

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communication through which human beings express their feelings, ideas, emotions, wishes and desires to each other. It is a verbal means of communication. Although human beings and animals can exchange their ideas, thoughts and emotions among members of same species through other means like; tactile, gustatory and olfactory systems of communication, these means of communication are less discussed in comparison to oral aural communication. So, language is species specific to mankind i.e. only the human beings can have the capacity to speak language and their mind is genetically equipped with it. No other animal can acquire language because of its complex structure and their physical inadequacies. It is god's special gift to mankind. Without language human civilization would not be developed in this 21st century. It is present everywhere in our thoughts, dreams, prayers, meditations, relations and communications. Besides being a means of communication and storehouse of knowledge, it is an instrument of thinking as well as source of delight.

Language is not simply a means of communicating information about weather or any other subjects; it is a very important means of establishing and maintaining relationship with other people. Language stands at the center of human affair, from the most prosaic to the most profound. It is used for highlighting with store clerks, telling off umpires and gossiping with friends as well as for negotiating contracts, discussing ethics and explaining religious beliefs. It is the medium through which the manners,

morals and methodology of a society are passed on to the next generation. Indeed it is a basic ingredient in virtually every social situation. The thread that runs through all these activities is communication; people try to put their ideas over to others. As the main vehicle of communication language is indispensable. According to Jespersen as cited in Clark and Clark (1977);

The essence of language is human activity on the part of one individual to make himself understood and activity on the part of that others to understand what was in the mind of the first. These two individuals, the producer and the recipient of language, or as we may more conveniently call them the speaker and the hearer, should never be lost sight of if we want to understand the nature of language (p.1).

Encyclopedia Britannica (1960) defines language as "an arbitrary system of vocal symbols by means of which human beings, as members of a social group and participants in a culture interact and communicate" (p. 696).

Likewise, Sapir, (1921) says "Language is primarily human and non – instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols" (p. 8). According to Langakar (1987) "A Language is a device, which establishes sound meaning correlations pairing meanings with signals to enable people to exchange ideas through observable sequence of sounds" (p. 24).

Whatever the above definitions say in a nutshell, language is a tool that helps to express our thoughts, feelings, wishes, desires and emotions to one another. It helps as to establish, maintain and terminate social relationship with the people of our society. It is a vehicle through which human

civilization is transferred from one generation to another. It is the mirror to see and recognize the world.

1.1.1 The English Language

English is recognized as an international language which is also known as the global language. It is used as a native and second or foreign language in various countries of the world. Due to the establishment of different international organizations such as, the WHO, UNO, UNESCO, SAARC, etc and being the members of these organizations, it is necessary for everyone to use one common language. Hence, English is used as a lingua franca to exchange ideas among the members of different countries. English is also necessary to expand the knowledge of science and technology, for the development of trade and transport, for tourism and industrial development, etc. The reason is that nearly half of the books related to these subjects have been written in English and most of the sophisticated technical research works are published in English. So, in the present context, it is essential to have command over English in addition to the native Language. Some of the countries have used it as their mother tongue or the first language and those countries which have their national language other than English also use it as a second or foreign language. English is one of the some official languages of the UN and as such it plays a vital role in international communication. English is taught to the children from the very beginning. So most of the people of the world have command over two or more than two languages. Bilingualism and Multilingualism is a common feature today.

1.1.2 Code-switching and Code-mixing

A code is a language or a variety of language used to communicate between people. Every language has a code. A code is a system of communication through which people express their thoughts, feelings, wishes, desires and emotion to each other. Code is, thus, a cover term which may denote a dialect, register or a language. However, it generally refers to language. When two or more people communicate with each other, we call it the system of communication; that they employ, a code. We should also note that two speakers who are bilinguals, that is ; who have access to two codes and who for one reason or another shift back and fourth between the two languages as they converse by code-switching are actually using a third code, one which draws on those two languages. Wardhaugh (1986) says;

In fact a monolingual individual would be regarded as a misfit, lacking an important skill in society, the skill of being able to interact freely with the speakers of other language with whom regular contact is made in the ordinary business of living. In many parts of the world it is a normal requirements of daily living that people speak several languages: perhaps one or more at home, another in the village, still another for purpose of trade and yet another for contact with the outside world of wider social or political organization. The various languages are usually required naturally and unselfconsciously and the shift from one to another is made without hesitation (p. 94).

The ability to speak more than one language is not at all remarkable in this 21st century. In fact, most of the people have command over more than one

language. Bilingualism and multilingualism are common features of the present world. So, while speaking in one language it influences the other and code switching and code mixing take place. It is a common feature among bilingual people to switch from one language to another and/ or to mix words of one language into another. In this regard, Hudson (1996) says;

In code switching the point at which the languages change corresponds to a point where the situation changes, other on its own or precisely because the language changes. There are other cases, however, when a fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation. This kind of alternation is called code mixing. It is a change from one language's lexicon to the next because the meet between fluent bilinguals (p. 53).

1.1.2.1 Code-switching

If we study the language system in our society we can find the monolingual and bilingual as well as multilingual status in people. A monolingual is a person who can understand and speak only one language whereas a bilingual is a person who can use two languages. On the other hand, a multilingual is a person, who has command over more than two languages. In a bilingual and multilingual community, when a person meets with another, he/she shifts his/her language from one to another during their conversation. This process of shifting from one language to another is called code switching. According to Trudgil (1983) “code switching means switching from one language variety to another when the situation demands” (p.75).

Code switching is a universal feature. Command of only one language or only one variety of language is a rare phenomenon today. Most of the people speak two or more than two languages and switch their language during conversation. The code switching can take place between or even within the sentences in speaking or writing. Certain topics are handled better or more appropriately in one language than in another in a particular bilingual context. Switching from one language to another is not a matter of free individual choice. It is affected by topical and situational features, which determines the speaker's choice from a set of available codes.

The purpose of code-switching may be to achieve the following things;

-) To fulfill the linguistic or conceptual gaps,
-) To show the solidarity with the listener,
-) To handle particular topics.

According to Wardhaugh (1986) there are two kinds of code switching: situational and metaphorical. Situational code switching occurs when the language use changes according to the situation in which conversant find themselves: they speak one language in one situation and other in different one. No topic change is involved. When a change of topic requires a change in a language used, we have metaphorical code switching (p.103).

However, in our analysis there are three main kinds of code switching. They are;

a. Situational Code Switching

Situational code switching occurs when a language is changed according to the situation. The speaker speaks one language in one situation and another in different one. For example, in our context students in their English classroom speak English but as soon as they come out of the classroom they start speaking Nepali. They switch from Nepali to English in the classroom because the situation demands it: they have to speak in English.

b. Metaphorical Code Switching

When a change of topic requires the change in the language used, then we have metaphorical code switching. The example of Nepali speakers to switch from Nepali to English when they talk about scientific topics refers to metaphorical code switching.

c. Conversational Code Switching

Conversational code switching is what Wardhaugh (1986) calls code-mixing. Here, the speaker essentially chooses one code but elements of another code are mixed up in the course of one single utterance. This is a very common phenomenon in a bilingual society.

1.1.2.2 Code-mixing

Code-mixing is not an unusual phenomenon in a bilingual and multilingual society. People automatically mix the elements of one language while speaking in another in such society. When a person uses the structure of one language and some lexical items or elements of another language, it is called code mixing. The person, who has command over two or more than two

languages, shifts automatically from one language to another when he/she begins to talk. If the shift from one code to another is absolute, then it is code-switching. Code-switching can take place between or even within sentences in speaking and writing. Certain topics are handled better or more appropriately in one language than in another, particularly in bilingual contexts. This influences the speaker to switch his language from one to another. On the other hand, if the switching is in the middle of the sentences (lexicon shift) then it is code mixing. Due to the lack of equivalent lexical items or to fill linguistic or cultural gap, the speaker mixes lexical items of one language to another. That is why, shift from one language to another in sentence or discourse level, and word or phrase level is called code-mixing. Wardhaugh (1986) calls it code-mixing since the code is not change entirely from one to another but the elements one are mixed into the other. Mostly the nouns of one language are mixed into another language (p103). According to Hudson (1980);

There are cases where a fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation. This kind of alternation is called code mixing. To get the right effect, the speakers balance the two languages against each other as kind of linguistic cocktail; a few words of one language, then a few words of the other then back to the first for a few more words and soon. The change generally takes place more or less randomly as far as subject matter is concerned but they seem to be limited by the sentence structure (p.53).

By the analysis of different views of different scholars we can say that code mixing is nothing than mixing the elements of one language into another within the single utterance. Code-mixing occurs when conversant uses both languages together to the extent that they change from one language to the other in the course of single utterance. Mostly the lexical items of one language are mixed in using another language.

Although most of the linguists take code-mixing and code-switching interchangeably; code switching is a cover term which also includes code – mixing. The differences between them can be listed as follows;

SN	Code-switching	SN	Code-mixing
1	It is the change of language from one to another in course of same conversation i.e. ma yehi baato jaadai thiye so just to meet you.	1	It is the use of the elements of one language in using another language i.e. timro result ke bhayo? Transkipt niklayu ki nai?
2	It is absolute shift i.e. taile kehi pani vanines so I didn't do it.	2	It is lexical shift i.e. timiharu good result ko lagi hard labor garnai parchha.
3	It is conditioned by situation and topics i.e. using English inside school and Nepali outside.	3	It is not conditioned by any situation or topics.
4	It can be equated with inter-sentential code-switching.	4	It can be equated with intra-sentential code- switching.

1.1.3 Introduction to Internet

Internet, which is a special gift of science to mankind, is a confederation of thousands of computers from various sectors of society such as education, business, government and the military. It is a network of thousands of computers. It can also be defined by a series of creative metaphors such as: the net, cyberspace, the information superhighway, the online community, the electronic library, digital revolution etc. It is the most significant development in communication tools. It is a network of people and information linked together by telephone lines which are connected to computers.

Internet is a worldwide network of computers that interact on a standardized set of protocols which act independently of particular computer operating systems, allowing for a variety of access methods to the internet. It can be used to both exchange information through electronic mail, newsgroups, professional online discussion groups and so forth, as well as to retrieve information on a variety of topics through World Wide Web.

The internet is a vast network linking computers all over the world. Millions of individual users regularly take advantages of internet to communicate, search databases, and transfer files. Any personal computer (PC) with a modem is a potential internet education.

Internet operates at several levels, beginning with the individual PC. Messages go from the PC to one of hundreds of local networks. From there information is passed from network to network until arriving at its

destination in much the same way a letter is transferred from post office to post office until it arrives in our mailbox.

Over the past few years, the internet has emerged as a prominent new technology. The influence of such a powerful technological tool has pervaded all aspects of the educational, business, and economic sectors of our world. Regardless of one's familiarity with the internet, it is repeatedly made reference to. News broadcasters and commercials, for example, will now provide web address, and even the recent movies, "The Net" was sparked by the impact of this new technology (Mike 1996). Regardless of whether one uses the internet or not, one must be clear about the fact that we have entered a new information age and the internet is here to stay.

Since the internet has taken off, there have been many changes to our lives. Transfer of the knowledge of science and technology has grown up rapidly through internet. It is also an advanced means of communication i.e. electronic mail (e-mail) and web chat, instant messaging and short messaging system are widely used medium of communication not only among youths and teenagers but also among adults and intellectual person.

1.1.4 Code-mixing in E-mail

Electronic mail which is abbreviated as e-mail is electronically transmitted by computers through the internet. It is a specific feature of internet which encourages people to communicate information. E-mail can also be used in various conferences, type formats or to generate discussion. Perhaps the most common application of electronic mail is that it allows an individual anywhere in the world to communicate with any other individual, without the constraints imposed by time zones and schedules. A message can be sent

from a home computer to anywhere we like. The sender can compose and send message at his/her convenience day or night regardless of whether the receiver is in home at the time. The message will be delivered to the receiver shortly afterward to be read at his/ her computer at his/her convenience. International electronic mail travels very quickly often within minutes and is highly reliable.

While communicating through e-mail a bilingual/ multilingual person makes use of two or more languages which he/she has command over. He/she mixes words of one code into another that he/she is using. It is common among those who have the access of internet. In using internet a person can mix the elements of the languages he/she knows weather writing e-mails or in online/offline messaging. Furthermore, it is conditioned by situation i.e. formal or informal. It happens either to fill linguistic or cultural gap or for other multiple communicative purposes or there may be the lack of equivalent lexical item. Mostly code-mixing takes place in informal situation. For example a person addressing friends mixes code randomly whatever comes in his/her mind but he/she tries his/her best to use single language while addressing to his/her boss or teacher.

1.2 Review of Related Literature

Many research works have been carried out in code mixing in the Department of English Education such as; code-mixing in newspaper, short stories, radio and T.V. Program etc. Some of them are reviewed as follows:

Sapkota (2004) has carried out a research work on "A Study on the Language used in E-mail, chat and text messaging (SMS)." The main objective of his research work was to find out the characteristics factors of

English used in e-mail, chat groups and SMS. He has utilized both primary and secondary sources for the purpose of data collection. He has applied judgmental sampling design as sampling procedure and has used observation and written questionnaire as tools of data collection. The major findings of his study are: the use of shortening, acronyms, grammatically incomplete sentences, frequent eclipse of auxiliaries and models, deletion of subject pronoun and code switching are the main features of electronic discourse. Similarly **Paudel** (2005) has carried out a research work on "Code Switching on T.U. Premises". The major objectives of his study were to find out the frequency of code-switching and to pinpoint the modality of code-switching. Both primary sources; all events of T.U. in which code switching were found and secondary sources; materials available in print and electronic media related to the study have been utilized by him. The major findings of his study are code-switching has been established as a common feature at T.U. premises; it takes place both in the English and Nepali languages according to the situation, mood of the speaker and their performance level.

Luitel (2005) has carried out a research on "English Code-mixing in the Nepali Stories". The major objectives of his study were to find out English expressions that are mixed in Nepali stories and to find out assimilated and non-assimilated words and phrases of the English language into Nepali. Both primary and secondary sources of data were used by him. The researcher has selected two monthly journals i.e. 'Madhupark' and 'Garima' for his study, using the techniques of purposive sampling and 50 people using the technique of stratified sampling procedures. Interview and questionnaire were the tools of data collection. The major findings of his study are; word

level code-mixing monomorphemic words and noun class mixing have higher frequencies. Sentence level mixing was also found but only of simple sentences. Likewise **Baral** (2005) has conducted a research on "Code-mixing in Nepali Cinemas" with the main objectives of finding out the case of English in Nepali cinema and analyzing the language of code mixing in it. The researcher has used both primary sources such as various people related to Nepali cinemas and secondary sources such as different journals, and magazines for the purpose of data collection. The population of the study were all the Nepali cinemas released for the public show and different personnel related to Nepali cinemas. The researcher has used judgmental sampling procedure to collect data. And the tools of data collection were observation and interview. His study concluded that day to day English words were used more frequently. Mostly the urban people in urban context used English words, phrases and even simple sentences when they are in emotional state, have drunk and while talking about educational matter.

Pangeni (2005) has carried out a descriptive and practical study of "Code-Mixing in Kantipur and Classic FM Radio Programs in Nepal." The objectives of his study were to find out and classify the English expressions mixed in the Nepali language used in Kantipur and Classic FM Radio Programs and to find out the conditioning factors for code -mixing. He has used primary source of data; two FM radio programs and people who often listen to those FM radio programs. He has used audio cassette recording and interview and questionnaire as tools for data collection. His study concluded that English code-mixing in the Nepali language took place while speaking. Various kinds of English expressions, covering language structures, functions and topics occurred in mixing. Monomorphemic words and noun

class were found higher in number in code-mixing. In the same way **Regmi** (2006) has carried out a research work on “The mixing of English code in Nepali public speaking”. The major objectives of this study were to find out English code that is repeatedly used in Nepali speech and to determine the conditioning factors for code mixing. He has used both primary and secondary sources of data collection i.e. Nepali public speakers from different sectors and books journals web sites etc. He has chosen 50 Nepali public speakers by judgmental sampling procedure and recorded their speech in audio cassette recorder. After his repeated listening of recorded public speech of selected population and rigorous analysis of it he concluded that word level code-mixing together with nouns and adjectives were found to be higher. Political speech demanded for maximum code-mixing than other.

After reviewing the above research works it is crystal clear that, present research work is distinct from the above mentioned research works.

Although, many research works have been carried out in code-mixing, no research work is carried out in code- mixing in internet. It is specific to mixed codes that are found in e-mails. It analyzes English words that are mixed in Nepali code and Nepali words that are mixed in English code. Furthermore, the present study is specific to electronic media of mass communication, which is also natural interaction between sender and receiver. So, it is a new work in this direction.

1.3 Objectives of the Study

The main objectives of this study were;

- 1) To find out mixed-code in e-mails and compare English words that are mixed in Nepali code and Nepali words mixed in English code
- 2) To analyze the languages of code mixing in terms of:

- a) word classes
 - b) phrase types
 - c) sentence types
 - d) context types
- 3) To suggest some pedagogical implications

1.4 Significance of the Study

The study is significant to the students, teachers, syllabus designers, language planner, textbook writers and critical mass that are involved in teaching and learning about online communication. More specifically, the study directly or indirectly is significant to the persons who are interested in communicating through e-mail.

CHAPTETR TWO

METHODOLOGY

In order to fulfill the specific objectives of this study the researcher has adopted the following methodology:

2.1 Sources of Data Collection

The researcher has used only the secondary sources for the completion of her research work.

2.1.1 Secondary Source

The secondary sources of data for this study were; texts from e-mail that contained mixed code of English and Nepali. Different books, articles, journals, websites related to the topic in question are the sources of data collection i.e. **Hudson** (1960), **Langakar** (1987), **Sapir** (1921), **Wardhaugh** (1986) etc. Previous research works related to present study also are the secondary sources of data.

2.2 Population of the Study

The texts of e-mails, that have Nepali and English mixed code, are the population of the study.

2.3 Sampling Procedure

The researcher applied judgmental sampling procedure which is also called purposive sampling design. She collected 80 e-mail messages that have code-mixing. Out of them 40 were English e-mail with Nepali code mixing and 40 were Nepali e-mail with English code mixing.

2.4 Tools of Data Collection

Since it is a descriptive research work, the researcher has used observation as a tool of data collection. She observed e-mails that have mixed code and collected data for the completion of her thesis work.

2.5 Process of Data Collection

For the purpose of data collection the researcher visited different cyber cafes, established rapport with the authorized person and took their permission to record, download and print out e-mails from different cyber cafes. Similarly, she asked different persons to forward their sent and received e-mails to her inbox and downloaded them as well.

2.6 Limitations of the Study

The study had the following limitation:

- i. It was the study of code-mixing in electronic media i.e. e-mail only.
- ii. Only eighty e-mails (40 Nepali and 40 English) that have mixed code were taken into consideration.
- iii. The study was limited to the analysis of word class, phrase level, sentence types and contexts of code-mixing in selected e-mails.
- iv. Only the Nepali and English languages are taken into consideration.
- v. The study was further limited to the analysis of English code that is mixed in Nepali e-mails and Nepali code that is mixed in English e-mails.

CHAPTER THREE

ANALYSIS AND INTERPERATATION

This chapter incorporates the analysis and interpretation of the data that are collected from different cyber cafes. It emphasizes on the study of mixed code in internet, and the context of code-mixing that takes place in e-mail. Similarly, it focuses on the comparison of English code mixed in Nepali e-mails and Nepali code mixed in English e-mails. Here the data are analyzed and interpreted mainly on the basis of following headings;

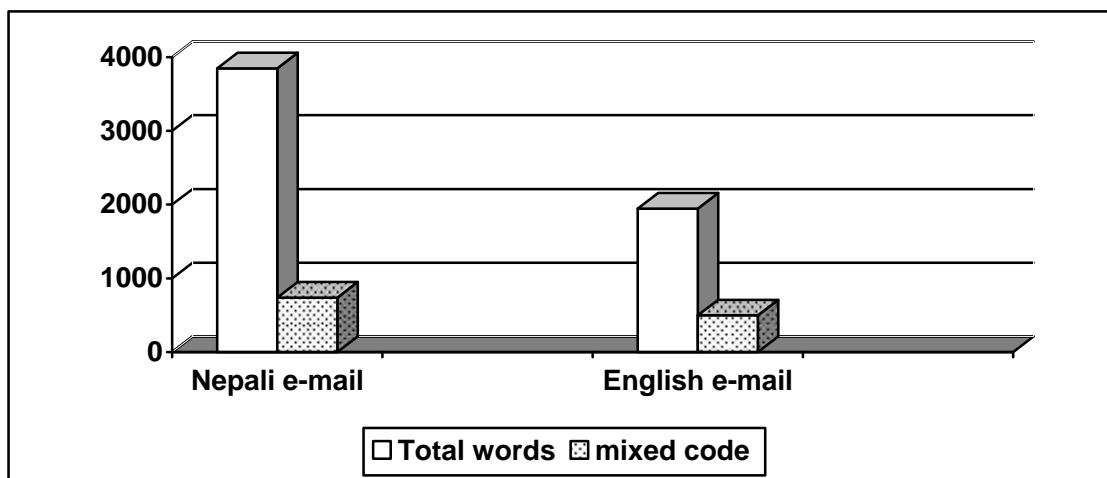
- a. E-mailwise Analysis of English and Nepali Mixed Code
- b. Classwise Analysis of English and Nepali Mixed Code
- c. Phrasewise Analysis of English and Nepali Mixed Code
- d. Sentenceswise Analysis of English and Nepali Mixed Code
- e. Contextwise Analysis of English and Nepali Mixed Code

3.1 E-mailwise Analysis of English and Nepali Mixed Code

This part of study mainly focuses on e-mail wise analysis of Nepali words mixed in English e-mails and English words mixed in Nepali e-mails.

There are altogether 80 e-mails; out of them 40 e-mails are English e-mails containing Nepali code mixed and 40 consists of Nepali e-mails containing English code-mixed. This can be presented as follows:

Figure No. 1
Mixed code in both Nepali and English E-mails



The diagram above clarifies that there are altogether 3848 words in 40 Nepali e-mails in which 739 words are found to be mixed English. In case of English e-mails there are 1941 words altogether in 40 e-mails. Among them 498 words are found to be mixed. So code mixing in both types of e-mails is found highly.

3.2 Classwise Analysis of Nepali English Mixed Words

While talking about word class, we divide them into two classes; major word class and minor word class. Major word class contains content words and minor word class contains function words. Content words are those words which have their own meaning even in isolation where as function words do not have own meaning in isolation. Nouns, verbs, adjectives and adverbs are called content words where as articles, determiners, conjunctions, prepositions etc. are called function words.

In analyzing the mixed words in e-mails only major word class is taken into consideration. The words that are found both in Nepali and English e-mails are classified into nouns, verbs, adjectives and adverbs which were presented first holistically then class wise.

3.2.1 Holistic Analysis of Mixed Word Class

Here, the word class mixed in both types of e-mails is analyzed and interpreted holistically. Holistic comparison is carried out on the basis of their frequency of occurrences and the percentage they occupy.

Table No. 1
Holistic Comparison of Mixed Word Class

Nepali e-mail			English e-mail		
Word class	Frequency	Percentage	Word Class	Frequency	Percentage
Noun	358	59.46	Noun	141	41.22
Verb	116	19.26	Verb	133	38.77
Adjectives	90	14.95	Adjectives	34	9.94
Adverbs	38	6.38	Adverbs	34	9.94
Total	602	100	Total	342	100

The above mentioned table clarifies that the number of noun mixed is the highest in both types of e-mails which occupy 59.46% in Nepali e-mails and 41.22% in English. Verb occupies the second position in both. Adjective and adverb occupy 3rd and 4th positions respectively in Nepali e-mails but the number of both adjectives and adverbs is equal in English e-mails. The distribution of word class shown in the above mentioned table clarifies that mixing the element of one language while using another is a common

feature for a bilingual person. It is not only the English language elements that are mixed in using the Nepali language but also the Nepali language elements are equally used in using the English language.

3.1.2 Nounwise Analysis of the Mixed Words

Here, the nouns mixed in both the Nepali and English e-mails are analyzed and interpreted using simple statistical tools like frequency and percentage. The following table illustrates the nouns mixed in both Nepali and English e-mails;

Table No. 2
Mixed Nouns in Nepali and English E-mails

Nepali e-mail			English e-mails		
e-mail no	Frequency	Percentage	e-mail no	Frequency	Percentage
<i>e-mail 1</i>	5	1.39	<i>e-mail 1</i>	7	4.96
<i>e-mail 2</i>	3	0.83	<i>e-mail 2</i>	2	1.41
<i>e-mail 3</i>	10	2.79	<i>e-mail 3</i>	2	1.41
<i>e-mail 4</i>	21	5.86	<i>e-mail 4</i>	5	3.54
<i>e-mail 5</i>	3	0.83	<i>e-mail 5</i>	6	4.25
<i>e-mail 6</i>	6	1.67	<i>e-mail 6</i>	3	2.12
<i>e-mail 7</i>	5	1.39	<i>e-mail 7</i>	4	2.83
<i>e-mail 8</i>	2	0.51	<i>e-mail 8</i>	2	1.41
<i>e-mail 9</i>	21	5.86	<i>e-mail 9</i>	2	1.41
<i>e-mail 10</i>	13	3.63	<i>e-mail 10</i>	3	2.12
<i>e-mail 11</i>	6	1.67	<i>e-mail 11</i>	2	1.41
<i>e-mail 12</i>	16	4.46	<i>e-mail 12</i>	1	0.70
<i>e-mail 13</i>	19	5.30	<i>e-mail 13</i>	6	4.25
<i>e-mail 14</i>	14	3.91	<i>e-mail 14</i>	2	1.41
<i>e-mail 15</i>	6	1.67	<i>e-mail 15</i>	1	0.70
<i>e-mail 16</i>	5	1.39	<i>e-mail 16</i>	2	4.25
<i>e-mail 17</i>	7	1.95	<i>e-mail 17</i>	2	1.41

<i>e-mail 18</i>	6	1.67	<i>e-mail 18</i>	11	7.80
<i>e-mail 19</i>	3	0.83	<i>e-mail 19</i>	2	1.41
<i>e-mail 20</i>	14	3.91	<i>e-mail 20</i>	1	0.70
<i>e-mail 21</i>	7	1.95	<i>e-mail 21</i>	4	2.83
<i>e-mail 22</i>	2	0.51	<i>e-mail 22</i>	1	0.70
<i>e-mail 23</i>	8	2.23	<i>e-mail 23</i>	4	2.83
<i>e-mail 24</i>	21	5.86	<i>e-mail 24</i>	4	2.83
<i>e-mail 25</i>	5	1.39	<i>e-mail 25</i>	4	2.83
<i>e-mail 26</i>	25	6.98	<i>e-mail 26</i>	6	4.25
<i>e-mail 27</i>	5	1.39	<i>e-mail 27</i>	2	1.41
<i>e-mail 28</i>	2	0.51	<i>e-mail 28</i>	2	1.41
<i>e-mail 29</i>	8	2.23	<i>e-mail 29</i>	4	2.83
<i>e-mail 30</i>	8	2.23	<i>e-mail 30</i>	3	2.12
<i>e-mail 31</i>	1	0.27	<i>e-mail 31</i>	1	0.70
<i>e-mail 32</i>	7	1.95	<i>e-mail 32</i>	4	2.83
<i>e-mail 33</i>	5	1.39	<i>e-mail 33</i>	9	6.38
<i>e-mail 34</i>	5	1.39	<i>e-mail 34</i>	1	0.70
<i>e-mail 35</i>	12	3.35	<i>e-mail 35</i>	7	4.96
<i>e-mail 36</i>	9	2.51	<i>e-mail 36</i>	5	3.54
<i>e-mail 37</i>	8	2.23	<i>e-mail 37</i>	2	1.41
<i>e-mail 38</i>	6	1.67	<i>e-mail 38</i>	7	4.96
<i>e-mail 39</i>	12	3.35	<i>e-mail 39</i>	3	2.12
<i>e-mail 40</i>	17	4.74	<i>e-mail 40</i>	2	1.41
Total	358	100	Total	141	100

The above table clarifies that the number of nouns that are mixed in Nepali e-mails are far more than the nouns that are mixed in English e-mails.

Altogether there are 358 nouns mixed in 40 Nepali e-mails and 141 nouns are found to be mixed in English e-mails. The greatest number of nouns that are mixed in Nepali e-mails is e-mail no 26 in which 25 nouns (which

occupy 6.98% of total nouns) are found. Then in case of English e-mails the highest number of nouns that are mixed is in e-mail number 18 in which 11 nouns (which occupy 7.80% of total nouns) are found.

Examples are: dherai manchhele yestaa *document* bete dhoka khayeka chhan, kehi din dekhi *computer* maa basna napayakole *mail* lekhan paina, ma *micro* maa thiye. I need the book *sirisko phul*, hello *baba* how are you? *Paisa* finished so ...how is your *khabar*? Etc.

3.2.3 Verbwise Analysis of the Mixed Words

Here, the verbs mixed in both the Nepali and English e-mails are analyzed and interpreted using simple statistical tools like frequency and percentage. The following table illustrates the verb mixed in both the Nepali and English e-mails;

Table No. 3
Mixed Verbs in Nepali and English E-mails

Nepali e-mail			English e-mail		
E-mail no	Frequency	Percentage	E-mail no	Frequency	Percentage
<i>e-mail 1</i>	1	0.86	<i>e-mail 1</i>	4	3
<i>e-mail 2</i>	1	0.86	<i>e-mail 2</i>	5	3.75
<i>e-mail 3</i>	4	3.44	<i>e-mail 3</i>	3	2.25
<i>e-mail 4</i>	12	10.34	<i>e-mail 4</i>	4	3
<i>e-mail 5</i>	1	0.86	<i>e-mail 5</i>	2	1.50
<i>e-mail 6</i>	1	0.86	<i>e-mail 6</i>	3	2.25
<i>e-mail 7</i>	2	1.72	<i>e-mail 7</i>	1	0.75
<i>e-mail 8</i>	1	0.86	<i>e-mail 8</i>	*	*
<i>e-mail 9</i>	1	0.86	<i>e-mail 9</i>	1	0.75
<i>e-mail 10</i>	4	3.44	<i>e-mail 10</i>	1	0.75
<i>e-mail 11</i>	1	0.86	<i>e-mail 11</i>	1	0.75

<i>e-mail 12</i>	6	5.17	<i>e-mail 12</i>	*	*
<i>e-mail 13</i>	2	1.72	<i>e-mail 13</i>	7	5.26
<i>e-mail 14</i>	8	6.89	<i>e-mail 14</i>	*	*
<i>e-mail 15</i>	5	4.31	<i>e-mail 15</i>	3	2.25
<i>e-mail 16</i>	3	2.85	<i>e-mail 16</i>	2	1.50
<i>e-mail 17</i>	4	3.44	<i>e-mail 17</i>	3	2.25
<i>e-mail 18</i>	4	3.44	<i>e-mail 18</i>	11	8.27
<i>e-mail 19</i>	*	*	<i>e-mail 19</i>	2	1.50
<i>e-mail 20</i>	4	3.44	<i>e-mail 20</i>	2	2.25
<i>e-mail 21</i>	1	0.86	<i>e-mail 21</i>	2	1.50
<i>e-mail 22</i>	*	*	<i>e-mail 22</i>	1	0.75
<i>e-mail 23</i>	3	2.85	<i>e-mail 23</i>	6	4.51
<i>e-mail 24</i>	11	9.48	<i>e-mail 24</i>	2	1.50
<i>e-mail 25</i>	3	2.85	<i>e-mail 25</i>	4	3
<i>e-mail 26</i>	2	1.72	<i>e-mail 26</i>	2	1.50
<i>e-mail 27</i>	*	*	<i>e-mail 27</i>	3	2.25
<i>e-mail 28</i>	1	0.86	<i>e-mail 28</i>	5	3.75
<i>e-mail 29</i>	5	4.31	<i>e-mail 29</i>	6	4.51
<i>e-mail 30</i>	4	3.44	<i>e-mail 30</i>	3	2.25
<i>e-mail 31</i>	1	0.86	<i>e-mail 31</i>	7	5.26
<i>e-mail 32</i>	2	1.72	<i>e-mail 32</i>	4	3
<i>e-mail 33</i>	3	2.85	<i>e-mail 33</i>	3	2.25
<i>e-mail 34</i>	3	2.85	<i>e-mail 34</i>	2	1.50
<i>e-mail 35</i>	*	*	<i>e-mail 35</i>	3	2.25
<i>e-mail 36</i>	4	3.44	<i>e-mail 36</i>	3	2.25
<i>e-mail 37</i>	3	2.85	<i>e-mail 37</i>	5	3.75
<i>e-mail 38</i>	*	*	<i>e-mail 38</i>	7	5.26
<i>e-mail 39</i>	1	0.86	<i>e-mail 39</i>	6	4.51
<i>e-mail 40</i>	4	3.44	<i>e-mail 40</i>	3	2.25
Total	116	100	Total	133	100

The table above shows that the number of verbs mixed is greater in English e-mail than in Nepali e-mails. Altogether 133 verbs (Nepali words that come under the class verb) are mixed in English e-mails and 166 verbs (English words that come under the class verb) are found in Nepali e-mails. The highest number of verbs mixed in Nepali e-mails is number 24 in which 11 verbs, which occupy 9.85% of all the verbs mixed in 40 e-mails, are found to be mixed. Then the highest number of verb mixed in English e-mail is number 18 in which 11 verbs, which occupy 8.27% of all the verbs mixed in 40 e-mails, are found to be mixed.

Examples are: *hijo timro phone receive garna napauda malaai ni sarai dukha lageko thiyo. Belaa belaa maa e-mail check garnu holaa. Yehaa niyam change vako le... if you don't reply this mail ma ta maridinchhu, _so tomorrow liyera aayu la.*

3.2.4 Adjectiveswise Analysis of the Mixed Words

Here, the adjectives mixed in both the Nepali and English e-mails are analyzed and interpreted using simple statistical tools like frequency and percentage. The following table illustrates the adjectives mixed in both the Nepali and English e-mails:

Table No. 4**Mixed Adjectives in Nepali and English E-mails**

Nepali e-mail			English e-mail		
E-mail no	Frequency	Percentage	E-mail no	Frequency	Percentage
<i>e-mail 1</i>	1	1.11	<i>e-mail 1</i>	2	5.88
<i>e-mail 2</i>	1	1.11	<i>e-mail 2</i>	2	5.88
<i>e-mail 3</i>	2	2.22	<i>e-mail 3</i>	1	2.94
<i>e-mail 4</i>	5	5.55	<i>e-mail 4</i>	1	2.94
<i>e-mail 5</i>	1	1.11	<i>e-mail 5</i>	1	2.94
<i>e-mail 6</i>	*	*	<i>e-mail 6</i>	*	*
<i>e-mail 7</i>	1	1.11	<i>e-mail 7</i>	*	*
<i>e-mail 8</i>	1	1.11	<i>e-mail 8</i>	*	*
<i>e-mail 9</i>	1	1.11	<i>e-mail 9</i>	*	*
<i>e-mail 10</i>	3	3.33	<i>e-mail 10</i>	1	2.94
<i>e-mail 11</i>	1	1.11	<i>e-mail 11</i>	1	2.94
<i>e-mail 12</i>	2	2.22	<i>e-mail 12</i>	*	*
<i>e-mail 13</i>	2	2.22	<i>e-mail 13</i>	1	2.94
<i>e-mail 14</i>	1	1.11	<i>e-mail 14</i>	*	*
<i>e-mail 15</i>	5	5.55	<i>e-mail 15</i>	1	2.94
<i>e-mail 16</i>	4	4.44	<i>e-mail 16</i>	1	2.94
<i>e-mail 17</i>	4	4.44	<i>e-mail 17</i>	1	2.94
<i>e-mail 18</i>	2	2.22	<i>e-mail 18</i>	2	5.88
<i>e-mail 19</i>	1	1.11	<i>e-mail 19</i>	*	*
<i>e-mail 20</i>	3	3.33	<i>e-mail 20</i>	*	*
<i>e-mail 21</i>	4	4.44	<i>e-mail 21</i>	2	5.88
<i>e-mail 22</i>	1	1.11	<i>e-mail 22</i>	2	5.88
<i>e-mail 23</i>	3	3.33	<i>e-mail 23</i>	1	2.94
<i>e-mail 24</i>	2	2.22	<i>e-mail 24</i>	*	*
<i>e-mail 25</i>	1	1.11	<i>e-mail 25</i>	*	*

<i>e-mail 26</i>	3	3.33	<i>e-mail 26</i>	*	*
<i>e-mail 27</i>	1	1.11	<i>e-mail 27</i>	1	2.94
<i>e-mail 28</i>	3	3.33	<i>e-mail 28</i>	*	*
<i>e-mail 29</i>	2	2.22	<i>e-mail 29</i>	1	2.94
<i>e-mail 30</i>	*	*	<i>e-mail 30</i>	*	*
<i>e-mail 31</i>	1	1.11	<i>e-mail 31</i>	*	*
<i>e-mail 32</i>	3	3.33	<i>e-mail 32</i>	*	*
<i>e-mail 33</i>	1	1.11	<i>e-mail 33</i>	1	2.94
<i>e-mail 34</i>	1	1.11	<i>e-mail 34</i>	*	*
<i>e-mail 35</i>	8	8.88	<i>e-mail 35</i>	*	*
<i>e-mail 36</i>	3	3.33	<i>e-mail 36</i>	*	*
<i>e-mail 37</i>	4	4.44	<i>e-mail 37</i>	2	5.88
<i>e-mail 38</i>	3	3.33	<i>e-mail 38</i>	5	14.70
<i>e-mail 39</i>	3	3.33	<i>e-mail 39</i>	2	5.88
<i>e-mail 40</i>	2	2.22	<i>e-mail 40</i>	2	5.88
Total	90	100	Total	34	100

The above mentioned table displays the number of adjectives mixed both in Nepali and English e-mails. We can clearly observe that the number of adjectives mixed is lesser than the number of verbs mixed which itself is lesser than the number of nouns. In Nepali e-mails the number of words mixed, that come under the adjective class, is far more than in the English e-mails. The highest number of adjectives mixed in Nepali is in e-mail number 35 in which 8 adjectives, that occupy 8.88% of all the adjectives mixed, are found. In case of English e-mails, number 38 consists of 5 adjectives that occupy 14.70% of all the adjectives mixed. We can see many e-mails where even single adjective is mixed.

Examples are: kehi *tension* linu pardina, kahaa pugyo sabai *detail* pathayunuala, tettekai ta *busy* manchhe jhan..., kati *chhitu* marriage..., more *buddijivi* than me, why are you being so *swarthy*?

3.2.5 Adverbwise Analysis of the Mixed Words

Here the adverbs mixed in both the Nepali and English e-mails are analyzed and interpreted using simple statistical tools like frequency and percentage.

The following table illustrates the adverbs mixed in both the Nepali and English e-mails:

Table No. 5
Mixed Adverbs in Nepali and English E-mails

Nepali e-mail			English e-mail		
E-mail no	Frequency	Percentage	E-mail no	Frequency	Percentage
<i>e-mail 1</i>	3	7.89	<i>e-mail 1</i>	1	2.94
<i>e-mail 3</i>	2	5.26	<i>e-mail 3</i>	1	2.94
<i>e-mail 4</i>	6	15.78	<i>e-mail 4</i>	1	2.94
<i>e-mail 5</i>	1	2.63	<i>e-mail 5</i>	*	*
<i>e-mail 6</i>	2	5.26	<i>e-mail 6</i>	1	2.94
<i>e-mail 7</i>	1	2.63	<i>e-mail 7</i>	1	2.94
<i>e-mail 10</i>	1	2.63	<i>e-mail 10</i>	*	*
<i>e-mail 12</i>	1	2.63	<i>e-mail 12</i>	*	*
<i>e-mail 13</i>	1	2.63	<i>e-mail 13</i>	*	*
<i>e-mail 14</i>	2	5.26	<i>e-mail 14</i>	*	*
<i>e-mail 15</i>	*	*	<i>e-mail 15</i>	1	2.94
<i>e-mail 16</i>	*	*	<i>e-mail 16</i>	1	2.94
<i>e-mail 17</i>	*	*	<i>e-mail 17</i>	1	2.94
<i>e-mail 18</i>	*	*	<i>e-mail 18</i>	4	3
<i>e-mail 19</i>	*	*	<i>e-mail 19</i>	1	2.94

<i>e-mail 20</i>	3	7.89	<i>e-mail 20</i>	*	*
<i>e-mail 21</i>	*	*	<i>e-mail 21</i>	2	5.88
<i>e-mail 23</i>	2	5.26	<i>e-mail 23</i>	1	2.94
<i>e-mail 24</i>	1	2.63	<i>e-mail 24</i>	2	5.88
<i>e-mail 25</i>	*	*	<i>e-mail 25</i>	1	2.94
<i>e-mail 26</i>	1	2.63	26	1	2.94
<i>e-mail 27</i>	*	*	<i>e-mail 27</i>	1	2.94
<i>e-mail 28</i>	*	*	<i>e-mail 28</i>	1	2.94
<i>e-mail 30</i>	2	5.26	<i>e-mail 30</i>	3	8.82
<i>e-mail 31</i>	*	*	<i>e-mail 31</i>	1	2.94
<i>e-mail 32</i>	2	5.26	<i>e-mail 32</i>	2	5.88
<i>e-mail 24</i>	3	7.89	<i>e-mail 24</i>	*	*
<i>e-mail 35</i>	1	2.63	<i>e-mail 35</i>	*	*
<i>e-mail 36</i>	2	5.26	<i>e-mail 36</i>	*	*
<i>e-mail 37</i>	1	2.63	<i>e-mail 37</i>	3	8.82
<i>e-mail 38</i>	*	*	<i>e-mail 38</i>	1	2.94
<i>e-mail 39</i>	*	*	<i>e-mail 39</i>	1	2.94
<i>e-mail 40</i>	*	*	<i>e-mail 40</i>	1	2.94
Total	38	100	Total	34	100

The table above shows the mixing of adverbs both in Nepali and English e-mails which is the least in number among all the word classes. Altogether 38 adverbs are mixed in Nepali e-mails and 34 in English. There are many e-mails that have no adverb found. The highest number of adverbs found in Nepali e-mails is number 4 in which 6 adverbs are found which occupy 15.78% of all the adverbs mixed. In case of English e-mails, number 18 consists 4 adverbs that occupy 11.76% of all the adverbs are mixed. There are many e-mails which have no adverbs found.

Examples are

Don't worry for home I'm *hare*, what are you doing *now days*? Don't move *yetaa ra yutaa*,

3.3 Phrasewise analysis of English and Nepali Mixed Expressions

A phrase is a word or group of words which functions together as a unit; it is a part of a sentence and/or a clause. The table below shows the distribution of phrases mixed in both types of e-mails.

Table No. 6
Mixed Phrases in Nepali and English E-mails

Nepali e-mail			English e-mail		
Phrase type	Frequency	Percentage	Phrase type	Frequency	Percentage
Noun phrase	26	61.90	Noun phrase	9	31.03
Verb phrase	4	9.52	Verb phrase	12	42.31
Adjective phrase	7	16.66	Adjective phrase	5	17.25
Adverbial phrase	2	4.76	Adverbial phrase	1	3.44
Prepositional phrase	3	7.14	Prepositional phrase	2	6.90
Total	42	100	Total	29	100

The table above shows that noun phrase occupies the greatest position in Nepali e-mails. Altogether 26 noun phrases which occupy 61.90% of all phrases are mixed. Adjectives phrase, verb phrase, preposition phrase and adverbial phrase occupy the 2nd, 3rd, 4th and 5th positions respectively. In case

of English e-mails verb phrase has the highest position which occupies 42.35% among all phrases. Only 1 adverb phrase is found which occupies 3.44% among them. Noun phrase, adjective phrase and preposition phrase occupy the 2nd, 3rd and 4th positions respectively.

Examples are: I miss u *Every time, every moment*, ani aajavoli ta *no mail, ok see you next mail*, Vuimaa *marble chips nai rkhnu*. To see *your mail, Safety tank* khandai chha., I want to guide for *Her education*,... natra *tele communication* maa jaanu, *Keep mailing* me, I *will call* . what are you doing *now days, Any time*, I want to talk *with her*, Usko *saundraya*..., *Gharko nirman karya*....., *Timro kali, uhi timro dada*, seriously nai *Liyeko chhu, Gareko chhu, Gardai chhu, Vaneko chhu* ,don't move *yeta ra utaa, saundraya, Nepal jattiko sundar*..., etc.

3.4 Sentencewise Analysis of English and Nepali Mixed Expressions

Sentence can be described as a set of words expressing a statement, a question, or an order usually connecting a subject and a verb. It is a word or a group of words with a complete meaning which consist either overt or covert subject or predicate. In written English a sentence begins with a capital letter and ends with a full stop, a question mark or an exclamation mark. A sentence can be classified from different perspective; functional and structural. Here the sentences mixed in both Nepali and English e-mails are analyzed from structural point of view. It is presented from the whole to part.

3.4.1 Holistic Comparison of Mixed Sentences in E-mails

Here the sentences mixed in both types of e-mails are analyzed and interpreted holistically. Holistic comparison is carried out on the basis of their frequency of occurrences and the percentage they occupy.

Table No. 7
Mixed Sentences in Nepali and English E-mails

Nepali e-mails			English e-mails		
Sentences type	Frequency	Percentage	Sentences type	Frequency	Percentage
Simple	32	69.56	Simple	38	90.47
Compound	10	21.73	Compound	*	0
Complex	4	8.69	Complex	4	9.52
Total	46	100	Total	42	100

Here the table above shows that the number of English sentences mixed in Nepali e-mail is more than the number of Nepali sentences mixed in English e-mail. Simple sentence has the highest position in both types of e-mails. It occupies 69.56% in Nepali e-mails and 90.47% in English e-mails. Compound sentences and complex sentences occupy the 2nd and 3rd position respectively in Nepali e-mails and no compound sentence is found in English e-mails.

Table No 8
Mixed Sentences in Nepali E-mails

S.N.	E-mail no	Simple	Compound	Complex	Frequency
1	e-mail 1	2	*	*	2
2	e-mail 2	1	*	*	1
3	e-mail 3	1	1	*	2
4	e-mail 4	1	*	*	1
5	e-mail 5	1	*	*	1
6	e-mail 6	1	1	*	2
7	e-mail 7	1	*	*	1
8	e-mail 10	3	1	*	4
9	e-mail 11	1	*	*	1
10	e-mail 12	2	*	*	2
11	e-mail 13	3	*	1	4
12	e-mail 16	1	*	*	1
13	e-mail 17	1	1	*	2
14	e-mail 18	2	*	*	2
15	e-mail 20	*	1	*	1
16	e-mail 23	2	*	1	3
27	e-mail 24	1	2	*	3
18	e-mail 28	2	*	*	2
19	e-mail 29	1	*	1	2
20	e-mail 30	2	*	*	2
21	e-mail 32	*	1	*	1
22	e-mail 34	1	1	*	2
23	e-mail 36	*	1	*	1
24	e-mail 37	1	*	*	1
25	e-mail 40	1	*	1	2
Total		32	10	4	46

The table above is the distribution of sentences mixed in Nepali e-mails into simple, compound and complex. It clarifies that the highest number of sentences mixed in e-mails is simple. Compound comes into the second position and complex the third. The highest number of sentences mixed is e-mail number 13 in which 4 sentences (3 simple and 1 complex) sentences are mixed.

Table No. 9
Mixed Sentences in English E-mails

<i>SN</i>	<i>E-mail no</i>	<i>Simple</i>	<i>Compound</i>	<i>Complex</i>	<i>Frequency</i>
1	<i>E-mail 1</i>	1	*	*	1
2	<i>E-mail 2</i>	1	*	*	1
3	<i>E-mail 4</i>	2	*	*	2
4	<i>E-mail 5</i>	1	*	*	1
5	<i>E-mail 6</i>	1	*	*	1
6	<i>E-mail 7</i>	1	*	*	1
7	<i>E-mail 10</i>	1	*	*	1
8	<i>E-mail 11</i>	1	*	*	1
9	<i>E-mail 12</i>	1	*	*	1
10	<i>E-mail 15</i>	1	*	*	1
11	<i>E-mail 16</i>	3	*	*	3
12	<i>E-mail 18</i>	2	*	*	2
13	<i>E-mail 20</i>	*	*	1	1
14	<i>E-mail 21</i>	1	*	*	1
15	<i>E-mail 22</i>	1	*	*	1
16	<i>E-mail 23</i>	2	*	1	3
17	<i>E-mail 25</i>	1	*	*	2
18	<i>E-mail 28</i>	1	*	*	1
19	<i>E-mail 29</i>	1	*	*	1
20	<i>E-mail 30</i>	2	*	*	1

21	<i>E-mail 32</i>	*	*	1	1
22	<i>E-mail 33</i>	2	*	*	2
23	<i>E-mail 34</i>	2	*	*	2
24	<i>E-mail 35</i>	1	*	1	2
25	<i>E-mail 36</i>	1	*	*	1
26	<i>E-mail 37</i>	1	*	*	1
27	<i>E-mail 38</i>	2	*	*	2
28	<i>E-mail 39</i>	1	*	*	1
29	<i>E-mail 40</i>	3	*	*	3
Total		38	*	4	42

The above table is the distribution of sentences mixed in English e-mails into simple, compound and complex. Here it is crystal clear that most of the sentences mixed are found simple. No compound sentence is found in any e-mails. Only a few complex sentences are found in few e-mails. Examples are:

I hope you can understand my problem. Keep mailing me. Do mail me. You do take care. We are fine here and hope all of you are fine there. I'm talking about not only Niroj but also other things. It's hello in France. Now you take care. But I couldn't search you and how is she?

I hope all are fine there. Help him to buy landKina timile sanku gareko?Timi masanga majaak gareko chhayu ki kyaa ho? Tara ma ta saancho kura gardai chhu. Tapai jastai ma pani Aiswarya Raaya ko fan hun. Ani tespachhi k hunchha ma call garchhu la. Gharko nirmaan kaarya kahaan samma pugyo? K chha khabar?

3.5 Contextwise Analyze of the Mixed Code

Here, context of code mixing refers to the factors that influence the participants to mix the element of one language into another. These factors may be the mood of the interlocutor, the situation he/she is in, the relation between the participants etc.

After analyzing the mixed code in both types of e-mails the following contexts of code mixing are found;

1. If the interlocutor is in happy or romantic mood

I'm so happy and how are you, thanks for your kind mail. I'm so happy to see your mail and to see your picture. Bihe vayo ki hune wala chha. Party khana payine vo. Majaa chha hola hai.

2. If he /she is sad

I'm feeling lonely. No mail no call what are you doing nowadays? Ma matra kati tadpinu.

3. If he or she is serious

I hope you can understand my problem. Im talking about not only niroj but also other things. Timi masanga majak gareko nchhayu ki kya ho. La, majak hoina.

4. If he/she talking about education

I want guide for her education. Studym aa dhyan dinu.

Sunana, timro 1st year ko result k vayo? College ta gairaheko chhyu ni?

5. If he/she wants to establish and maintain social relationship

Keep in touch. Mail me regularly. Keep mailing me.

If u wann, please call me. See you next mail. Namaste. Vet pani chhaina.

6. If he/ she showing love and affection

I love you. I miss you every time and every moment. Malai aamaako dherai chintaa lagirahanchha.

7. If he/she is giving instruction

Photo download garna attachment ma double clicks garnu. Vui maa marble chips nai rakhnu. Natra *tele-communication* ma jaane ra vane. Do *fast* la. Don't move yetaa ra yutaa.

From the above analysis we come to know that the context of code mixing can't be certified exactly. It is established as a common phenomenon among all people. The person who knows few elements of another language mixes those elements. He/she need not to be competent in next language. Code mixing takes place in every sorts of context.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This is the final chapter with the major findings based on the analysis and interpretation of the data. It also includes recommendations based on the findings.

4.1 Findings

After the analysis and interpretation of the data the researcher has derived the following findings regarding code mixing;

1. a) Both Nepali and English E-mails contain code-mixing. Altogether 602 English words were found in 40 Nepali e-mails which is 19% of total words and 498 Nepali words were found in 40 English e-mails which is 25% of total words.
 - b) English content words mixed in Nepali e-mails are greater than the Nepali content words mixed in English e-mails.
 - c) In both types of e-mails the noun class occupies the first position.
 - d) In phrase level analysis noun phrase occupies the first position in Nepali e-mails but verb phrase in English.
 - e) Simple sentence occupies first position in both types of e-mails.
 - f) Regarding the context of code-mixing, technical subject matter is found only in Nepali e-mails. It is due to the development of new technology only by developed countries and named by their own language i.e. English.
- 2.a. **Word class**
1. Noun class occupies greatest position both in Nepali and English e-mails. Altogether 358 nouns that occupy 59.46% of all words were

found in Nepali e-mails and 141 nouns that occupy 41.22% of all words were found in English e-mails.

2. Verb occupies second position in both types of e-mails. 116 verbs that occupy 19.26% are mixed in Nepali e-mails and 133 verbs that occupy 38.77 % of all words are mixed in English e-mails.
3. 96 adjectives and 38 adverbs which come 3rd and 4th positions respectively were found in Nepali e-mails and the number of adjectives and adverb was equal i.e. 34 in English e-mails.

b) **Phrase Type**

1. Altogether 42 phrase were mixed in Nepali e-mails among them 26 were noun phrase which occupy 61.90% of all phrases and 9.52% verb phrase were mixed which comes in 2nd position. In case of English e-mails only 9 phrases were NP among all phrases which occupy 31.03% of all the phrases. Here, in English phrases verb phrase has highest position which occupy 1st position and noun phrase the second.
2. Adjective phrase occupies third position in both types of e-mails.
3. Prepositional phrase and adverbial phrase occupy 4th and 5th positions respectively in both types of e-mails.

c) **Sentence Type**

1. Sentence level mixing was also high in both types of e-mails. Altogether 46 sentences were found in Nepali e-mails and 42 in English e-mails.
2. Simple sentences were found in the greatest number in both types of e-mails. Nepali e-mails contain 32 simple sentences out of 46 which

occupy 59.68% and English e-mail contains 38 simple sentences out of 42 which occupy above 90%.

3. 10 compound sentences were found in Nepali e-mails out of 46 which occupy 21.73% but no compound sentences were found in English e-mails.
4. Both types of e-mails contain 4/4 complex sentences which have 8.69% in Nepali and 9.52% in English e-mails.

d) **Context**

Code mixing has developed as a natural phenomenon among the people who know the elements of another language. After analyzing the mixed code in e-mails it is clear that the person who knows the elements of second language mixes those elements while using another language. After analyzing the mixed code in e-mails the contexts of code mixing are;

1. When they show love and affection.
2. When they talk about educational matters.
3. When they are emotionally influenced; happy or sad.
4. When they are instructing others.

So context of code mixing can not be certified exactly. It occurs in every context. It is a common phenomenon not only for teenagars and children but also for mature people. It occurs between friends, lovers, brothers and sisters as well as teachers and students and father and daughter.

Recommendations

On the basis of the findings derived after the rigorous analysis of mixed codes in e-mails, the following pedagogical implications can be suggested;

1. The present work can be useful for the teachers and students of sociolinguistics.
2. The teacher should be aware of the thing that code-mixing is a natural phenomenon among bilingual and multilingual people. He/she should be flexible enough in using another language for better understandings.
3. Regarding the word and phrase level mixing the teacher should consider in mixing the technical and scientific words. For example, it is better to say internet than *antarjaal*, e-mails than *biddhutiya patra*, compass than *paridhi*, computer than *susank*.
4. Since code-mixing is a developing process day by day, the distinction between two codes in questions should be clear to the students otherwise the elements of one code may end due to the influence of another. For example, the Nepali words *vidhalaya pradhanadhyapak* are in the risk of extension.

A research is not a complete work in itself. It is a movement from known to unknown. It is an addition of new information to the existing body of knowledge. So the gap that lies in this research work should be fulfilled by the further researches with new innovation. The findings of the study can not be generalized in each and every language. So I would like to make the following recommendations for the betterment of fourth coming research works of this type:

1. Further research work should give more comprehensive picture of code-mixing in internet.
2. Further research can be done on Hindi code mixing in Nepali language since Hindi language is also used in Nepal.

3. Mixing the local language in Nepali language also can be a field of research work.
4. Comparative study of code mixing in electronic and print media can be taken as a topic of research work.
5. Further research works can be done on Nepali code mixing in teaching English language.

Appendix 1

Mixed words and their percentage that occupy in both type of e-mail:

Nepali e-mail				English e-mail			
<i>e-mail no</i>	<i>Total words</i>	<i>mixed</i>	<i>%</i>	<i>e-mail no</i>	<i>Total words</i>	<i>mixed</i>	<i>%</i>
<i>e-mail 1</i>	74	16	21	<i>e-mail 1</i>	72	20	27
<i>e-mail 2</i>	46	8	17	<i>e-mail 2</i>	27	13	48
<i>e-mail 3</i>	47	20	42	<i>e-mail3</i>	40	14	35
<i>e-mail 4</i>	37	13	35	<i>e-mail 4</i>	35	15	42
<i>e-mail 5</i>	46	9	19	<i>e-mail 5</i>	334	16	47
<i>e-mail 6</i>	46	14	30	<i>e-mail 6</i>	44	11	25
<i>e-mail 7</i>	55	10	18	<i>e-mail 7</i>	49	8	16
<i>e-mail 8</i>	76	7	9	<i>e-mail 8</i>	35	3	8
<i>e-mail 9</i>	117	24	20	<i>e-mail 9</i>	99	3	3
<i>e-mail 10</i>	210	33	15	<i>e-mail 10</i>	16	7	43
<i>e-mail 11</i>	72	10	13	<i>e-mail 11</i>	15	6	40
<i>e-mail 12</i>	140	34	24	<i>e-mail 12</i>	85	2	2
<i>e-mail 13</i>	196	28	14	<i>e-mail 13</i>	47	18	38
<i>e-mail 14</i>	81	36	44.4o	<i>e-mail 14</i>	37	2	5
<i>e-mail 15</i>	123	18	14	<i>e-mail 15</i>	50	7	40
<i>e-mail 16</i>	94	19	20	<i>e-mail 16</i>	26	9	34
<i>e-mail 17</i>	110	18	16	<i>e-mail 17</i>	37	8	30
<i>e-mail 18</i>	129	15	11	<i>e-mail 18</i>	110	35	31
<i>e-mail 19</i>	226	6	5	<i>e-mail 19</i>	48	5	10
<i>e-mail 20</i>	244	30	20	<i>e-mail 20</i>	51	6	12
<i>e-mail 21</i>	76	22	28	<i>e-mail 21</i>	44	13	29
<i>e-mail 22</i>	57	4	7	<i>e-mail 22</i>	38	9	23
<i>e-mail 23</i>	68	21	30	<i>e-mail 23</i>	52	19	36

<i>e-mail 24</i>	181	44	24	<i>e-mail 24</i>	42	12	28
<i>e-mail 25</i>	91	10	11	<i>e-mail 25</i>	45	14	31
<i>e-mail 26</i>	254	34	13	<i>e-mail 26</i>	36	13	36
<i>e-mail 27</i>	69	10	14	<i>e-mail 27</i>	51	16	31
<i>e-mail 28</i>	24	10	41	<i>e-mail 28</i>	31	13	42
<i>e-mail 29</i>	50	22	44	<i>e-mail 29</i>	52	20	38
<i>e-mail 30</i>	4	20	41	<i>e-mail 30</i>	52	16	30
<i>e-mail 31</i>	30	4	13	<i>e-mail 31</i>	42	13	30
<i>e-mail 32</i>	85	18	21	<i>e-mail 32</i>	52	14	27
<i>e-mail 33</i>	58	11	19	<i>e-mail 33</i>	79	14	17
<i>e-mail 34</i>	39	15	38	<i>e-mail 34</i>	33	6	18
<i>e-mail 35</i>	311	23	7	<i>e-mail 35</i>	43	11	28
<i>e-mail 36</i>	83	26	31	<i>e-mail 36</i>	40	16	25
<i>e-mail 37</i>	80	23	28	<i>e-mail 37</i>	51	15	29
<i>e-mail 38</i>	78	10	12	<i>e-mail 38</i>	16	29	30
<i>e-mail 39</i>	113	18	15	<i>e-mail 39</i>	60	16	26
<i>e-mail 40</i>	94	26	27	<i>e-mail 40</i>	45	11	24
Total	3848	739	19	Total	1945	498	25

Appendix 2

Class wise analysis of English words found in Nepali e-mails;

<i>e-mail no</i>	<i>Noun</i>	<i>Verb</i>	<i>Adjectives</i>	<i>Adverb</i>	<i>Total frequency</i>
<i>e-mail 1</i>	5	1	1	3	10
<i>e-mail 2</i>	3	1	1	*	5
<i>e-mail 3</i>	10	4	2	2	18
<i>e-mail 4</i>	21	12	5	6	44
<i>e-mail 5</i>	3	1	1	1	6
<i>e-mail 6</i>	6	1	*	2	9
<i>e-mail 7</i>	5	2	1	1	9
<i>e-mail 8</i>	2	1	1	*	4
<i>e-mail 9</i>	21	1	1	*	23
<i>e-mail 10</i>	13	4	3	1	21
<i>e-mail 11</i>	6	1	1	*	8
<i>e-mail 12</i>	16	6	2	1	25
<i>e-mail 13</i>	19	2	2	1	24
<i>e-mail 14</i>	14	8	1	2	25
<i>e-mail 15</i>	6	5	5	*	16
<i>e-mail 16</i>	5	3	4	*	12
<i>e-mail 17</i>	7	4	4	*	15
<i>e-mail 18</i>	6	4	2	*	12
<i>e-mail 19</i>	3	*	1	*	4
<i>e-mail 20</i>	14	4	3	3	24
<i>e-mail 21</i>	7	1	4	*	12
<i>e-mail 22</i>	2	*	1	*	3
<i>e-mail 23</i>	8	3	3	2	16
<i>e-mail 24</i>	21	11	2	1	35
<i>e-mail 25</i>	5	3	1	*	9

<i>e-mail 26</i>	25	2	3	1	31
<i>e-mail 27</i>	5	*	1	*	6
<i>e-mail 28</i>	2	1	3	*	5
<i>e-mail 29</i>	8	5	2	*	15
<i>e-mail 30</i>	8	4	*	2	14
<i>e-mail 31</i>	1	1	1	*	3
<i>e-mail 32</i>	7	2	3	2	14
<i>e-mail 33</i>	5	3	1	*	9
<i>e-mail 34</i>	5	3	1	*	9
<i>e-mail 35</i>	12	*	8	1	18
<i>e-mail 36</i>	9	4	3	2	18
<i>e-mail 37</i>	8	3	4	1	16
<i>e-mail 38</i>	6	*	3	*	9
<i>e-mail 39</i>	12	1	3	*	16
<i>e-mail 40</i>	17	4	2	*	23
<i>total</i>	358	116	90	38	602

Appendix 3

Class wise analysis of Nepali words mixed in English e-mail

<i>e-mail no</i>	<i>Noun</i>	<i>Verb</i>	<i>Adjectives</i>	<i>Adverbs</i>	<i>Total frequency</i>
<i>e-mail 1</i>	7	4	2	1	14
<i>e-mail 2</i>	2	5	2	*	9
<i>e-mail 3</i>	2	3	1	1	7
<i>e-mail 4</i>	5	4	1	1	11
<i>e-mail 5</i>	6	2	1	*	9
<i>e-mail 6</i>	3	3	*	1	7
<i>e-mail 7</i>	4	1	*	1	6
<i>e-mail 8</i>	2	*	*	*	2
<i>e-mail 9</i>	2	1	*	*	3
<i>e-mail 10</i>	3	1	1	*	5
<i>e-mail 11</i>	2	1	1	*	4
<i>e-mail 12</i>	1	*	*	*	1
<i>e-mail 13</i>	6	7	1	*	14
<i>e-mail 14</i>	2	*	*	*	2
<i>e-mail 15</i>	1	3	1	1	6
<i>e-mail 16</i>	2	2	1	1	6
<i>e-mail 17</i>	2	3	1	1	7
<i>e-mail 18</i>	11	11	2	4	28
<i>e-mail 19</i>	2	2	*	1	5
<i>e-mail 20</i>	1	2	*	*	4
<i>e-mail 21</i>	4	2	2	2	10
<i>e-mail 22</i>	1	1	2	*	4
<i>e-mail 23</i>	4	6	1	1	12
<i>e-mail 24</i>	4	2	*	2	8
<i>e-mail 25</i>	4	4	*	1	9
<i>e-mail 26</i>	6	2	*	1	9

<i>e-mail 27</i>	2	3	1	1	7
<i>e-mail 28</i>	2	5	*	1	8
<i>e-mail 29</i>	4	6	1	*	11
<i>e-mail 30</i>	3	3	*	3	9
<i>e-mail 31</i>	1	7	*	1	9
<i>e-mail 32</i>	4	4	*	2	10
<i>e-mail 33</i>	9	3	1	*	13
<i>e-mail 34</i>	1	2	*	*	3
<i>e-mail 35</i>	7	3	*	*	10
<i>e-mail 36</i>	5	3	*	*	8
<i>e-mail 37</i>	2	5	2	3	12
<i>e-mail 38</i>	7	7	5	1	20
<i>e-mail 39</i>	3	6	2	1	12
<i>e-mail 40</i>	2	3	2	1	9
<i>Total</i>	141	133	34	34	342

Appendix 4

Sentences mixed in Nepali e-mails

How are you?

I'm feeling lonely.

Keep in touch.

I miss you every time and every moment.

Please mail me regularly.

I will do hard labour as your wish.

No mail no call, what are you doing now days.

How is she?

See you next mail.

I got your mail.

I'm so happy and how are you?

Don't worry for home.

I'm here.

I want to talk with her regularly.

I want to guide her for her education.

Hello baba how are you.

I'm fine thank you.

Why don't you send mail?

If you want please call me.

My UTL no this.

Thanks for your kind mail.

I hope you can understand my problem.

Keep mailing me.

Do mail me.

You do take care.

We are fine here and hope all of you are fine there.

I'm talking about not only Niroj but also other things.

It's hello in France.

Now you take care.

But I couldn't search you and how is she?

I hope all are fine there.

Help him to buy land.

Write me mail.

Ok all the best.

I miss you a lot.

If you want to talk to me ring up me in...

Please mail me regularly.

I'm fine here and hope you will fine there.

Mail me and phone also.

I love you.

I'm so happy to see your mail and also to see your picture.

I'm very happy to read your mail.

Mail me if you get time and give me your mobile no.

I'll call you.

Sentences mixed in English e-mails

Teslaai pani taile jastai padhna van la.

Chha ki chhaina saancho van la.

Liyeko chhu ta nit a.

Kina timile sankha gareko?

Timi masanga majaak gareko chhayu ki kyaa ho?

Tara ma ta saancho kura gardai chhu.
Tapai jastai ma pani Aiswarya Raaya ko fan hun.
Usko saundrayako ma pani parakhi hu.
Ani tespachhi k hunchha ma call garchhu la.
Gharko nirmaan kaarya kahaan samma pugyo?
K chha khabar?
Raamro sanga manaayunu la.
Timisanga gaf garnai paaina.
Kina kina timile aayuchhu vanera naayeko kale?
K chha?
Kataa gaayeb ho?
Vet pani chhaina.
Kina sorry vannu paryo ra saab kura thik ta chha kali.
Tesaile maile timilaai vetirahanu pardaina.
K chha halkhabar?
Kati tadpinu.
Raamrosanga padhnu la.
Maaph payu la.
Ma ta maridinchhu vanera vandina ma.
Party khaana paine vo.
Kina ayuta mail pani nagareki?
Paisa pathayunu vayo?
Chhodeko ta chhainas ni?
Moj gar la.
K chha ho haalchaal?
Voli tiyera aayu la.
Yespaaliko dashain tihar yetai manaune gari aayunu la.

Aamaale pakayekogundruk ra aato samjhanaa aayerahanchha.
Malai aamaako dherai chintaa laagirahanchha.
Vetghaat pani chhaina.
Vaailaai sangai fakaayera lai jaanu hai.
College ta gairaako chau ni.
Natra pachhi gaahaaro hunchha.
Hajurle ra hajuraamaale pathaayeko saamaan paayun.
Baabaa le ta hajuraamaalai baayek kasailaai pani chhinu vayena.
Nepal jattiko sundar ta chhaina holaa hai.
Majaa chha hola hai.
Garmi kattiko chha?
Chhito aayeja la.

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