents also mixed English term such as mobile, phone while sharing their opinion with the researcher.

The researcher asked seventh question to the respondent, “*Which programme do you like the most on television and why?*”

R: *Sajha krishi samachar herincha. aru bela news haru pani herincha.*

R: *News man parcha. Ani Nepal idol pani herchu belabelama.*

R: *maile ta khaisai herdina. Bachha haru le cartoon herchan.*

R: *TV kaile kai herchu .khas gari time pass ko lagi herincha.*

R: *Krishi karyakram man parcha.*

Through this question the researcher found out News, Nepal idol, NTV, channel, etc English terms.

The researcher asked eighth question to the respondents, “*How often do you watch TV?*”

R: *Tei ho samaye milayer TV herincha.*

R: *Sangha kotime ma herchu.*

R: *Time milda herne ho. Saja bihana herchu.*

R: *TV tei herincha hola 4 5 patak.*

R: *Fursad kotime ma herne ho. jati bela pani huna sakcha.*

Through this question less number of farmers mixed English terms like as TV, time while sharing their opinion with the researcher.

The researcher asked ninth question to the respondents, “*Name any five things which you daily use in your life.*”

R: *Bihana brush proyog garicha, diusa mobile proyog garincha. mobile ta aniwarye nai vaihalo, ani ab kheti pati hericha tei ho.*

R: *proyog garne vaneko ta tei ho mobile, kutokodalo, testai hun.*

R: *Bihana bajar jana parne huncha. Bike, cycle ko use huncha.*

R: *Bihana uthne, ghar ko kam garne ani office jane tei nai kam huncha.*

Through this question the researcher found out Cycle, brush, use, bike, etc English terms while sharing their opinion with the researcher.

The researcher asked tenth question to the respondents, “*What are new technological equipments in your family?*”

R: *TV, Freeze haru rakhiyeko cha naya. Aile varkhar motorbike pani kineko chu.*

R: *Naya vaneko ta TV, radio, computer, mobile chan aile.*

R: *TV, computer, radio nai ho naya vako ta aile.*

R: *Index chulo cha, table fan cha, TV, daraj chan aile ghar ma.*

R: *Naya vaneko tei mobile, TV, Laptop, computer cha aile.*

Through this question most of the other respondents also mixed TV, radio, laptop, computer, freeze, etc. English terms while sharing their opinions with the farmers.

These above 10 questions were asked from daily life/ family related questions to the respondents.

B. Agriculture

Some of agriculture related interactional data are presented below:

The researcher asked eleventh question to the respondents, “*What are the main crops do you cultivate in your field?*”

None of the farmers mixed English terms while answering eleventh question.

The researcher asked twelfth question to the respondents, “*What types of tools do you use in the field?*”

R: *Kheti garda hamle tei ho kutu kodalo vayo, tractor vayo power tiller vayo testai proyog garchau.*

R: *khet ma tractor, thresher nai proyog garincha dhan san katna ko lagi.*

R: *Kodalo, halo, tractor ko halo, rotari pani lagaincha.*

R: *Aujarharu normally tractor, thresher nai proyog garincha.*

R: *Samane vanda kutokodalo ho tara khet jotna tractor use garincha.*

Most of the other respondents also mixed English terms like as tractor, thresher, power tiller, etc while sharing their opinions with the farmers.

The researcher asked thirteenth question to the respondent, “*How many family members are engaged in agriculture in your home?*”

None of the farmers mixed English terms while answering thirteenth question.

The researcher asked fourteenth question to the respondent, “*What types of diseases do affect your crops?*”

None of the farmers mixed English terms while answering fourteenth question.

The researcher asked fifteenth question to the respondent, “*How can you control crops diseases?*”

R: *Tyo hami krishi karyalaye ma gayer bisadi haru lyayer proyog garchau.*

R: *Rog lagema kitnasak ausadhiko proyog garincha .Ali badi nai vako vaye krishi bigye lai pani sodincha.*

R: *Mal, Eurea, kitnasak ausadi ko pani proyog garincha. Vayena vane JTA lai bolayer pani dekhaincha.*

R: *Ausadi chitincha. aajakal organic system pani proyog garincha kheti garda.*

R: *Ausadi haru ko use garincha. kharani pani halincha kheti ma.*

Through this question the researcher found out less number of respondents mixed less English terms such as JTA, use, organic system.

The researcher asked sixteenth question to the respondent, “*Name any five technological equipments used in agriculture?*”

R: *Tyo ab tei tractor nai ho. dhan katne machine aako cha aajakal gaun ma.*

R: *Tractor nai ho naya sadhan ta.*

R: *Halo, tractor, thresher, tei nai ho naya aako vaneko ta.*

R: *Naya ma ta dhan katne mechine aako cha, tractorvaihalo , testai nai hun.*

R: *Tractor, power tiller, thresher nai hun aile aako ta. paila paila halo kuto kodalo hune gartheo.*

Most of the respondents mixed only thresher, tractor, power tiller, and machine English terms while sharing their opinion with the researcher.

These 11 upto 16 questions are related with agricultural related questions.

C. Community meetings

Some of community meetings related interactional data are presented below:

The researcher asked seventeenth question to the respondent, “*Who speak more than other people in the community meetings?*”

None of the farmers mixed English terms while answering seventeenth question.

The researcher asked eighteenth question to the respondents, “*What is your role in community meetings?*”

R: *vanam na ma ta boldina khasai.*

R: *Mero khasai vumika chaina. ma teti boldina.*

R: *Pramukha vumika mero nai ho. Ma gaun ko adhakya vayeko le garda ni ma ali badi bolnu parcha.*

R: *Meeting haru ma gaincha tara khasai role chaina mero.*

R: *Ma ta boldina. jane aaune kura sunne garincha.*

Less number of respondents mixed less English terms like as role, meeting and main role while sharing their opinion with the researcher.

The researcher asked nineteenth question to the respondents, “*How the meeting is conducted?*”

R: *Saabilai bolayer garincha. Tada tada ko manche lai phone pani garincha.*

R: *Gaun ma euta chaukidar cha usle aghillo din hak lagaucha ani meeting suru garincha.*

R: *Gaun ko manche haru jamma vayer meeting garincha.*

R: *Sabai gaun ka manche haru vela vayer meeting suru garincha.*

R: *Sabai lai bolayer ek thau ma jamma vayer meeting garincha.*

Through this question less number of respondents mixed English terms like as meeting and phone while sharing their opinion with the respondents.

The researcher asked twenty first questions to the respondents, “*How many people attend meeting in your community?*”

None of the farmers mixed English terms while answering twenty first questions.

The researcher asked twenty second questions to the respondents, “*Why should meeting be conducted?*”

R: *Meeting haru tamam kam haru aayeka hunchan gabisaka sewasubidharu k k chan, budget aayeka hunchan, bank bata loan lina paincha ki vaner gaincha.*

R: *Kasari aamdami badaune, samasya kasari ghataune vanne barema chalfal garna.*

R: *Gaughar ko bikasko lagi meeting garincjha.*

R: *Gaun ko samasya lai, krishiko saamsya lai milauna meeting garincha.*

Through this question less number of respondents mixed English terms like as meeting, budget, loan, bank while sharing their opinion with the researcher.

D. Children's schooling

Some of children's schooling related interactional data were presented below:

The researcher asked twenty third questions to the respondents, "*How many children are there in your family and where they read?*"

R: *Hamro parivar ma duijana bachhaharu chan. Tiniharu boarding school ma parchan.*

R: *Tin jana chan. sabai boarding ma padchan.*

R: *Bachhaharu 3 jana chan. 2 jana boarding ma pardchan arko college ma padcha.*

R: *Ek jana babu cha. High school ma padcha.*

R: *Char jana chan. Ghar najik ko school ma padhan.*

Most of the farmers mixed school, boarding and college English terms while sharing their opinion with the researcher.

The researcher asked twenty-fourth questions to the respondents, "*What types of breakfast and lunch do you give to your children?*"

R: *Nasta hamle school pathauda kaile kai roti dinchau. Baki paisa nai dinchau.aafai kiner khanchan.*

R: *Ghar bata nai tiffin banayer laijanchan. Kahilekai canteen ma pani khanchan.*

R: *Ghar kai nasta praya khanchan, kahile kai biscuit, breadpani khanchan.*

R: *Bachhaharu lai bread anda dinchau.*

Most of the other farmers also mixed English terms such as chowmin, momo, meat, etc while sharing their opinion with the researcher.

The researcher asked twenty- fifth questions to the respondents, “*Which subject do your children like to read frequently and why?*”

R: *Bachhaharu le ta English badi paddna ruchauchan. Tyo ali sajilo lager pani hola.*

R: *English, math badi panda ruchauchan. maile pani tei panda vanchu.*

R: *Praya, Nepali nai badi padeko paicha. nepali bisaye man parne vayer hola.*

R: *English nai badi padcham. Boarding padeko vayer pani hola tei sajilo lager hola.*

R: *Khai k k padchan kunni tha vayena .*

Through this question, most of the other farmers also mixed English terms such as English, Nepali, science, math, boarding etc while sharing their opinion with the researcher.

The researcher asked twenty- sixth questions to the respondents, “*What types of game do your children like to play?*”

R: *Khel ta hajur football, guchha, dandibiyo nai khelchan.*

R: *Vollyball, cricket, football nai ali badi khelna ruchauchan.*

R: *Samanyetaya ta football nai khelchan. Kaile kai tayer gudaune pani khelchan.*

R: *Khai k k ho k k khelchan kunni. Tei football, cricket nai hola.*

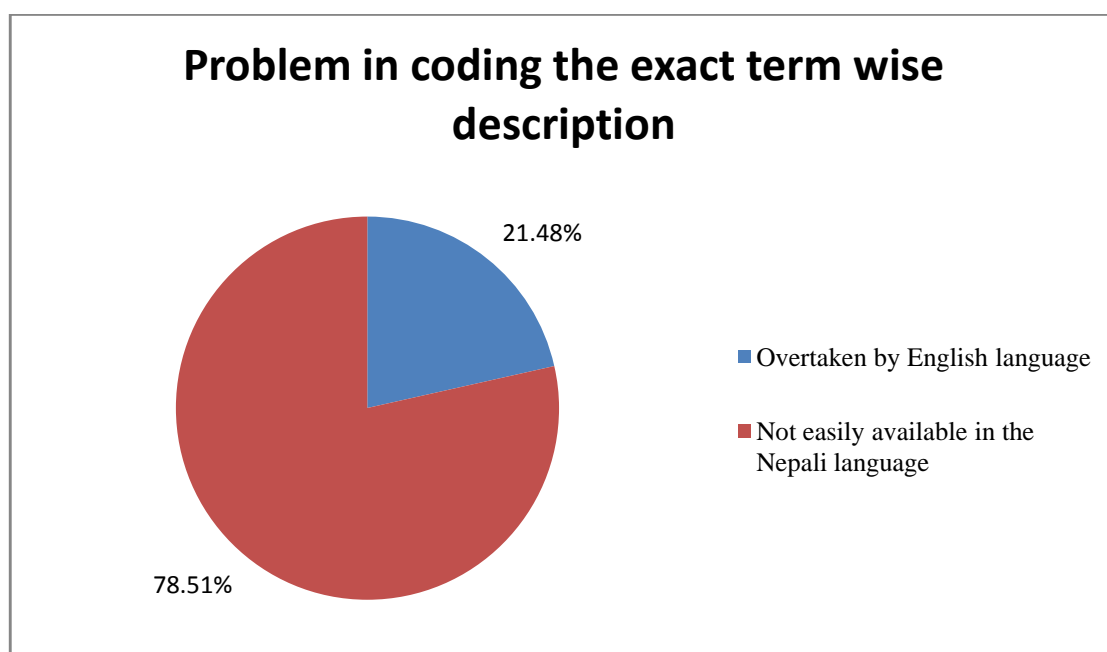
R: *Bachhaharu football, cricket khelchan. Aru khel season anusar nai khelchan.*

Through this question most of the other farmers also mixed English terms such as football, volleyball, cricket, badminton, etc while sharing their opinion with the researcher.

4.1.1.4 Problem in coding the exact term wise description

It mainly focuses on two different English words where the first one is the words which are collocating in Nepali language. They have been overtaken by English language and the next one is not easily available in Nepali language which is presented as a whole in a pie chart.

Figure No. 2



There were altogether 135 terms mixed in the Nepali language by the farmers. Among them overtaken by English language occupied 21.48% and rest of other English terms i.e. 78.51% occupied by not easily available in the Nepali language.

I. Overtaken by English Language

It deals with only collocating or overtaken terms. For example,

Researcher: *What types of game do your children like to play?*

Respondent: *Bachhaharu football, cricket khelchan. Aru khel season anusar nai khelchan.*

Researcher: *Why should meeting be conducted?*

Respondent: *Meeting haru tamam kam haru aayeka hunchan gabisaka sewasubidaharu k k chan, budget aayeka hunchan, bank bata loan lina paincha ki vaner gaincha.*

Among 135 English terms 106 English terms were overtaken by English language.

II. Not easily available in the Nepali language

It deals with only English terms which haven't name of Nepali terms. For example,

Researcher: *What are the physical facilities available in your family?*

Respondent: *Sadhan ko rupma cycle, motorcycle cha.*

Researcher: *what types of breakfast and lunch do you give to your children?*

Respondent: *Dherai jaso gharkai nasta dincham. momo, chowmin pani khanchan .*

Among 135 English terms only 29 English terms were not easily available in the Nepali language.

4.1.2 Context of the mixed English words in the Nepali language

English word is mixed in the Nepali language by the farmers in different context. Some of major context of mixing English words in the Nepali language are presented below with brief explanation.

1. Linguistic Imperialism

Imperialism' refers to the dominance of one phenomenon over others. The term linguistic imperialism implies that there is the influence or dominance of one language over many other languages worldwide. English language has dominant as although in almost every language in the world. Obviously Nepali language is also dominant by English in every social aspect such as trade, politics, games, culture, lifestyles, education, science, technology and so on. Therefore Nepali farmers also mixed English words while speaking Nepali

language due to linguistic imperialism. For example, Tractor, bank, school, computer, TV, radio, etc.

2. Curriculum

In present world English language is a global language. In the context of Nepal, boarding schools' curriculum is designed in English as a compulsory subject to read. Farmers' children are reading English subject in their curriculum.

Obviously it influence directly or indirectly to the farmers. While speaking with their children they force to speak such words; boarding, school, pen, pencil, Tiffin, English, math, etc.

3. Fashion of using English language

English language is international language so that most of the peoples (non native speakers) think superior who speak or mixed English words. So that farmers also mixed English words while speaking to feel standards themselves. In the name of fashion farmers were consciously or sub consciously mixing English words while they are speaking Nepali language. For example, normally, thank you, use, etc.

4. Influence of new technology and science

This is another context to mix English words in the Nepali language. Most of the new technologies and books were invented and published by the English countries. They give their things or books name in English language. By forcedly or their own choice literate or illiterate farmers speak English given name while speaking. For example, doctor, school, tractor, bus, bike, etc.

4.1.3 Literacy based description of mixed English words in Nepali language.

- i) Literate farmers have been found using more English words than illiterate ones.
- ii) illiterate farmers mixed only words and phrases in their expressions but literate persons mixed words, phrases and sentences
- iii) Literate farmers mixed more complex codes for e.g. normal, focus whereas illiterate farmers mixed simple English terms.
- iv) Illiterate farmers mixed mostly nouns in their expression then other linguistic class. For e.g., cycle, TV, radio, tractor, etc.
- v) Literate farmers mixed nouns, verbs, adjectives and adverbs as well for e.g. Cycle, use, normal, normally, etc.
- vi) Some English terms TV, LED, radio, cycle used in the same frequency because these terms did not have equivalent words in the speaker mother tongue. These words are used by both literate and illiterate farmers as well.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This is the final chapter of this report which deals with findings, conclusion and recommendation. This chapter summarizes and concludes the whole study in the very first two sections. Some recommendations of the study in policy level, practice level and further research are presented in another section.

5.1. Findings

This section based on analysis discussion and interpretation of the data findings. In order to meet the objectives of my research study, I set four different scopes related questionnaires.viz daily life/ family related, agriculture related, community related and schooling their children questions. After analyzing and interpreting collected data, this study comes with following results.

- i. Code mixing is the most frequent at the word level in comparison to other linguistic units (Phrase, clause and sentence).
- ii. Lots of English words used in daily life/ family related, agriculture related, community meeting related and schooling their children questions related but more English terms were found in schooling their children and daily life/family related question.
- iii. Mono-morphemic words were found in the highest number then other linguistic units.
- iv. Code mixing is the most frequent at the noun class in comparison to other linguistic class (verb, adjective and adverb).

- v. One Sentence only mixed by farmers. Only simple sentence was mixed in the expression which was remarked in the lowest position.
- vi. Some English abbreviated forms were found in the study.
- vii. It was found that science and new technical equipment topic demands for the maximum use of English words rather than other topic.
- viii. None of clause was found in the study.
- ix. Some English words were found naturally while speaking Nepali language due to fireplace words. For example, cycle, mobile, tractor, etc.

5.2 Conclusion

By and large, this study has been used to examine the English terms used by farmers while speaking in the Nepali language. The researcher has elicited the data collected from the farmers. The researcher has made semi structured interview as a research tools to collect the data. The researcher selected 30 farmers as respondents. The researcher has listed the major findings and implications of the study after analysis of collected data.

In this study, the researcher went through situational context of language use rather than linguistic context. The researcher found out the different context of mixed English words in the Nepali language. The farmers are mixing English words due to linguist imperialism, curriculum, influence of new technology and science. In the today's world most of the peoples are bilingual. They mix one language to another language while speaking. In the context of Nepal, Farmers are mixing English words consciously or unconsciously while speaking in the Nepali language due to different situational context. For example, while participating in community meetings and schooling their children. As the data analysis and interpretation was done systematically, the researcher found that the farmers mixed English terms frequently at the word level than other linguistic units while speaking in the Nepali language.

5.3 Some Pedagogical Implication

On the basis of the findings of the study, the researcher has attempted to forward some suggestions for teaching innovative functions of the language, which would be beneficial for the teachers, students, farmers and other researchers.

- i. This study is expected to be useful to the agriculture related language teachers and students.
- ii. This research might be useful to the prospective teachers, trainers in the field of agriculture based education.
- iii. This may help the local level government to formulate policies in terms of agriculture related trainings.
- iv. This also might be useful to the prospective researchers.

5.4 Recommendations

This section deals with 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.

5.4.1 Policy Level

Policy is a course or principle of action adopted or proposed by an organization or individual. 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 deliver importance of English an awareness programmer for the farmers.
- ii) English for farmers should be prionitized in policies.
- iii) English for agricultural technology should be provided to the farmers.
- iv) The course designers should design course for the farmers to show the nature of English code mixing to enhance their professionalism in agriculture.

5.4.2 Practice Level

From the finding of this study, some of the practice levels are presented below in order.

- i) The farmers should be provided with the great exposure to the authentic English code which is used daily in farmer's life.
- ii) Different sorts of trainings should be conducted for the farmers aiming to promote the learning English codes which are using in daily life.

5.4.3 Further Research

Nothing can be absolutely perfect in this world. This study could not cover all the areas of the study. It may have some limitations as well. However, it had pointed out some relevant areas for the further study. Such recommendations are presented here below:

- i. This study was limited in Bardghatmunicipality of Nawalparasi district. So, similar study should be conducted in other areas/districts or as a whole.
- ii. This study can work as a guide liner to other researcher to reach their destination by using ideas from this study.
- iii. This study would be useful for new researcher to identify mixing areas in second language acquisition.

- iv. This research work is beneficial for those who are going to conduct researches in the related topic.
- v. 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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Appendix 1

Dear informants, these test items have been prepared for the collection data for the research study entitled “English Codes used by Farmers” which is carried out under the guidance of the reader of English education department, TU Kirtipur, **Mr. Bhim Prasad Wasti**. I hope that you will co-operate me for my research study which will be valuable contribution to accomplish this research work.

Shishir Neupane
Tribhuvan University
Kirtipur, KTM
4th Semester

Name..... Sex.....
Municipality..... District.....
Mother Tongue..... Age.....
Academic qualification.....

A. Daily life/ Family related questions

1. How many family members are there in your family?
.....
2. What are the main income sources in your family?
.....
3. What are the physical facilities available in your family?
.....
4. What types of food items do you eat in your home?
.....
5. What are the things in your home made up wood?
.....
6. Do you use a mobile phone?
.....
7. Which program do you like the most on television and why?
.....
8. How often do you watch TV?
.....
9. Name any five things which you use daily in your life.
.....
10. What are new technological equipments in your home?
.....
.....

B. Agriculture related questions:

1. What are the main crops you cultivate in your field?
.....
.....
2. What types of tools do you use in the field?
.....
3. How many family members are engaged in agriculture in your home?
.....
4. What types of diseases do affect your crops?
.....
5. How can you control crops diseases?
.....
6. Name any five technological equipments used in agriculture?
.....

C. Community meetings related questions:

1. Who speak more than other people in the community meetings?
.....
2. What is your role in community meeting?
.....
3. How the meeting is conducted?
.....
4. How many people attend meeting in your community?
.....
5. Why should meeting be conducted?
.....

D. Children's Schooling:

1. How many children are there in your family and where they read?

.....

2. What types of breakfast and lunch do you give to your children?

.....

3. Which subject do your children like to read frequently and why?

.....

4. How do you guide your children at home?

.....

5. What types of games do your children like to play?

.....

Appendix II

Name list of Respondents

SN.	Name of Respondents	Age	Gender
1	Tek Bdr Kunwar	38	Male
2	Prasad Pun	46	Male
3	Indira Dumre	38	Female
4	Pashupati Neupane	52	Male
5	Balkrishna Bashyal	29	Male
6	Sharada Neupane	46	Female
7	Lepmaya Aryal	73	Female
8	Gopi Krishna Neupane	54	Male
9	Suvadra Neupane	53	Female
10	Kala Bashyal	43	Female
11	Vuna Bashyal	63	Female
12	Gyan Pd. Bashyal	46	Male
13	Sandesh Neupane	33	Male
14	Basant Dangi	31	Male
15	Kiran Chaudhary	38	Male
16	Basant Neupane	32	Male
17	Koshal Sharma	34	Male
18	Sagar Bashyal	36	Male
19	Bishnu Joshi	49	Male
20	Sameer Joshi	40	Male
21	Nirmala Mahatto	39	Female
22	Sumitra Rijal	33	Female
23	Mina Kumari Thapa	40	Female
24	Laxmi Pandey	35	Female
25	Surendra Sharma	38	Male
26	AsbiniK Chaudhary	42	Male
27	Nabaraj Bhatta	40	Male
28	Dilip Bhatta	37	Male
29	Lokendra Bdr. Dangi	39	Male
30	Sandesh Mahatto	35	Male

Appendix III

Mixed English Words in the Nepali Language by the Farmers

Cycle	Science	Laptop	Plastic
Motorcycle	Football	E rickshaw	Chair
Film	Cricket	Motor	Bus
Radio	Volleyball	NTV	System
Bike	Badminton	Channel	Organic
Mobile	Ward	Process	Generation
Phone	Use	Television	Teacher
Brush	Normal	Scooter	Medium
TV	Normally	College	Ball
News	Totally	Index	Homework
Freeze	Season	Share	Retired
Set	Bathroom	Serial	Stationary
Tractor	Of seasonal	Pumping	Pension
Thresher	Momo	Biscuit	Idea
Machine	Chowmin	Quick's	Minimum
Meeting	Bread	Mixture	Design
Budget	Omelet	Game	Focus
Bank	Table	Ok	Job
Loan	Bench	Juice	Time
Boarding	Daily	Post	Doctor
School	Rest	Nursery	Toilet
English	Cartoon	4	Ward
Rotary	Sir	Motorbike	Discipline
Math	Canteen	2	Motor
JTA	Problem	I phone	Mainly
Boding	Motivation	Agenda	Bed
Meat	Computer	Office	Technology
Chemical			

Appendix IV

Mixed English Phrase

Kitchen table	Rubber band	Standing Fan
Tiffin box	Low bed	Rice cooker
Time pass	Table fan	JTA training
Hand tractor	JTA course	LED TV
English medium	Packing food	Nepal idol
Nepali medium	Boarding school	Main role
Power tiller	Math subject	Phone call
School level	Telephone call	High school
Nepal Television		

Appendix V

Mixed English Sentence

Thank You.

Appendix VI

Mixed English terms according to major four scopes:

SN	Daily/personal life	Agriculture	Community meetings	Schooling children
1	Cycle	Use	Meeting	Use
2	Motorcycle	Tractor	Budget	Boarding
3	Film	Thresher	Bank	School
4	Radio	Machine	Loan	Momo
5	Bike	Power tiller	Process	Chowmin
6	Mobile	Normal	Normally	Science
7	Phone	Season	Post	Math
8	Brush	System	Plastic	English
9	TV	Time	Share	Football
10	News	Sir	Problem	Volleyball
11	Freeze	Rotary	Idea	Cricket
12	Set	Pumping	Ward	Badminton
13	Totally	Chemical	Minimum	Rubber band
14	Normally	Organic	Motivation	Bread
15	Toilet	Hand tractor	Agenda	Omelet
16	Bathroom	Generation	Main role	Canteen
17	Of seasonal	Doctor	Phone call	College
18	Table	JTA	Phone	Time
19	Bench	Boring	Telephone call	Tiffin box
20	Daily	Technology		Quick's
21	Rest			Game
22	Cartoon			Juice
23	Laptop			Nursery

24	E-rickshaw			2
25	Motor			4
26	Low bed			Teacher
27	NTV			Medium
28	Channel			English medium
29	Rice cooker			Nepali medium
30	Standing fan			Ball
31	Television			Homework
32	Scooter			Packing food
33	Index			Focus
34	Serial			Job
35	Mixture			Toilet
36	Nepal Television			Boarding school
37	Kitchen table			Math subject
38	Chair			Thank you
39	Bus			Time
40	Time pass			Mainly
41	Retired			JTA course
42	Stationary			Meat
43	Pension			Biscuit
44	Table fan			High school
45	Design			School level
46	Motorbike			Discipline
47	Motor			Office
48	Job			
49	LED TV			
50	Bed			

51	Computer			
52	Nepal Idol			
53	I Phone			

Appendix VII

Overtaken by English language

Office	Science	Laptop	Film
Brush	Football	Phone call	Chair
News	Telephone call	JTA course	Bus
Set	Math subject	Focus	System
Machine	Boarding school	Channel	Organic
Meeting	Packing food	Process	Generation
Budget	Use	Television	Teacher
Bank	Normal	Ok	Medium
Loan	Normally	College	Ball
Boarding	Totally	Index	Homework
School	Season	Share	Retired
English	Bathroom	Serial	Stationary
Math	Of seasonal	Pumping	Pension
JTA	Main role	LED TV	Idea
Boding	Nepal idol	JTA training	Minimum
Meat	Bread	Mixture	Design
Chemical	Omelet	Game	School level
Kitchen table	Table	Focus	Job
Tiffin box		Juice	Time
Time pass	Daily	Post	Doctor
Hand tractor	Rest	Nursery	Toilet
English medium	Cartoon	4	Table fan
Nepali medium	Sir	High school	Discipline
Nepali medium	Canteen	2	Low bed
Rubber band	Problem	I phone	Mainly
Standing Fan	Motivation	Agenda	Bed
Technology	Computer		

Appendix VIII

Not easily available in the Nepali language

Cycle	Tv	Volleyball	NTV	Plastic
Motorcycle	Freeze	Badminton	Scooter	Ward
Radio	Tractor	Momo	Biscuit	Power tiller
Bike	Thresher	Chowmin	Quick's	Rice cooker
Mobile	Rotary	Bench	Motorbike	LED TV
Phone	Cricket	E rickshaw	I phone	