CHAPTER- ONE

INTRODUCTION

1.1 Introduction to the Study

Teaching English is a challenging task for teachers at the government schools of Nepal. They have to make the matters clear to the students so that code-mixing and code-switching are used by the teachers in teaching. I studied the use of code-mixing by teachers in teaching in thirty selected schools of Dharan and Itahari Sub metropolitans.

The teachers who have been teaching English in the selected area of Dharan and Itahari in the lower secondary and secondary levels, have the majority of male teachers. Among thirty selected schools, only 20% teachers are female. It was proved that even in the present time; there are limited females in the field of teaching especially at the government schools in Nepal. The teachers were trained but all the teachers didn't show the sign of training in their performance in the classrooms. 26.66% teachers had the experiences more than twenty-five years. In experiences, teachers were vary from beginners to more experienced. The teachers who were teaching English at the selected school were local. I came to know that there is a system in Nepal to manage job for teachers near their homes. The teachers love their local schools as their property and can teach more attentively than in other places. They realize their social duty and responsibility to teach appropriately. They are quite familiar with all guardians as well as the students. Similarly, the students learn easily without any sign of fear from their respective teachers. In this case, the local teachers had double responsibilities (the responsibility of their school and the responsibility of their own society).

The manpower at the government schools is limited. 46.66% teachers took 6 periods a day. Other 10% teachers took 8 periods a day. The selected teachers of English realized that overburdened classes couldn't please them. Due to the political instability in the country, the teachers felt difficulties to tell the exact teaching weeks in a year.

As the questions about code-mixing were asked to those teachers of English in the selected schools, they opined that it facilitates them in the teaching learning activities. Nepali is the mother tongue of the students so that they expect the use of code-mixing from their teachers. According to the respondents, it enhances them to clarify the matters to the students. 10% teachers used code-mixing to make their classroom funny and to draw the attention of the students. The respondents realized easy in teaching in English from the use of code-mixing.

1.2 General Background

Nepal is a multicultural and multi lingual country. English is an international language, almost our activities which necessarily require the use of language are not beyond its influence. Because of such complex situation in terms of language, we always come across the causes of shifting from one language to another in almost all the discourse in our lives.

When the bilinguals or multilingual take part in a conversation, they don't only shift from one language to another but also mix the language. Code-mixing takes place when a person uses the structure of one language and some lexical items or elements of another language. For example, "Dhungana, (2000) writes, "what is *sÐtjÐ* (what is truth)? *hÐrile sjamÐlai* book *ðijo* (Hari gave Shyam a book)" (P. 18). In the first example, the Nepali word *'sÐtjÐ'* (truth) has been used in the structure of English language whereas in the second example, the English word 'book' has been used in the structure of Nepali language. This is how two or more languages are mixed. The statement of Wardhaugh (1986) "Code-mixing occurs when conversant use both language together to the extent that they change from one language to the other in the course of a single utterance" (p. 103) confirms the same thing.

English plays a vital role in the global communication. Though our country has not got long history in teaching English, it has occupied the status of 'foreign language' in our educational system. "A foreign language (FL), in more restricted sense, is a non-native language in schools that has no status as routine medium of communication in country" (Crystal 1997:209). Due to multicultural country, different sorts of languages are spoken in Nepal. Nepali language is used as a lingua franca everywhere in our country although there are innumerable other languages spoken as a mother

tongue in various parts of the country such as Rai Bantawa, Limbu, Tharu, Gurung, etc. because of the existence of a number of ethnic communities or castes. When a speaker uses English, s/he also uses code-switching and code-mixing to make his/her ideas clear with the listener. The cases of shift from one language to another in any sort of conversation that takes place in our society are common because of the existence of multiplicity of languages. Bhattarai (1986) rightly observes the condition of English at schools in Nepal and says. "Until now, school level English has suffered much in Nepal" (P. 43). Putting aside the issues of the private run schools, English Language Teaching (ELT) has not been proved to be fruitful and encoring in the government assisted schools. It is, therefore, significant to interpret code mixing in the classroom as a discourse analysis.

1.3 Statement of the Problem

The main problem of code-mixing is how to use it appropriately in the classrooms. But it doesn't make our communication civilized and standard. Some problems of code-mixing are as follows: Is code-mixing necessary in English classroom? Can't we teach English as English without using code-mixing? Why is it necessary to use the code-mixing in the English language classrooms? Majority of the students study at the Boarding Schools in the present time in many places of Nepal. Is code-mixing necessary for them? In this study, problems of speaking and using of code-mixing at grade eight students would be tried to find out, how did teachers use code-mixing in the classroom?

1.4 Objectives of the Study

The objectives of the study were as follows:

a. To find out the use of code-mixing by teachers in the classroom.
b. To analyse the use of code-mixing.
c. To point out the pedagogical implications of the study.

1.5 Research Questions

The study was oriented to find out the answers of the following research questions:

i)   How did the teachers find out code-mixing at Grade Eight students?

ii)   How did the teachers make the classroom more entertaining from the use of code mixing?

iii)   How did the teachers handle the problems of code-mixing in the classroom?

1.6 Significance of the Study

The findings of the study would be significant. It would be significant to the teachers who are teaching English especially in Grade VIII, students who are learning English as a second language and for those who have keen interest on language teaching and learning i.e. curriculum designers, researchers and text book writers. It would also be helpful to observe and analyze the use of code-mixing in other two languages as well.

1.7 Delimitations of the Study

Language teaching requires knowledge of different sorts of teaching learning activities. This study was based on 'Code-mixing in English Language Classrooms especially 'A Case of Grade Eight'. Other relevant materials for this purpose would be studied. Other materials about code-mixing would also be analyzed but they would be only secondary to the target of my study. Though there are different activities in English text book of Grade-VIII, the research would be to point out code-mixing in speaking. The study would have the following limitations:

a.   This study would be limited to only in the English textbook of Grade VIII.

b.   This study dealt with only speaking exercises in which teachers use code mixing while speaking in Grade Eight.

c.   The study was based on thirty selected government schools in the areas of Dharan and Itahari sub-metropolitans.

CHAPTER- TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Literature

In the history of research of M.Ed. English about code-mixing started from 1997 to the present time. The first researcher in this field is Subedi (1997). His research was on entitled 'English Code-mixing in the Gorkhapatra Daily: A Descriptive and Practical Study.' His research was a descriptive and practical study to find out the English words, which were used in the Gorkhapatra Daily and their frequency of occurrence. The researcher has shown English assimilated words in the Gorkhapatra. The research also shows that the use of English acronyms is very popular in Gorkhapatra Daily.

Literature in the concerned topic was reviewed theoretically and practically simultaneously. The Linguists expressed their opinions differently.

Sridhar (1982) says, "Code-mixing raises several issues involving grammar" (P 88). It means that the use of code-mixing in the English Language classroom is not regarded absolutely correct. It is a process of shifting from one code to another from the sentence level to even discourse level. The speaker maintains the grammar of language s/he chooses to communicate. Code-mixing is not a random phenomenon. Several researchers have shown that code-mixing is rule governed.

Hudson (1996) refers code-mixing as, "To get the right effect, the speakers balance the two languages against each other as a kind of linguistic cocktail, a few words from one language then a few words from the other then back to the first for a few more words and so on" (P. 53). Here, Hudson emphasizes to make a balance between two languages at the time of speaking impressively in the classroom while teaching English to the second language learners. The significance of both languages can be equally observed in code-mixing. Similarly, other linguist named Wardhaugh (1986) rightly observes, on code-mixing as "Indeed, we often have mixed feelings when we discover that someone we meet is fluent in several languages" (P. 94). People meet the speakers of the different languages so that code-switching and code-mixing are inevitable for the speakers. With the help of code-mixing, we may make our ideas

clear to the listeners. When a teacher is teaching English to the Nepalese students, he has to use code-mixing in the classroom to make clear the matters to the learners. As the mixed-feelings, two languages are mixed in the use of code-mixing.

Hudson (1996) a sociolinguist has his own opinion on code-mixing and he says, "There is no doubt that there are syntactic constraints: People who belong to code-mixing communities can judge whether particular constructed code-mixed examples are permitted or not" (P 54). The writer expresses his view to the users of the language who include code-mixing in their communication. If the users of code-mixing think that it is necessary to use of code-mixing while speaking or teaching to the people whose native language is different from English, they may use it appropriately.

Luitel (2005) carried out a research entitled 'English Code-mixing in the Nepali Stories'. The research aimed to find out the mixed English words and expression in Nepali stories. His research seems to be very specific one dealing with particular literary genre i.e. twenty-four Nepali stories of 'Garima' and 'Madhupark' of 2051 B.S. to 2061 B.S. This study shows that the English words are used repeatedly in Nepali stories. The research further states that the trend of mixing English words in Nepali stories is being increased.

Humagain (2006) carried out a research entitled 'English Code-mixing in Pop Songs: A Descriptive Study'. In this research, the researcher shows that Nepali pop singers and lyricists use English words, phrases or even sentences in Nepali pop songs very often. Some of the words are to make suitable rhythm. According to his research, nouns and adjectives are mixed often than verbs and adverbs.

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

Gautam (2008) carried out the research on 'Code-mixing in Poetry: A Case of Modern Nepali Poems. The purpose of the study was to find out English code-mixing in

modern Nepali poems. The research was limited only to the thirty poems composed during the modern era. The research shows that word level code-mixing has been found in the largest number. Then comes phrases, sentences and abbreviations in lower order of mixing. The research points out that regarding word level code mixing in the modern Nepali poems, nouns have been mixed maximally.

Parajuli (2008) carried out a research entitled 'Teaching of Speaking at the Lower Secondary Level: An Analysis of Classroom Activities'. His objective was related to the problems faced by the English teachers while they were teaching in the classrooms. He found that teachers used different activities like group work, pair work, discussion, picture description etc. From his analysis, he came to know that students had given less emphasis in interaction in the classroom.

All the given critics and researchers have expressed their ideas about code-mixing from their own perspectives. In Nepal, there is not the researcher who has carried out a research on "Practice of Code-Mixing in English Language Classes" yet. This study would be different from other studies. It attempted to find out the use of code-mixing that teachers apply in teaching speaking at Grade Eight. So, this research would be the first in the 'Department of Education in English'.

2.2 Implication of Reviewed Literature

The main implication of the reviewed literature will be facilitated to do the research. I have selected the research title out of different sorts of teachings. The review of literature of the nine scholars and critics are helpful and useful to highlight code-mixing. These studies were to some extent related to my study. These studies helped me to get information about my study and then they helped to explore the theoretical concepts on my study too.

2.3 Theoretical Framework

Code-mixing can be observed in an English Language Classroom especially at the government schools of Nepal. I found the use of Code-mixing in my selected schools used by an English teacher for grammatical explanation, semantic clarification, merriment and so on. It is also used in the different categories such as code-mixing on

the basis of purpose, vocabulary, parts of speech and conditioning factors. Both Code-switching and Code-mixing seem to be used by an English teacher in the classrooms in Nepal.

2.3.1 Teaching Code-switching

Regmi (2006) writes about code-switching "When a bilingual "a person who knows and uses two languages", or a multilingual, "a person who knows and uses three or more languages", person takes part in a conversation with another person who also knows and uses two or more languages, s/he often shifts from one language to another is generally defined as code-switching" (P.12). Similarly, Richards and Jack (1985) define code-switching as:

> It is a change by a speaker (or writer) from one language variety to another. code-switching can take place in a conversation when one speaker uses one language and the another speaker answers in different language. (P. 43)

Basically, there are two kinds of code-switching: Situational and metaphorical. With regards to the kinds of code-switching, Wardhaugh in "An, Introduction to sociolinguistics" (1986) mentions:

> …We can describe two kinds of code-switching: Situational and metaphorical. Situational code-switching occurs when the language used change according to the situations in which the conversant find themselves they speak one language in one situation and another in a different one. No topic is involved. When a change of topic requires a change in the language used we have metaphorical code-switching (P. 102-103).

2.3.2 Code-mixing

Tumbahang (2009) writes, "Code-mixing is a way of speaking in which a person uses the structure of one language and some lexical items from another language" (P.12). Its purpose is to make one's idea known to the learners/conversant. If the speaker feels or realizes that the listener is not making him/her out, s/he may mix the codes which are supposed to be understandable to the addressee.

Tumbahang (2009) says, "In general, these two terms code switching and code-mixing sound similar or synonyms. However, they are different in the way that they occur in the conversation" (P. 35). If the shift from one code to another is absolute, it is known as code-switching. Situational code-switching occurs according to situation. The speaker, for example, speaks English in the classroom but whenever he comes outside, he speaks in Nepali. Metaphorical code-switching occurs according to topic or subject matter.

Code-mixing is a usual happening in the multilingual situation. It refers to the lexical shift within a sentence or utterance. It refers to the different types of codes within a sentence.

Code-mixing is used for several reasons. For example, the participants may have forgotten the exact term, the language they are using may not have the term for the concept they want to express, there may be a term which is similar in both languages, they may mix languages to express emotions, close personal relationships and solidarity, and to exclude a third person from part of a conversation.

2.3.2.1 Reasons for Code-mixing

There are different reasons of code-mixing in the English Language Classrooms. Some English teachers don't have their good command in English. They had studied at the government schools and campuses so that it is easy for them to use code-mixing in the English Language Classrooms. Similarly, the students of the government schools are weak in English. Tumbahang (2000) writes, "If the teacher teaches only in the English medium, the students request the teacher to use code-mixing to clarify the matters" (P. 21). Code-mixing enhances in the teaching-learning activities for the Students.

When an English teacher simplifies the difficult terms in the English medium, the students don't understand the matters. If he/she uses the code-mixing while teaching in the classroom, the students can understand easily. Similarly, the teacher feels easy to teach with the help of code-mixing. It makes the environments of the classroom funny. So the students pay special attention in the classroom. Prajuli (2008) writes,

"They don't have good background in English so that they are in need of code-mixing in the English languages classrooms" (P.11).

2.3.2.2 Rationale behind Code-Mixing

As code-mixing has become a common feature among the bilingual and multilingual communities, there are different purposes behind its practice. In this regard, Hudson(1980) says.

> The purpose of code-mixing seems to symbolize a somewhat ambiguous situation for which neither language on its own would be quite right. To get the right effect, the speaker balances the two languages against each other as a linguistic cock-tail a few words of one language then few words of the other, then back to the first for a few more words and so on… (P.53).

Hence, it is clear that people mix two or more codes in course of communication to avoid ambiguity and also to deal with a certain topic explicitly. Besides this, people use mixed expressions to feel themselves elite and more intellectual because they think that one variety or code is more prestigious than the other. People love to say "Foreign country ma *sabai kura* time *ma hunchha*, *hami pani* system *ma chalne ho bhane hamro* country develop *huna* time *lagdaina*."

In some cases, code-mixing appears to be essential as well. When we have to deal with scientific topics, we cannot make them clear in Nepali and English becomes a must in such situation. Similarly, some English words when used in Nepali literature produce a special effect which is not produced by Nepali terms. For example, the flavor given by the English expressions- beauty parlour, confuse, computer, skirt, internet, telephone, etc. cannot be found in their Nepali equivalents.

2.3.2.3 Code-mixing Versus Code-switching

Code-mixing and code-switching are very closely related terms which are sometimes used interchangeably. Code-switching is the shift from one variety to another. In other words, it is the change from one language into another in speech or in writing. On the other hand, when a person uses the structure of one language and inserts some lexical items of another language, then it is known as code-mixing. It mainly occurs within a

sentence. More typically, nouns and adjectives are used from one language into another in course of conversation. We can pinpoint some differences of code -mixing and code-switching. They are listed as follows:

Code-mixing	Code-switching
1. The use of elements more typically nouns and adjectives from one language to another in an utterance is code-mixing.	1. A change from one language to another in the same conversation is code-switching.
2. It is a lexical shift e.g. *u* intelligent *chha*.	2. It is an absolute shift from one language to another language e.g. I am sorry, *ma timi sanga janna.*
3. It is irrelevant of situation and topic change in most of the cases.	3. It is conditioned by situation and topic.

Source: Hudson, (1996, p. 44).

2.3.2.4 Code-mixing Versus Translations

There are many reasons to use code-mixing. The speakers may mix languages to express their emotions. Translation may be defined as the replacement of textual material in one language (i.e. source language) or vice-versa. Wardhaugh (1986) writes,

> There are intralingual and interlingual translations. Intralingual translations refer to the expression of specialized terms and jargons into simple and plain terms or is just paraphrasing in the same language whereas interlingual translation is concerned with replacing the things expressed in the source language by the target language or vice-versa (P. 36).

Similarly, Hudson (1996) writes, "Code-mixing is concerned with social values, prestige etc, but translation is concerned with getting the meaning across to the addresses. Code-mixing takes place unintentionally but translation is often intentional" (P.32). Code-mixing is widely used in day to day communication whereas translation is used in the classroom to a great extent. Of course, Code-mixing is quick process whereas translation is a slow process.

2.3.3 Categorization of the Cases of Code-mixing

Wardhaugh (1986) rightly observes about code-mixing and says, "The cases of code-mixing in English language classrooms have been categorized on the basis of purpose, vocabulary types, parts of speech and conditioning factors" (P.106).

2.3.3.1 Categorization of the Cases of Code-mixing on the Basis of Purpose

Wardhaugh (1986) says, "On the Basis of Purpose, the case of code-mixing have been classified into three types: code-mixing for grammatical explanation, code-mixing for semantic clarification and code-mixing for merriment" (p. 109). This classification is presented as follows:

2.3.3.1.1 Code-mixing for Grammatical Explanation

If Nepali language in English classrooms is used not only for the clarification of the meaning of the items in questions but primarily for the explanation of the grammatical concepts. These cases have been put under this category. Dhungana (2000), writes,

> While teaching tenses along with the use of time adverbials, a teacher says, "Do you say 'm∂ hijo gh∂ra janechu' (Do you say 'I will go home yesterday)?" The teacher tries to teach the relationship of the time adverbial 'yesterday' and the verb form of future tense 'will go' emphasizing on the fact that 'yesterday' and 'will go' never go together. To clarify this grammatical concept, he uses two contrasting Nepali terms 'hijo (yesterday)' and 'janechu (will go)' because these are the familiar terms for Nepalese students (P. 18)

The other cases 'timile Mr. Chaudhary lai k∂hileðekhi c^{h}ineko v∂ner∂ pr∂sn∂ sod$^h\partial$n∂ (Ask a question stating 'how long have you known to Mr. Chaudhary'), timi k∂ti s∂m∂j∂ ðekhi exercise g∂rðai aekach∂u (How long have you been doing exercise)? and 'm∂ile timilai pac$^h\partial$ b∂rs∂ ðekhi c^{h}ineko (I have known you since five years)' are of the same nature because in all these cases the teacher uses Nepali language as an incentive to elicit the structures of present perfect tense in English language.

Similarly, the nature of the cases 'timile k∂hileðekhi r∂ksi khan∂ θalj∂u (When did you start drinking wine)?' The teacher uses these Nepali expressions as a stimulant to elicit the structures of simple past tense in English language.

In all the cases above, the teachers use Nepali language as a means of teaching different structures of English language in different tenses.

In the same category the researcher encounters examples like 'J∂ðI bike v∂iðiekov∂e (I wish had a bike)', 'j∂ðI Kathmandu ma building v∂iðiekova∂ (I wish I had a building in Kathmandu)' etc. Here the sole purpose of the use of Nepali language is to elicit the ways of expressing wishes and desires in English language by means of Nepali equivalent expressions.

Tumbahang (2009) writes, "There are some other cases in this category. For example, the action verbs in Nepali language are Janu (go), hernu (look), k^{h}anu (eat), etc. and the state verbs in Nepali language are ho/c^h∂ (is), hu/c^{h}u (am), ch∂n/hun (are), etc" (P. 41). Here the teacher uses these Nepali words to compare the action verbs and state verbs in Nepali and English languages though the main purpose is to teach the action verbs and state verbs in English language.

The researcher finds that the students remain silent in almost all the classes he visits and the teachers use Nepali language to compare the grammatical items of English and Nepali languages though the sole purpose is to clarify the grammatical concepts of English language.

2.3.3.1.2 Code-mixing for Semantic Clarification

If the sole purpose of the use of Nepali language in English language classrooms is mutual understanding between the teachers and the students, these cases are put under this category. The teachers use Nepali language to get the meaning of the items in questions across to the students and the students use Nepali language to ask questions and to explain their own problems. Almost all the cases of code-mixing that the researcher found in English language classrooms come under this category. Trudgill (1983) presents, "Three sub-categories of code-mixing which are: code-mixing

sentences and clause level, code-mixing at phrase level and code-mixing at word level" (P. 88).

2.3.3.1.2.1 Code-mixing at Sentence and Clause Level

If the sentences and clause structures of the language used in the classrooms are of Nepali language or Nepali language is used to clarity the meaning of English sentences and clauses, these cases of code-mixing have been put under this category. Almost all the cases of the use of Nepali language created by the students and some of the cases created by the teachers fall in this category. The examples of the cases of code-mixing in this category are as follows:

The cases 'buj^{h}ien∂ (I/We couldnot understand): 'm∂ile buj^{h}in∂ (I could not understand); 'sir, 'tease' *ko* meaning *ke ho* (sir, what is the meaning of 'tease')? and 'sir', 'peel off' *ko* meaning *ke ho* (sir, what is the meaning of 'peel off') are of the same nature because they all demand semantic clarification. In the first two cases, the students use Nepali language to explain their own problems and in the last two cases, they use Nepali language to ask questions. These cases are typical because they occur in all the classes repeatedly in the same form for the same purpose.

Some of the cases of the exercise use of Nepali language in English language classrooms are as follows:

> *mero c^{h}oro Ð bÐphirkine lt Ð inÐ u: gÐiskjo gÐjo vÐnerÐ* (By saying 'my son passed away, he will not come to life again'). She is expressing her lamentation or pain.
> *c^{h}ito wa d^{h}ilo hami ekÐ ðina ÐbÐsjÐ mÐrnechÐu vÐnerÐ* (By saying 'sooner or later we will certainly die one day') she consoles herself.
> *mÐreko Ðntim c^{h}orako k^{h}utta c^{h}oera* (By touching the legs of the last dead son) she is telling something else.
> *Jo k^{h}olale sÐbÐi logne manisÐhÐru marjo rÐ jÐsale jo vÐnda bÐd^{h}i mero lagi kehi gÐrnu c^{h}ÐinÐ vÐnerÐ* (By saying 'this river killed all male people and it has nothing more to do for me') she is expressing her lamentation.
> *(Source: Tumbahang, 2009)*

Here it is not clear whether the teachers are teaching Nepali language by means of English language or they are teaching English language with the help of Nepali language only on the basis of the expressions in questions though the researcher is not in confusion regarding this matter. Such type of excessive use of Nepali language in English language classrooms neither facilities understanding nor helps to use the target language in appropriate context when the situation calls for.

2.3.3.1.2.2 Code-mixing at Phrase Level

If Nepali language is used to clarify the meaning of English phrases, such cases of code-mixing have been put under this category. Examples of such code-mixing that the researcher comes across are as follows:

She sinned against herself by deliberately marrying an extravagant-'sinned against herself, means *'ap^{h}ule ap^{h}nÐi biruððÐma pap gÐreko'.*

What was happening to the paint? It was peeling off the town hall. Do you know 'peel off '*papra upkierÐ aunu* (come off in stripes or flakes).

'In the light' means what? Heaven *swÐrgÐma hunu* (to be in the heaven).

You are in the heaven because I stopped 'the cycle of violence', *himsako c^{h}ÐkrÐ* similar meaning in Nepali, that you began when you conceived me.

2.3.3.1.2.3 Code-mixing at Word Level

If Nepali language is used just for teaching word meaning of the English words in question, these types of cases have been put in this category. Examples of the cases of code-mixing which are included in this category are as follows:

Godawari is a beautiful place. Do you know the meaning of 'beautiful'? *ramro"*
Picnics are often associated with festivals, what does 'festival' mean? *tsadpÐrwÐ.*

I forgot all the tiredness that I had felt before. 'Tiredness' means, θ*akai:lagnu.*

The man greeted my father. What does 'greeted' mean? Ð*vibadÐngÐrnu.*

We cannot learn business strategies. 'Strategy means'? *niti:*

The researcher finds the cases of code-mixing at word level in almost all the classes though the number of such cases varied from class to class.

2.3.3.1.3 Code-mixing for Merriment

Dhaungana (2000), rightly observes, "If Nepali language in English language classrooms is used not for grammatical explanation and semantic clarification but for creating fun, breaking monotony, Joking etc, such case of code-mixing have been put in this category(p.24)". The cases the researcher encounters in this category are as follows:

Champagne is a very expensive wine. I have never tasted it. I have only tasted $t^h rra.$ Here, the teacher uses the Nepali word $t^h rra$ (a kind of local wine) not for grammatical explanation or semantic clarification but just for creating fun in the class because some of the students are dozing off and yawning in the class at that time.

In one of the classes, the teacher says, "*euta ghÐtÐna vÐnÐnÐ* (state an event)" and the students said. "*ðÐnga p^hÐsaðÐ vÐjo* (something violent took place)". Here, the teacher uses the Nepali expression *'euta g^hÐtana vÐnÐnÐ'* to break monotony and the students use the Nepali expression *'ðÐyga p^hÐsÐðÐ vajo'* to create fun in the expression *'buʃ^hienÐ hogi* (Did not you understand)?' and *'nepalima nÐvani huðÐihuðÐinÐ* (It is impossible not to say in Nepali)'* have some semantic relevance as mentioned previously but the main purpose of these expressions are not grammatical explanation and semantic clarification in the environment of the classroom. So these expressions have also been put under this category. Tumbahang (2009) writes,

> A teacher deliberately introduces a sentence 'I teased a girl on the way to school' and in response to a student's questions, he says 'tease' means-'Jiskjaunu'. Here the teacher intentionally uses the term 'tease' to insert the Nepali word 'Jiskjaunu' as a means of creating fun and merriment(p.35).

In this category, the use of Nepali language in English language classrooms does not have any grammatical or semantic significance or relevance.

The researcher finds out that on the basis of purpose most of the cases of code-mixing take place for semantic clarification, some cases for grammatical explanation and only a few cases for creating fun and merriment.

2.3.3.2 Categorizing of the Cases of Code-mixing on the Basis of Vocabulary Types

On the basis of the types of vocabulary, the cases of code-mixing have been classified into two groups or sub categories: code-mixing for concrete or abstract words and code-mixing for lexical or grammatical words. Spolsky (1998) writes,

> So far as the case of code-mixing in terms of concrete or abstract words are concerned, the researcher encounters much more cases which take place because of abstract words rather than concrete words. As mentioned previously, the abstract words like extravagant, mad, remorse, fate, colony, etc. need code-mixing. Among these abstract words, 'extravagant', 'mad' and 'remorse' are related to human behavior in one way or the other. The terms 'fate' and 'colony' are related to religious and socio-cultural concepts respectively. The concrete words like 'pony' is related to animal type and 'birth certificate' is related to socio-cultural concept (P. 115).

In terms of lexical or grammatical words, almost all the cases of code-mixing take place due to lexical words. The lexical words like extravagant, pony, mad, fate, colony, venues, remorse, birth certificate etc. need to be explained in Nepali language as mentioned before. The researcher cannot find any explicit examples of the case of code-mixing that take place only for the grammatical words in isolation.

2.3.3.3 Categorization of the Case of Code-mixing on the Basis of Parts of Speech

Spolsky (1998) writes about Code-mixing on the Basis of Parts of Speech as follows:

In this category, most of the cases of code-mixing take place in the teaching of nouns. The nouns-colony, fair, birth certificate, fate, remorse, venus, heaven, pony etc-explicitly demand code-mixing.

Similarly, some verbs like peel off, tense, sin, squander etc. demand the use of Nepali language in English language classrooms. In the same way, the adjectives like mad, extravagant etc need code-mixing (P. 121).

From the above description, it is clear that most of the cases of code-mixing take place for nouns, some cases of verbs and only a few cases for adjectives. No clear examples are found with regards to other parts of speech.

2.3.3.4 Categorization of the Cases of Code-mixing on the Basis of Parts of Conditioning Factors

The basis of the conditioning factors, the cases of code-mixing have been classified into two groups. Code-mixing due to socio-cultural factors and code-mixing due to intelligibility factors. The first group includes the items which are society and culture specific and all the other items are included in the second group. The term 'birth certificate' and 'colony' demand code-mixing because these concepts are not familiar in Nepalese society and culture. The researcher finds that such types of cases may be limited in number. So it can be claimed that in almost all the cases of code-mixing, the solely responsible factor is intelligibility.

To put the cases of code-mixing in English language classrooms in a nutshell, code-mixing takes place in English language classrooms because the teachers use Nepali language to facilitate understanding and the students use Nepali language to explain their own problems and to ask questions when the situation calls for, whereas the researcher is in the opinion the code-mixing should be controlled as far as possible by encouraging the use of the target language in the classrooms to improve the situation of English language teaching and learning at secondary schools in Nepal.

2.4 Conceptual Framework

The study on code-mixing in English Language Classroom at grade eight was based on the conceptual framework:

```
+------------------------------------------------------------------+
| PRACTICE OF CODE-MIXING IN ENGLISH LANGUAGE CLASS                |
+------------------------------------------------------------------+

              +------------------------------+
              |  Use of Code-mixing in English |
              +------------------------------+

  Pair work    Group      Conversation     Discussion    Teaching
                           Practice

       Have Your Say    Question Answer       Grammatical

                    +------------------+
                    |     Output       |
                    |  A Final Report  |
                    +------------------+
```
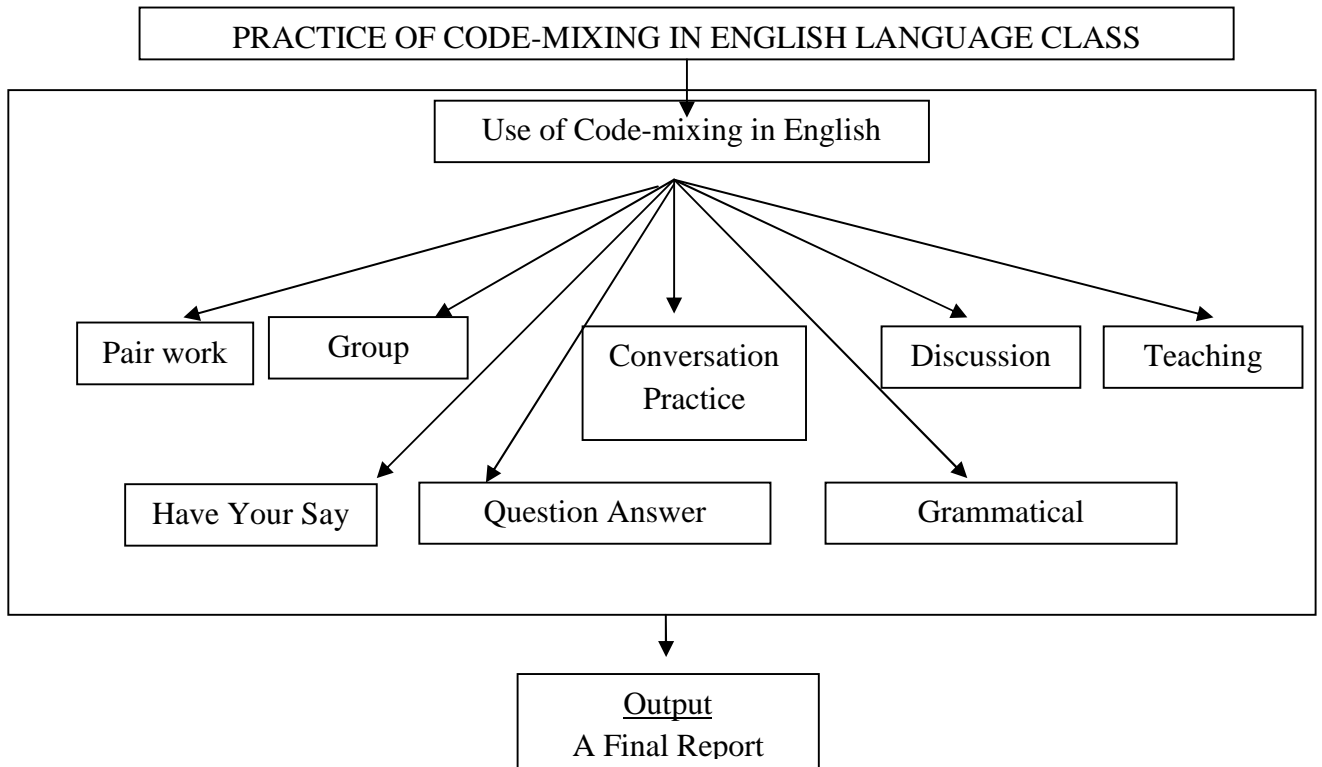
CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

The research topic itself reveals the nature of the research. To carry out the study, the researcher adopted the observational and experimental research. As the purpose of the experimental research, the researcher experimented the title in experimental group. This study is observational and experimental in nature because of the following reasons:

i)   This study was conducted to identify the code-mixing in the classrooms of Grade Eight.

ii)   Large classes were observed and recorded carefully.

iii)   Different questions were asked to the teachers of the concerned schools. (see:Appendix II)

3.2 Population and Sample

Thirty English teachers (who take classes in Grade Eight) from thirty Government Secondary and Lower Secondary Schools of Dharan and Itahari sub-metropolitans were selected for the study. (see: Appendix I)

3.3 Sampling Procedure

To find out code-mixing in speaking at Grade Eight, I followed the observational and experimental   research as the main sampling procedures. In this sort of research, the researcher visited thirty Secondary and Lower Secondary Schools of Dharan and Itahari areas (with teachers and classes) to collect the data. He talked to the headmasters, teachers as well as the students and the researcher explained the purpose of his visit. He asked the questions to the students and English teachers separately for how many times an English teacher used code-mixing in the classroom within the time of a period. He collected information through interview with the teachers. Later,

the researcher recorded the use of code-mixing in the classroom which was made by the teacher while he/she was teaching English in Grade Eight.

3.4 Data Collection Tools

In order to succeed own research work, the researcher applied the research tools like questionnaires, opinionaires and observation. The following thirty schools were selected to do the research from the areas of Dharan and Itahari sub-metropolitans. (see: Appendix XV)

3.5 Data Collection Procedures

The researcher collected data for this study in two phases:

First Phase

At first, the researcher visited different selected schools and explained the purpose and process of the research to the headmasters. After convincing the headmaster, he met the concerned subject teachers. Then, the researcher observed the classrooms of the Grade Eight and also recorded the teaching of the concerned teachers. He observed only two or three classes a day. Then, he asked the different questions to the teachers.

Second Phase

The researcher listened the selected and recorded teaching activities at least four times using audio cassette and CD player. For confirmation, he listened again replaying the audio cassette/CD player. The researcher also took help from the written collected answers of the concerned teachers.

CHAPTER-FOUR

RESULTS AND DISCUSSION

The results and discussion of the collected data from the classroom teaching have been presented in this chapter.

4.1 Results

The present study shows the following results:

a)   The study shows that code-mixing in the English language classroom is necessary at the government schools in Nepal.

b)   All the respondents agreed that there were speaking exercises in Grade Eight. Among them, 83.33% teachers agreed that they involved their students in speaking in the classrooms.

c)   In the matters of code-mixing, 86.66% respondents opined that the students used code-mixing in the English language classrooms whereas 13.33% students did not use code-mixing while speaking in the classrooms.

d)   In terms of code-mixing in the English language, all the teachers (100%) agreed that code-mixing was necessary for their students.

e)   In the selected schools, 96.66% teachers were trained. It indicated that the government has emphasized in the teachers' training. The respondents opined that the teacher's training was beneficial for them. Their percentage was 96.66 and training was inevitable for them.

f)   The respondents were not satisfied from the government salary and facilities. Only 30% teachers showed their sign of satisfaction in the facilities from the government.

g)   Experience is the backbone of teaching. Among the respondents, 26.66% teachers have the experiences between 5 to 10 years, whereas 23.33% teachers have the experiences from 15 to 20 years. Only 6.66% teachers have the experiences more than 25 years in their lives. Among them 86.65% teachers have the experiences between 5 to 25 years in the field of teaching.

h)   The result shows that all the teachers of English language didn't take the classes in the same ratio. Among them 46.66% language teachers take six

periods a day out of eight periods. Only 10% teachers take the whole periods due to the limited man-power at the school.

i) From the research it was proved that almost all the teachers take the classes whole running day of the school. More than 90% English language teachers take classes 4 days a week. Only 6.66% teachers have classes for 4 days and 3.33% teachers take classes for 5 days within a week. It means that the life of teachers is full of classes.

j) From the reply of the respondents, it was proved that classes don't run equally in all the selected schools of Dharan and Itahari areas. Among the teachers, 33.33% said that about 38 weeks classed are conducted some said that classes are taken for 42 weeks. It can be guessed that their answers were based on their guessing rather than the reality.

k) The respondents answered differently for the need of code-mixing in the English language classroom. Among them 33.33% teachers opined that code-mixing is necessary to clarify the matters to the students. Out of 30 respondents, 26.66% teachers needed code-mixing to teach easily. Similarly 16.66% teachers said that code-mixing was necessary due to the weakness of the students. Only 10% teachers used code-mixing for the sake of fun to the students. Other respondents (3.33%) said that code-mixing was not necessary for teaching English because it hindered the communication of the students

l) The respondents expressed their views about the five types of code-mixing in the English Language Classrooms. Among the teachers, 33.33% respondents said that code-mixing was necessary in complicated words. Other 23.33% teachers expressed their view about code-mixing saying that it was necessary in verbs. Generally verbs are difficult for the students. Similarly, 16.66% respondents needed difficult verbs for code-mixing while teaching English in the classrooms. Similarly, 20% teachers emphasized code-mixing in the content words. Other 6.66% respondents believed code-mixing only in the complex- content words.

m) . Among the 30 teachers, 60% respondents said that they used code-mixing only 'sometimes' when they realized it was necessary for the students. But 30% teachers used it frequently in the classrooms. But other 10% respondents have negative attitude about the use of code-mixing in the English classrooms. According to them, English language should be taught as English.

n) As the question was concerned about the impact of code-mixing for target language learning, 80% respondents expressed their attitude positively. According to them, it enhances in the teaching-learning activities.

o) As the responsible factors were concerned about code-mixing in the English language classrooms, 36.66% respondents believed in the use of the language (mother tongue) at the school. Similarly, 20% teachers blamed to the weakness of the students in English. Other 23.33% respondents expressed their views about the habit of the students to use. But only 6.66% (i.e. two) teachers blamed to the base of the students.

p) The researcher also got the answer about the avoidance of code-mixing from the respondents. Among them, 43.33% respondents said that English speaking environment should be created. Similarly, 36.66% teachers emphasized to teach only in the English medium. But 20% respondents highlighted in fluency of the students for the avoidance of code-mixing in the English language classrooms.

q) Situational code-mixing occurred at any time. Among them, 96.67% respondents opined that when they knew that the students could not understand the matters clearly, they used code-mixing in the English Language Classrooms.

4.2 Discussion of Activities from the Classroom Observation

In this section, I have presented the activities of thirty English teachers of the different government schools in Dharan and Itahari sub- metropolitan areas. It also displays the various reasons regarding the use of language, used especially by the teachers. All these thing are presented descriptively and analytically one by one. Opinions of the teachers of thirty selected schools (from the questionnaires) of Dharan and Itahari sub-metropolitan areas are presented in the tables as follows:

4.2.1 General Questions

Seven Yes/No Questions were asked to the concerned teachers and their responses are presented in positive and negative form.

Table: 1 Yes/No Questions

Questions	Yes	%	No	Percentage
1	30	100%	-	0%
2	25	83.33%	5	16.6%
3	26	86.66%	4	13.33%
4	30	100%	-	0%
5	29	96.66%	1	3.33%
6	29	96.66%	1	3.33%
7	9	30%	21	70%

(See: Appendix: III for detail table)

Table No.1 clarifies that there are the speaking exercises in the English of Grade Eight. 100% respondents accepted about it. Among thirty teachers, 83.33% English language teachers involved their students in the speaking activities. Other 16.6% respondents didn't care about it. The third question was related either the students used code-mixing or not in the classrooms. Among the teachers,86.66% respondents opined that their students were quite interested to use code-mixing at the time of speaking in English in the English language classrooms. Other 13.33% respondents said that their students did not use the code-mixing while speaking in the classrooms.

Although there are various opinions regarding the frequency and the purpose of the use of Nepali language while teaching English. 100% teachers said that code-mixing is necessary in English language classrooms for understanding of the students. According to them, code-mixing is not only necessary but also inevitable in the classrooms of English at the government schools in Nepal. Students do not have good backgrounds in English so that it is the compulsion for the teachers to use code-mixing. The students also use language to explain their own problems and feel that the teacher should use language when the situation demands.

As a question was asked about the training for teachers, 96.6% respondents said that they got training again and again. Only 3.33% respondent was not trained. They opined that training enhanced in their teaching learning activities. It helped them how to teach excellently to the students about the target language. The teachers who

argued negatively about the teacher's training said that the learned matters of training are difficult to apply practically in the classrooms. He rightly opined that an English teacher was compelled to be active while teaching. Of course, students should be active and the teacher should play the role of a facilitator in the English language classroom.

As far as the facilities are concerned for the teachers, 70% respondents were not satisfied from the facilities which are provided to the teachers. According to them, there is partiality between the teachers and civil staffs in terms of facilities in the context of Nepali. They said that the salary of a teacher is not adequate to run own family. But 30% teachers were satisfied from the facilities.

Code-mixing is mainly the need of the students because of their cultural background, learning environment and the influence of the mother tongue in learning. It can also be the need of teachers to teach to the weak students and also to hide own weaknesses in teaching. Of course, it makes the classroom funny.

4.2.2 Teaching Experiences in Years

The teachers had experiences from 2 to 30 years in the field of teaching.

Table: 2 Teachers' Teaching Experiences

S.N	Years	No. of Teachers	Teachers' Experience
1	0-5	2	6.66%
2	5-10	8	26.66%
3	10-15	5	16.66%
4	15-20	7	23.33%
5	20-25	6	20%
6	25-30	2	6.66%
Total		30	100%

(See: Appendix: V for detail table)

As shown in the 2nd table, the teaching experiences of the 86.65% respondents (teachers) is between the years of 5 to 25. It was shown that 26.66% teachers have the experiences between 5 to 10 year and 23.33% teachers have the experiences between 15 to 20 years. Similarly, 20% respondents have the experiences between 20 to 25 years. Less than 5 years and more than 25 years in the field of teaching was the same percentage (i.e. 6.66%).

It is believed that experience is the best teacher in the life of a person. The teachers who have long experiences in the field of teaching can teach better than the new teachers. His/her experiences and trainings become more useful to understand psychology, family background and the capacity of the students. It is true that a teacher teaches better than his/her previous years. More experienced and matured teachers seemed to help to the junior teachers in the methods of teaching activities. Learning experiences of the language teachers would be vary.

Despite long-experiences in the field of teaching, all the matured and experienced teachers didn't have the proper dedication in their duty. But some of the new teachers had their enthusiasm, dedication, and energy in teaching. Students were attracted by active and energetic teachers who performed brilliantly and excellently in the classrooms. Of course, more experienced teachers had to teach brilliantly in the classrooms. If the teaching experiences are reflected in the classrooms, the students are sure to get more benefits from those sorts of teachers.

It is believed that more matured teachers use more code-mixing while teaching. But the experiences can't be the demarcation line to measure code-mixing. Some of the Junior teachers also use the code-mixing frequently or vice-versa.

4.2.3.1 Periods Taken in a Day

The selected teachers had their different numbers in periods within a day.

Table . 3 Periods Taken in a Day

S.N	No. of Periods	No. of Teachers	Percentage
1	3	1	3.33%
2	4	3	10%
3	5	3	10%
4	6	14	46.66%
5	7	6	20%
6	8	3	10%
Total		30	100%

(See: Appendix VI for detail table)

The Table No.3 shows that 46.66% English language teachers take more than 6 periods a day. It seems to be the overburden for the teachers in their duty. If a teacher feels fatigue, she/he is unable to perform properly in the classroom. Especially in the classes of late hours, the students of the senior classes realize the weakness in the performances of their respective teachers. If so, the students can't learn easily and successfully. Other 20% teachers take seven periods per day. Similarly other 10% respondents said that it was their compulsion to take full periods every day.

From the Table No.3, it is presented that the teachers who take 4 periods per day, belong to 10% as the teachers whose percentage is also 10 for taking 3 periods a day. If a teacher takes 4 or 5 periods continuously, she/he is unable to teach excellently and the students can't be motivated by the tired teachers. According to the table, only 13.33% teachers take classes from 3 to 5 periods a day. If there is the overburden of classes, the teachers can't prepare properly at home. Every teacher must respect his/her duty to motivate to the students. Of course, it is the responsibility of a teacher to make the students always active in the classroom.

There are many classes but the teachers are limited at the government schools in Nepal. So, there is no chance for the teachers to take only one or two periods per day. If a teacher is absent, another teacher (who is in the leisure period) will be sent to take that proxy classes. In this sense, a teacher feels difficulties to take the classes of his

colleagues as well. The given table excluded the periods of the proxy classes for the teachers.

Over- burden of the periods for the language teachers affect in their code-mixing in the classroom. Generally, in the classes of the last periods, the English teachers seemed to have used more code-mixing than the teachers who take English classes in the first or second periods. The headmasters of the researched area might have understood about it so that English subject is taught generally from the first to third periods in Grade Eight. Early periods were supposed to be suitable to teach English language in the majority of the government schools.

4.2.3.2   Classes Taken in Days (in a Week)

The Table No. 4 shows the different ratios of the periods in days within a week

Table : 4 Classes Taken in Days (in a Week)

S.N	Classes a Days (in a week)	No. of Teachers	Percentage
1	4	2	6.66%
2	5	1	3.33%
3	6	27	90%
Total		30	100%

(See: Appendix VII for detail table)

As shown in the Table No 4, 90% English language teachers of the researched areas took the classes for 6 days within a week (except Saturday). It was proved that the teachers of the researched area schools are not only busy almost all the periods within the class hours but also all the school running days. It was analyzed that the language teachers were quite busy in the teaching learning activities.

The Table No.4 above shows that only 10% teachers had less than 5 periods out of thirty English language teachers from the different schools. They had to take classes according to the situation of their schools. There were no teachers who took classes less than three days in a week. It was impossible for the language teachers to discuss to each other about the problems in their teachings. The English language teachers

were compelled to take the responsibility of a donkey at the government schools in Nepal.

If the teachers of English were quite busy almost all the days at the schools, they wouldn't get time to think about the significance of code-mixing in English language classrooms. Of course, it is the duty of the English teachers to think properly either code-mixing is necessary or not while teaching in the classroom. Busy teachers are likely to neglect in their duty. Those types of teachers didn't pay attention about code-mixing, code-switching and translation in teaching. Of course, it is the duty of English Language Teachers to analyze either code-mixing is necessary or not for Teaching English Language in the classrooms.

4.2.3.3 Classes in Weeks in a Year

The table 5 shows the differences of classes in weeks in a year at the different selected schools.

Table No.5 Classes in Weeks in a Year

S.N	Classes in Weeks in a Years	No. of Teachers	percentage
1	35	4	13.33%
2	36	3	10%
3	37	3	10%
4	38	10	33.33%
5	39	1	3.33%
6	40	6	20%
7	41	1	3.33%
8	42	2	6.66%
Total		30	100%

(See: Appendix VIII for detail table)

As shown in the Table No. 5, 33.33% English language teachers said that about 38 weeks classes might be held tentatively out of 52 weeks. Other 13.33% teachers opined that the classes are for 35 weeks. But only 6.66% teachers expressed their view saying that the schools run for 42 weeks in a year. But they were not sure about

it because there are so many national and local festivals in Dharan and Itahari areas. The government schools have their rights to declare the local holiday as well. From the opinionaires of the teachers, it was proved that different political parties (like mushrooms) also declare strike sometimes with pre-information and sometimes they declare the strike suddenly. So, in the context of Nepal, it is impossible to express the working weeks at the school in a year. Natural disaster is also another obstacle in the teaching-learning activities. For example when there was the earthquake on 12th and 29th Baishakh, 2072 BS, so many buildings of schools were collapsed and the schools of different places remained closed for a long time.

From the given table, it was proved that the government schools run from 35 to 42 weeks tentatively per year. But the classes don't run whole days in a week and in a year as well. English teachers of the research areas opined that it was almost a foolish expression to guess about the class hours in a year. But the given table presented the class time in a year including the extra period.

Working hours in weeks may affect in the use code-mixing in the English language classrooms. If a teacher has a long time to teach, she/he may use the code-mixing properly in the difficult words. But if the same teacher has limited teaching hours, he may not use the code-mixing but translation in his teaching methodology. The language teacher should have the teaching hours for so many weeks to teach impressively to the students and to use code-mixing appropriately in the English language classrooms.

4.3 Code-mixing in the Classrooms of English

To study the code-mixing in the English language classrooms: a case of Grade Eight, different questions were asked for the collection of the primary data to the English language teachers of 30 government schools in Dharan and Itahari sub-metropolitan areas. From the questionnaires and opinionaires of the researcher, answers of the respondents were divided into the need of code-mixing, words which are in need of code-mixing, frequency of code-mixing, impact of code-mixing for learning the target language and avoidance of code-mixing while teaching English in the classrooms. The answers of the respondents are presented in the different tables as follows in the form of the chronological order.

4.3.1 Reasons of Code-mixing

The table No 6 presents the reasons of code-mixing differently according to the respondents

Table :6 Reasons of Code-mixing

S.N	Reasons	No. of Teachers	Percentage
1	Clarify the Matters	10	33.33%
2	Students don't understand the English	5	16.66%
3	To Teach Easily	8	26.66%
4	Interesting Class	3	10%
5	For fun	3	10%
6	No need of Code-mixing	1	3.33%
Total		30	100%

(See: Appendix IX for detail table)

Table No.6 ascertains that the English teachers sometimes use Nepali language while teaching English to make the students understand the matters clearly. The respondents claimed that the aim of teaching a language should be to enable the learners to speak the language appropriately. In the given table 33.33% respondents opined that code-mixing was necessary for them to clarify the matters to the learners. If the same matters were explained in detail in the English medium, many students would not show the sign of learning on their face. But if the teacher used code-mixing, the students would shine their face and the teacher would guess that code-mixing is necessary for them.

About 96.67% teachers said that code-mixing was necessary while teaching English. It would be quite easy to teach for the teachers. 26.66% English teachers felt easy to teach due to the use of code-mixing in the classrooms. Other 16.66% respondents expressed their compulsion for using code-mixing in the classrooms due to the weaknesses of the students in English. According to them, code-mixing was not necessary for the brilliant students.

Only 10% teachers said that code-mixing was necessary for them to make the English class funny and interesting for the students. At the time of English speaking, if the teacher uses a Nepali word in an English sentence, the students feel "fun" in the classroom. For example, Do you like "*Aalu*"? Only 3.33% respondent who taught English as English in the classroom, opined that code-mixing was not necessary for him. He was against code-mixing in the English language classrooms.

So far as the improvement of the situation is concerned, the students give emphasis on using both the language in the classrooms.

4.3.2 Kinds of Lexical Words in Code-mixing

The Table No.7 shows the causes of code-mixing in the different types of lexical words.

Table: 7 Code-mixing in Different Types of Words

S.N	Type of Words	No. of Teachers	Percentage
1	Content Words	6	20%
2	Verbs	7	23.33%
3	Difficult Verbs	5	16.66%
4	Complicated Words	10	33.33%
5	Complex Content Words	2	6.66%
Total		30	100%

(See: Appendix X for detail table)

The Table No.7 clarifies that the teachers sometimes use Nepali language while teaching English. So far as the type of lexical words are concerned, the respondents are of opinion that the content words, verbs, difficult words, difficult verbs and complicated content words need code-mixing in the English language classrooms. From the given table, it was proved from the respondents that the complicated words need code-mixing rather than the other words. But the teachers didn't specify about the different sorts of lexical words like nouns, verbs, adjectives, and adverbs. They emphasized in the complicated words, verbs and the content words for the need of code-mixing while teaching in the English language classrooms.

Out of 30 teachers, 10 teachers were in favor of the code-mixing for complicated words; 7 respondents were for the verbs. But only 2 respondents were in favor of the complex content words for code-mixing. Only 5 respondents were in favor of the difficult verbs.

Of course, specialized and abstract words demand the use of Nepali language. The abstract words dealing with the geographical concept and the concrete words referring to the names of commodities necessitate the use of code-mixing. Literary words and the names of commodities need the use of the Nepali terms. Nepali language is used to convey meaning. Code-mixing has the situational effect. The students use Nepali language to explain their own problems and they feel that the teacher should use Nepali language when the situation demands.

4.3.3   Frequency in Code-mixing

The table 8 shows the frequency of Code-mixing in the English Language Classrooms in the Grade Eight.

Table: 8 Frequency in Code-mixing

S.N	Frequency of Code-mixing	No. of Teachers	Percentage
1	Frequently	9	30%
2	Sometimes	18	60%
3	Seldom	3	10%
Total		30	100%

(See: Appendix XI for detail table)

As mentioned in the Table No.8, 60% language teachers were in favour of the code-mixing only 'sometimes' when it was necessary for the students. Eighteen respondents were related to the use of code-mixing not frequently but according to the need for the students. Among them, 30% English teachers needed code-mixing frequently in the classrooms. But other 10% respondents were against the use of code-mixing.

Difficult words and the functional words like conjunctions, articles and prepositions need to be explained in Nepali language. In terms of the situation leading to code-mixing, the background of the learners seems to be the vital one. The reading comprehension passages which are unrelated to Nepali culture necessitate the use of Nepali language while teaching English. Regarding the frequency of the use of Nepali language in English classrooms, the teachers affirm that it should sometimes be used.

Code-mixing had mixed impact on target language learning according to the given table. This means that it may have positive or negative effect depending upon the situation. In other words code-mixing has situational and contextual impact or effect on target language learning. It has negative effect on target in the development of communicative competent in target languages on the part of the students and it has positive effects in the sense that it helps by facilitating understanding.

The time of code-mixing was vary at the different schools by the English teachers. If the students have good competence and performance in English, code-mixing is not necessary for them. But for the weak students who have their habit to use Nepali words in the English language classrooms, need code-mixing to inculcate the matters properly and easily.

The classes of the English language teachers were also recorded. From the research, it was proved that 90% teachers needed code-mixing in the English language classrooms. From the class observation and the secret recording it was proved that 3.33% English teacher used 133 times Nepali words where as 10% teachers didn't use code-mixing in their classrooms. So, the opinions about code-mixing in the English language classrooms quarreled to each other among the teachers. But many teachers needed code-mixing while teaching.

4.3.4 Impacts of Code-mixing for Target Language Learning

The table 9 shows the impact of code-mixing for learning the target Languages as the views of the selected respondents.

Table: 9 Impacts of Code-mixing

S.N	Impact of Code-mixing for Target Language.	No. of Teachers	Percentage
1	Positive	24	80%
2	Negative	6	20%
Total			100%

(See: Appendix XI for detail table)

The Impact of code-mixing shows that 80% respondents (24 respondents out of 30) expressed their positive impact about code-mixing in the English language classroom. The Table No 9 presents that code-mixing is not only necessary for learning the target language but also inevitable both for the students as well as the teachers. It enhances in the teaching-learning activities. If the Nepali terms are used in the English sentences it will make the classroom more romantic for the students.

Almost all the teachers have positive attitude towards English language because it is the international lingua-franca. The teachers are of the opinion that code-mixing is necessary to give concept of items in questions. They opined that code-mixing was quite necessary for them in the English language classrooms. Without code-mixing the respondents said that it was very difficult for them make the students understand about the target language.

Other 20% respondents expressed their negative attitude about code-mixing. According to them, code-mixing in the English language classrooms was no more than the hindrance for learning the target language. Among them, 10% teachers didn't use even a single code-mixing during the time of teaching. They were somehow right as well. Of course, all the students must practise to speak in English without the use of code-switching and the code-mixing.

4.3.5   Responsible Factors in Code-mixing

The table 10 shows the different factors for the teachers in using code-mixing in the English Language Classrooms.

Table: 10 Factors in Code-mixing

S.N	Factors in Code-mixing	No. of teachers	Percentage
1	Base of Students	2	6.66%
2	Use of Mother Tongue (Nepali language)	11	36.66%
3	Teaching Methodology	3	10%
4	Environment	1	3.33%
5	Habit of Students in Nepali Language	7	23.33%
6	Weakness of Students	6	20%
	Total	30	100%

(See: Appendix XII for detail table)

As mentioned in table No.10, responsible factor in code-mixing shows that 36.66% respondent were in favor of the mother tongue (i.e. Nepali language). Generally, Nepali language is the mother tongue of so many students and they also use the same language in the English language classrooms. Those students had their habit to use Nepali language. When the language teacher asks a question to a student, the student feels difficult to use the exact term in English so that he uses Nepali words to express his opinions or to answer to the teachers' questions. So habitually speaking in Nepali, it is the second factor of code-mixing.

Other 20% respondents expressed their view on the weakness of the students as the third factor of code-mixing. 36.66% teachers said that the use of the mother tongue is the main factor of code-mixing in the English language classrooms. Other 23.33% respondents were in the opinions of students habit for using Nepali language. Other 20% respondents argued that the students were very weak in English so that it was the obligation for them to use Nepali code-mixing in the English language classrooms.

Only 10% respondents blamed to the teaching methodology. According to them, English subject is started to teach only in Grade Four for the students of the government schools. They opined that English language should be taught to the students from the "Nursery Level" (Class Shishu) as the students of the boarding schools. Similarly, the base of the students can't be free from exception for using code-mixing. If there is not proper base of the students in English, the language teacher will have to use code-mixing to motivate to the students. About 6.66% teachers emphasized in base of the students. The students are unable to understand in the classrooms due to their weakness in base.

4.3.6   Avoidance of Code-mixing

The table 11 shows either Code-mixing is necessary or not in the English Language Classrooms in the Nepalese context.

Table: 11 Reasons for Avoiding Code-mixing

S.N	Reasons	No. of Respondents	Percentage
1	Teaching in English Medium	11	36.66%
2	Creating English Speaking Environment	13	43.33%
3	Increasing fluency in English	6	20%
Total		30	100%

(See: Appendix XIII for detail table)

The Table No.11 Clarifies that code-mixing is a hindrance to teach English impressively to the students. If a language teacher uses both English and Nepali languages in the classroom, he/she can't be regarded as a good teacher in English. If an English teacher speaks only in English in the classroom and the premises of the school, he/she is regarded as a better teacher than the users of code-mixing. Of course, English should be really taught as English.

The given table shows that code-mixing should be avoided in the classrooms by the English teachers. About 43.33% respondents out of 30 said that it was necessary to create English speaking environment in the classroom as well as the premises of the school. If a school is made 'English speaking Zone', the students can speak in English easily. It is true that self-practice is necessary to enhance in English language learning. The management of the school has to adhere in that matter.

Other 36.66% respondents opined that English medium is necessary. Language teachers should not humiliate themselves by using code-mixing frequently in the classroom and the premises of the school. But English speaking Environment and English medium are almost same in the teaching-learning activities. If other people listen from outside about the use of code-mixing in the English period, the persons may think that there is no fluency of the teacher. Other people may have negative thoughts about the English teacher. For the prestige of the teacher, code-mixing should be avoided according to the respondents.

As the aim of teaching a target language is to develop communicative competence in it, code-mixing should be controlled as far as possible. The most responsible factor leading to code-mixing is the learner's background. That is why it takes place although it hinders in the development of communicative competence in target language. The only way to avoid code-mixing then, is to emphasize the use of the target language in the classrooms while teaching.

CHAPTER-FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

5.1 Summary

The present study was conducted to find out the problem of code-mixing in the English language classrooms especially in 'Grade Eight'.

The sample population of the study was related to 30 lower secondary and secondary level English teachers of different government schools of Sunsari district. During the time of the research, the researcher applied different tools viz. questionnaires, opinionaires, and interview to the English language teachers. He administered the objective, open-ended and close ended questionnaires to the teachers.

The collected data were tabulated and presented on the basis of number and percentage. The analysis and interpretation were done in this section. These are as follows:

i) Analysis of the data obtained from the class observation form.
ii) Analysis of the data from the recording.
iii) Analysis of the data obtained from objective questionnaire for the teachers.
iv) Analysis of the data from the class observation.
v) Analysis of the data from the answers of open-ended and close-ended questions.

The study shows that 33.33% teachers used code-mixing to clarify the matter others 26.66% teachers used it to teach easily to their students. Similarly, 33.33% teachers accepted the use of code-mixing in their teaching only for the complicated words. The 60% respondents argued that they used code-mixing while teaching in the classrooms only for 'sometime' According to them, code-mixing has positive in the field of teaching English. Their percentage is 80 and they were in need of code-mixing while teaching in the classrooms. The teachers in 36.66% opined that they were compelled to use code-mixing in the classrooms because the students used their mother tongue frequently in the English language classrooms.

5.2 Conclusions

From the analysis of the study the following conclusions have been made:

a. Code-mixing is a natural phenomenon. It occurs in every language and every genre of literature. The number of code-mixing is greater while teaching English in the classrooms than the other types of code-mixing.

b. To implement this technique for making classes effective, the weakness of the code-mixing should be improved. The syllabus designers and the English language teachers should have to adhere about it.

c. The effects of code-mixing, code-switching, and translation should be compared.

d. It consists the factors which are responsible for creating the situation of code-mixing. The teachers use Nepali language in the English language classrooms to get the meaning across the students. Similarly, few teachers use Nepali language because they are not competent enough in English language to convey the things required.

e. The most obvious reason that compels the students to use Nepali language in English language classrooms is the learning environment. The other reasons are their cultural background and the influence of the mother tongue.

f. The background of the teacher is also responsible for code-mixing. If a teacher is from the Nepali background, she/he uses code-mixing properly and frequently.

g. The positive effect of code-mixing is the facilitation of understanding. But the goal of learning a language is not only to understand the language.

h. If the teachers use Nepali language in English language classrooms, it hinders in learning English language because the learners are deprived of the contextual use of the target language due to the interference of Nepali language. Thus, code-mixing, in effect, is counterproductive.

i. The only way to improve the situation of English language teaching at higher secondary schools in Nepal is to avoid the use of Nepali language in English language classrooms. But it is not an easy job. It should be carried out gradually. The first step towards this goal is to control code-mixing as far as possible.

j.   The most reasonable way to control, and finally avoid code-mixing is to emphasize the use of the target language in the classrooms by encouraging the students to speak in English language in the classrooms creating favorable environment for the contextual use of the items to be taught.

5.3 Implications

On the basis of summary and conclusions of the research, the following implications can be drawn:

5.3.1 Policy Level

Policy makers and curriculum designers should analyze the needs and interests of the learners as well as the teachers. The policy makers have to adhere properly how to improve in the quality of students in English at the government schools. A textbook writer should also write the books addressing the needs of the teachers and students and the demand of time. Initiation of policy determines the nature of the course for the effective teaching and learning. Good and appropriate policy should be made either to use less or avoid code-mixing in the English language classrooms.

5.3.2 Practice Level

a.   Code-mixing is an important way of teaching English at the government schools in Nepal.

b.   There are many factors affecting code-mixing in the English language classrooms although the teacher should bear the first responsibility about it.

c.   Other factors equally affect it such as environment of the school, economic condition of the parents, background of the teacher, physical facilities of the school, feedback from the teachers and so on.

d.   To minimize code-mixing in the English language classrooms, an English teacher has to create English speaking environment in the classroom as well as the premises of the schools.

e.   She/he should encourage to the students to speak only in English when they are in the Schools' Uniform.

f. Code-mixing in the English language classroom is really a painstaking task because it is difficult to use both (English and Nepali) language during the time of teaching in the classrooms. Of course, English language should be taught as English.

g. The way of teaching English should be changed according to the course of time.

h. Code-mixing in the English language classrooms may be a new area of research in future.

i. It should be adhered either code-mixing will facilitate or hinder to the students for learning English.

5.3.3 Further Research

Code-mixing in the English Language Classrooms is really a painstaking task because it is difficult to use both (English and Nepali) languages during the time of teaching in the classrooms. Of course, English language should be taught as English. The way of teaching English should be changed according to the course of time. Similarly, code-mixing in the English language classrooms may be a new area of research in future. It should be adhered either code-mixing will facilitate or hinder to the students for learning English.

In future, the researches may be done about the importance of code-switching or code-mixing or translations in teaching English. The researches may be helpful to change the lens of teaching English in the classrooms.

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Appendix- I

List of Selected Schools

S.N.	Name of the School	Name of the English Teacher	Date	Signature
1.	Panchayat (Deentakla) Sec School	Bal krishna chaulagain	2072/2/12	
2.	Gyanodaya H.S.S. Dharan-11	Amrit bdr. Rai	2072/2/12	
3.	Shree Badrinath L.S. School, Dom-15	Rashmi Tamang	2072/2/13	
4.	Shree Laboratory H.S. School, Dharan	Gobinda Puri	2072-2-13	
5.	Shree public Higher secondary school phushre.	Gajendra Dahal. Sabina Basnet	072-2-13 072-2-14	
6.	Shree panchayat L.SS			
7.	Shree Shiksha Niketa M.S.S.	Mukunda Prasad Bhandari	072.2.17	
8.	Shree Bhanu M.S.S. Dharan-3	Ashok Shakya	2072.2.17	
9.	Shree Sarada Balika Mo.H.S. School.	Mrs. Maiya Khadka (Bhattarai)	2072.2.17	
10.	Shree chandra Sanskrit High S. School.	Surendra Gautam,	2072-2-18	

S.N.	Name of the School	Name of the English Teacher	Date	Signature
11.	Public H.S. school	Buddha Sagar Subedi	072.2.18	
12.	Sahid smiriti Mavi Dharan-8	Sunita Giri	2072.2.18	

S.N.	Name of the School	Name of the English Teacher	Date	Signature
19.	Shree Himali Ma.vi. Dharan - 22 Deurali	Hit Ram Limbu	2072-2-22	
20.	Shree Ni. ma. vi Gihopa Dharam-17	Kishor Rai	2072-2-24	
21.	Purwanchal Gyan. chakshu school	Kiran Bhattarai	2072-2-24	
22.	Janata Higher Secondary school Itahari-1, Sunsari	Surya pd. Khatiwada	2072-02-25	
23.	Shree Kachana Mahadev sec. School Itahari-4	Prakash Gautam	2072-02-25	
24.	Saraswati sec. school Itahari-3. Sunsari	Rewatmani Poudel	2072-02-25	
25.	Julalamukhi Ma.vi Dharan-27	Laxman Adhikari	2072-02-26	
26.	Shree Panchakanya secondary school Dharan-17	Tek Bdr Dhakal	2072-02-26	

S.N.	Name of the School	Name of the English Teacher	Date	Signature
27.	Shree saraswoti H.s school Dharan -23 Panbari	Hem Raj Sanjel	2072-2-27	
28.	Shree Rastriya high secondary school Itahari-26, Sunsari.	Jevan Gihimire	2072-2-27	
	Shree jyoti ma. vi. Itahari, Sunsari	Keshab pokhrel	2072-02-27	
30.	Bhaldhunga H.SS Dharan-26		2072-02-28	
	Bishnu Paduka	Ridhi Kumar Rai		Ridhi

APPENDIX- II

Model Questions

Name of the teacher : ....

Teaching Experiences : ....   **Subject :** English

Grade : Eight

School : ....   **Address:**

....

1.   At grade eight, are there any speaking exercises?

Ans: _____

_____

2.   Did you involve your students in speaking in the classroom?

Ans: _____

_____

3.   Do your students use code-mixing in speaking in the classroom?

Ans: _____

_____

4.   Is Nepali Code-mixing necessary in the English period? Why?

Ans: _____

_____

5.   Have you taken teacher training? How long?

Ans: _____

_____

6.   Is teacher training beneficial for teaching a language?

Ans: _____

_____

7.   Is the government facility for teachers satisfactory?

Ans: _____

_____

8.   How long have you been in this profession?

Ans: _____

_____

9.   How many periods do you have to take in a day? Is it appropriate?

Ans: _____

_____

10.   How many days do you have to take class in a week?

Ans: _____

_____

11.   How many weeks do you have to take class in a year?

Ans: _____

_____

12.   Why do you think the need of code-mixing?

Ans: _____

_____

13.   What sort of lexical words demand code-mixing?

Ans: _____

_____

14.   How often should code-mixing be used?

Ans: _____

_____

15.   What impact does code-mixing have on target language learning?

Ans: _____

_____

16.   Why is the most responsible factor to lead to code-mixing?

Ans: _____

_____

17.   What should be the aim of target language learning?

Ans: _____

_____

18.   How can we avoid code-mixing?

Ans: _____

_____

Appendix - III
Seven Yes/No Questions

	Q.(1) Speaking Exercise		Q(2) Classroom speaking		Q(3) Code-mixing in speaking		Q(4) Necessary of Nepali code-mixing		Q(5) Training Taken		Q(6) Benefit from training		Q(7) Satisfaction government facilities	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	✓		✓		✓		✓		✓		✓			✓
2	✓		✓		✓		✓		✓		✓		✓	
3	✓		✓			✓	✓		✓		✓		✓	
4	✓		✓		✓		✓		✓		✓			✓
5	✓		✓		✓		✓		✓		✓		✓	
6	✓			✓	✓		✓			✓	✓			✓
7	✓		✓		✓		✓		✓			✓		✓
8	✓		✓		✓		✓		✓		✓			✓
9	✓		✓		✓		✓		✓		✓			✓
10	✓			✓		✓	✓		✓		✓		✓	
11	✓		✓		✓		✓		✓		✓			✓
12	✓		✓		✓		✓		✓		✓			✓
13	✓			✓		✓	✓		✓		✓			✓
14	✓		✓		✓		✓		✓		✓			✓
15	✓		✓		✓		✓		✓		✓			✓
16	✓		✓			✓	✓		✓		✓		✓	
17	✓		✓		✓		✓		✓		✓			✓
18	✓			✓	✓		✓		✓		✓			✓
19	✓		✓		✓		✓		✓		✓		✓	
20	✓		✓		✓		✓		✓		✓			✓
21	✓		✓		✓		✓		✓		✓			✓
22	✓		✓		✓		✓		✓		✓			✓
23	✓		✓		✓		✓		✓		✓			✓
24	✓		✓		✓		✓		✓		✓		✓	
25	✓		✓		✓		✓		✓		✓			✓
26	✓		✓		✓		✓		✓		✓		✓	
27	✓		✓		✓		✓		✓		✓			✓
28	✓		✓		✓		✓		✓		✓			✓
29	✓		✓		✓		✓		✓		✓			✓
30	✓			✓	✓		✓		✓		✓		✓	
Total	30		25	5	26	4	30		29	1	29	1	9	21
Percent	100 %		83.33 %	16.6%	86.66%	13.33 %	100%		96.66%	3.33 %	96.66%	3.33%	30%	70%

(See Appendix: II For Detail Questions)

APPENDIX 'IV'

Observation Form

Date : ....

Name of the teacher : ....

Title : ....

Teaching Experiences : ....   **Subject :** English

Time: ....

Grade : Eight

Period: ....

School : ....

Address: ....

1.	Appearance in the classroom	Good	Tolerable	Poor	Remarks
	a) Clean				
	b) Self-confident				
	c) Pleasing				
	d) Clarity in Speech				
2.	Initiation of the lesson		Yes	No	Remarks
	a) Was the lesson objective and clear to the students?				
	b) Was the lesson based on the previous one?				
	c) Were the students ready to learn?				
	d) Was the start of the lesson interesting?				
	e) Was the class arranged properly?				
3.	Development of the lesson				
	a) Subject matter and sequence				
	b) Relevant to curriculum				
	c) Relevant to the text-book				
	d) Relevant to the students level and interests				
	e) Teachers command over the subject matter				
	f) Was the presentation logical?				
	g) Was the presentation haphazard?				
	h) Were illustration appropriate?				
4.	Code-mixing and its impression on students	Frequently	Sometimes	Seldom	Remarks
	a) Listen attentively				
	b) Encourage the students				
	c) Ask questions relatively				
	d) Answer teacher's questions				
	e) Interactive classroom				
	f) Follow direction				
5.	Code-mixing and its impression on the teacher	Frequently	Sometimes	Seldom	Remarks
	a) Clarify students' points				
	b) Inspire the teacher				

		Yes	No	Remarks
	c) Humiliate the teacher			
	d) Solve the disciplinary problems			
6.	Closing of the lesson	Yes	No	Remarks
	a) Was the use of code-mixing appropriate?			
	b) Were the students satisfied from it?			
	c) Was the reply of the students positive about the use of code-mixing			
	d) Was code mixing necessary for them?			
	e) Could an English teacher teach English as English without using the code-mixing?			
	Comments/suggestions:			

APPENDIX 'V'

Teaching Experiences in years

School	0-5	5-10	10-15	15-20	20-25	25-30
1			✓			
2					✓	
3		✓				
4		✓				
5		✓				
6	✓					
7					✓	
8				✓		
9				✓		
10					✓	
11				✓		
12		✓				
13		✓				
14						✓
15				✓		
16		✓				
17					✓	
18				✓		
19		✓				
20		✓				
21	✓					
22				✓		
23			✓			
24				✓		
25					✓	
26						✓
27			✓			
28			✓			
29					✓	
30			✓			
Total	2	8	5	7	6	2
Percent	6.66%	26.66%	16.66%	23.33%	20%	6.66%

APPENDIX 'VI'

Periods Taken in a Day

School	3	4	5	6	7	8
1				✓		
2		✓				
3					✓	
4			✓			
5				✓		
6					✓	
7				✓		
8		✓				
9				✓		
10	✓					
11				✓		
12				✓		
13					✓	
14			✓			
15				✓		
16						✓
17					✓	
18						✓
19					✓	
20						✓
21				✓		
22				✓		
23				✓		
24				✓		
25			✓			
26		✓				
27				✓		
28				✓		
29				✓		
30					✓	
Total	1	3	3	14	6	3
Percent	3.33%	10%	10%	46.66%	20%	10%

APPENDIX 'VII'

Classes in Days (in a week)

Schools	Four Periods	Five Periods	Six Periods
1			✓
2	✓		
3			✓
4			✓
5			✓
6			✓
7			✓
8			✓
9			✓
10			✓
11			✓
12			✓
13			✓
14			✓
15			✓
16			✓
17			✓
18		✓	
19			✓
20			✓
21			✓
22			✓
23			✓
24			✓
25			✓
26	✓		
27			✓
28			✓
29			✓
30			✓
Total	2	1	27
Percent	6.66%	3.33%	90%

APPENDIX 'VIII'

Classes Taken in Weeks in a Year

School	35	36	37	38	39	40	41	42
1							✓	
2	✓							
3								✓
4				✓				
5	✓							
6								✓
7				✓				
8		✓						
9			✓					
10				✓				
11		✓						
12	✓							
13	✓							
14						✓		
15			✓					
16					✓			
17		✓						
18				✓				
19						✓		
20				✓				
21						✓		
22				✓				
23						✓		
24						✓		
25				✓				
26				✓				
27				✓				
28				✓				
29			✓					
30						✓		
Total	4	3	3	10	1	6	1	2
Percent	13.33%	10%	10%	33.33%	3.33%	20%	3.33%	6.66%

APPENDIX 'IX'

Need of Code-mixing

Schools	Clarify the matters	Students don't understand English	To teach easily	Interesting class	For fun	No
1	✓					
2	✓					
3		✓				
4	✓					
5	✓					
6		✓				
7			✓			
8				✓		
9				✓		
10			✓			
11			✓			
12		✓				
13	✓					
14			✓			
15					✓	
16					✓	
17		✓				
18	✓					
19			✓			
20		✓				
21	✓					
22				✓		
23			✓			
24					✓	
25	✓					
26	✓					
27			✓			
28			✓			
29	✓					
30						✓
Total	10	5	8	3	3	1
Percent	33.33%	16.66%	26.66%	10%	10%	3.33%

APPENDIX 'X'

Kinds of Lexical Words in Code-mixing

Schools	Content words	Verbs	Difficult Verbs	Complicated Words	Complex Content words
1	✓				
2	✓				
3					✓
4	✓				
5			✓		
6				✓	
7			✓		
8		✓			
9				✓	
10				✓	
11		✓			
12				✓	
13	✓				
14			✓		
15			✓		
16			✓		
17	✓				
18				✓	
19		✓			
20		✓			
21		✓			
22	✓				
23				✓	
24				✓	
25				✓	
26				✓	
27				✓	
28		✓			
29					✓
30		✓			
Total	6	7	5	10	2
Percent	20%	23.33%	16.66%	33.33%	6.66%

APPENDIX 'XI'

Frequency in Nepali Code-mixing

Schools	Frequently	Sometimes	Seldom
1	✓		
2	✓		
3	✓		
4		✓	
5		✓	
6	✓		
7	✓		
8		✓	
9	✓		
10	✓		
11		✓	
12		✓	
13		✓	
14		✓	
15	✓		
16		✓	
17		✓	
18		✓	
19		✓	
20		✓	
21		✓	
22		✓	
23	✓		
24		✓	
25		✓	
26		✓	
27		✓	
28			✓
29			✓
30			✓
Total	9	18	3
Percent	30%	60%	10%

APPENDIX 'XII'

Impact of Code-mixing for Target Language Learning

Schools	Positive	Negative
1		✓
2	✓	
3	✓	
4	✓	
5	✓	
6	✓	
7	✓	
8		✓
9	✓	
10	✓	
11	✓	
12		✓
13	✓	
14	✓	
15	✓	
16	✓	
17	✓	
18	✓	
19	✓	
20	✓	
21	✓	
22	✓	
23	✓	
24	✓	
25	✓	
26	✓	
27	✓	
28		✓
29		✓
30		✓
Total	24	6
Percent	80%	20%

APPENDIX 'XIII'

Responsible Factors in Code-mixing

Schools	Base of Students	Mother Tongue(Nepali Language)	Methods of Teaching	Weakness of Students	Environment	Habit of Students in Nepali Language
1	✓					
2		✓			✓	
3						
4		✓				
5						✓
6				✓		
7		✓				
8				✓		
9		✓				
10						✓
11		✓				
12						✓
13		✓				
14		✓				
15						✓
16				✓		
17		✓				
18				✓		
19		✓				
20						✓
21		✓				
22						✓
23				✓		
24	✓					
25						✓
26				✓		
27		✓				
28			✓			
29			✓			
30			✓			
Total	2	11	3	6	1	7
Percent	6.66%	36.66%	10%	20%	3.33%	23.33%

APPENDIX 'XIV'

Avoidance of Code-mixing

School	Teaching in English Medium	Creating English Speaking Environment	Increasing Fluency in English
1	✓		
2		✓	
3	✓		
4	✓		
5			✓
6	✓		
7		✓	
8		✓	
9		✓	
10		✓	
11	✓		
12	✓		
13		✓	
14			✓
15		✓	
16	✓		
17		✓	
18		✓	
19		✓	
20			✓
21		✓	
22	✓		
23		✓	
24			✓
25			✓
26		✓	
27	✓		
28			✓
29	✓		
30	✓		
Total	11	13	6
Percent	36.66%	43.33%	20%

APPENDIX 'XV'

Checklist for Code-mixing

Content words		Verbs		Difficult Words	
ɟ Ðd Ð lko	(भभफल्को)	*parðÐ tsÐn*	(पर्दछन्)	*so rÐ tsit*	(संरक्षित)
ÐptÐero	(अप्ठ्यारो)	*bitjo*	(वित्यो)	*tsetrÐ*	(क्षेत्र)
su:nda:keri	(सुन्दाखेरी)	*ɓu:ze nÐ*	(बुभ्र्यौन)	*rÐsa:jÐnhÐru*	(रसायनहरु)
nÐ ksa:	(नक्शा)	*sotsin*	(सोच्छिन)	*bitsinnÐ*	(अविच्छिन्न)
ntsÐl	(अञ्चल)	*si:ðjo*	(सिध्यो)	*tapkrÐm*	(तापक्रम)
:wÐs„a:ma:	(अवस्थामा)			*„Ðkit*	(थकित)
ba:sb sne	(बासबस्ने)			*eitihasik*	(ऐतिहासिक)
nÐlÐja:ikÐnÐ	(नलजाईकन)			*gÐlega*	(घलेगाउँ)
la:jÐkko	(लायकको)			*bi:vinnÐ*	(विभिन्न)
la:ma:	(लामा)				
da:ns	(डान्स)				
PrÐsiddÐ	(प्रसिद्ध)				
hÐrijo	(हरियो)				
rÐma:ilo:	(रमाईलो)				
ÐptÐera:	(अप्ठ्यारा)				
la:inma:	(लाइनमा)				
ða:rmik	(धार्मिक)				
tsi:trÐ	(चित्र)				
vÐtÐrai	(भट्टराई)				
sÐʎa:hÐ	(सल्लाह)				
ta:za:	(ताजा)				
ÐtsÐÐ	(अक्षर)				
g lo	(गोलो)				
gÐeka:	(गएका)				