

**PRACTICE OF CODE-MIXING IN ENGLISH  
LANGUAGE CLASSES**

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

**Submitted by  
Mohan Kumar Pokhrel**

**Faculty of Education  
Tribhuvan University  
Janta Multiple Campus  
Itahari, Sunsari, Nepal  
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## DECLARATION

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

Date: **2072/05/07**

**2015/08/24**

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**Mohan Kumar**

**Pokhrel**

## DEDICATION

I'd like to dedicate this thesis to my late mother **Narayani Pokhrel**.

## ACKNOWLEDGEMENTS

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**Mohan Kumar Pokhrel**

Date: **2072/05/07**

**2015/08/24**

## ABSTRACT

This research entitled **PRACTICE OF CODE-MIXING IN ENGLISH LANGUAGE CLASSES** aimed to analyse the use of Nepali code-mixing in thirty schools of Dharan and Itahari Sub-metropolitan areas. Its objective was to find out code-mixing of teachers in the classrooms and to find out the pedagogical implications in study. To achieve the objectives research tools like: questionnaire to the English teachers, interview, scheduled class observation form were prepared. The thirty teachers from the government aided schools of Grade Eight of the very schools were taken as the sample of the study. After preparing the tools, the researcher visited the selected schools for collecting data. He recorded classroom activities while carrying out this research. Different views towards code-mixing by the teachers were taken administering questionnaire and face to face interview. To see the practicality of using code-mixing in the English classes were observed and recorded. After the interpretation and analysis of data, summary, conclusion and implications were presented for the evaluation of the code-mixing while teaching English. The main finding of the research is that code-mixing enhanced in the teaching-learning activities. Code-mixing is necessary primarily to give the meaning and secondarily to encourage the students to speak, to have discussion and to explain new structures.

The respondents opined that code-mixing was necessary for them while teaching English in the classroom to make the matters clear to tell the meanings of the difficult words. Sometimes, the respondents forgot the exact terms in English and used the Nepali words. 80% respondents had positive attitude about code-mixing in the field of teaching. Other factors like base of students, influence of mother tongue, their weaknesses in English made the teacher use code-mixing while teaching in the classroom.

This thesis consists of five chapters. Each chapter is divided into sub-chapters. The first chapter is an introductory chapter. It includes general background, statement of the problem, objectives of the study, research questions, significance of the study and delimitation of the study. The second chapter deals with the review of the related literature and conceptual framework. The third chapter deals with the methodology. It

includes the sources of data, population of the study, sampling procedures, tools and process for data collection. The fourth chapter deals with results and discussions. Similarly, the fifth chapter talks about summary, conclusions and implications.

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**LIST OF ABBREVIATIONS AND SYMBOLS**

Asst. -	Assistant
E abbr. -	English abbreviation
E adj. -	English adjective
E n -	English noun
E p -	English Phrase
e.g. -	For example (Latin: <i>exempli gratia</i> )
ELT -	English Language Teaching
et al. -	And other people (Latin <i>et cetera</i> )
i.e. -	Which is to say, in other word (Latin <i>id est</i> )
N adj. -	Nepali adjective
N adv -	Nepali adverb
N cl. -	Nepali clause
N n -	Nepali noun
N p -	Nepali phrase
N v -	Nepali verb
OT -	Over Time
Pro -	Pronoun
TLL -	Target Language Learning