CHAPTER ONE

INTRODUCTION

1.1   General Background

Human beings use a code to communicate among themselves and so do
animals and birds. A language or a variety of language is a code which can be
used to refer to any kind of system that two or more people employ for
communication. The term 'code', in a general sense, refers to different
languages but also two varieties of the same language as well as styles within a
language. Defining code Richards et al. (1999) state "Code is a system of
signals which can be used for sending a message. A natural language is as an
example of a code. And the medium through which a code is sent is called
channel" (p. 57).

Language, primarily a means of communication, is one of the most widely used
means of communication. It is the most powerful and prominent means of
communication through which we can express our thoughts, feelings, ideas,
and emotions of everyday life. It is the distinctive property of mankind because
of which human being seems to be extraordinary and superior to all the species
on the earth. It is present everywhere in our thoughts, feelings, dreams, prayers,
meditations and rituals. Without language man would have remained only a
dumb animal. Without it, human civilization as we know, would have remained
impossible.

Defining language Sapir (1978) writes "Language is a purely human and non-
instinctive method of communicating ideas, emotions and desires by means of
a system of voluntarily produced symbols" (p. 8). Wardhaugh (1977) presents
the similar opinion when he states "Language is a system of arbitrary vocal
symbols used for human communication" (p.3). In the same way, Halliday

(1977) states "Language is the primary means for the transmission of culture from one generation to the next" (p. 8). So, language is only human possession which is most widely used means of communication among people. In the process of communication one perceives the clear picture of the whole world through the language. It is a means, which helps us to think, interpret, perceive and express about the real world. Most of the activities of the world are carried through the language, e.g. transmission of human civilization, thoughts, literature, political or diplomatic activities etc.

Now, we can say that language is a system of communication used by people living in a society. There is, therefore, a very close relationship between society and language. Language is dynamic, it is not static. It keeps on changing at all levels, i.e. level of sounds, words, word meanings and sentences. Each generation modifies and changes its language in the process to accommodate changing needs and demands of the time.

There are many languages in the world. No language is superior or inferior in terms of communicative values, however, a few languages play a dominant role in the society in comparison to others. In this regard, the English language is considered to be a gateway to enter the present day's world. Without the knowledge of the English language, it is not easy to enter the different disciplines of the world. So, the English has been an international language in terms of function. It is also important for the acceleration of technical development of the country. Furthermore, it is used as a link language among countries. As such, it occupies a significant role in the world.

1.1.1 Linguistics

Linguistics is the scientific study of language. Scientific study is one which is based on the systematic investigation of data, conducted with reference to some general theory of language structure. It is scientific in the sense that it has its

own spirit, principles and method to study about language. It studies language explicitly, systematically and objectively. Thus, language is the science which studies the origin, organization, nature and development of language descriptively, historically, comparatively and formulates the general rules related to language. It attempts to establish general principles for the study of all languages, and to determine the characteristics of human language as a phenomenon, it may be called general or theoretical linguistics.

Defining linguistics Crystal (2003) writes "Linguistics is the scientific study of language; also called linguistic science. As an academic discipline, the development of this subject has been relatively recent and rapid, having become particularly widely known and taught in the 1960s" (p. 272).

1.1.2 Language and Society

Language and society are like two facets of a coin. They are inclusively related to each other. It means that, without a language, we can not imagine a society. If there is no society, there in no language and there is no growing environment and no development of language. Language is the social possession defining language in terms of social context is an essence since no language takes place in vacuum. Language is born, grow up and even die in society. So, language and society are inseparable because of their close relationship.

Sociolinguistics is the field of language and society which studies the relation between language and society. According to Wardhaugh (1986) "Sociolinguistics will be concerned with investigating the relationship between language and society with the goal of a better understanding of the structure of language and of how language functions in communication" (p. 12). Similarly, Hudson (1980) says "Sociolinguistics is the study of language in relation to society" (p.4). Likewise, defining sociolinguistics Crystal (2003) writes "Sociolinguistics is the branch of linguistics which studies all aspects of

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relationships between language and society" (p.422). So, language is a very important means of establishing and maintaining relationship with other people of society. Furthermore, we can say that, the function of language is not only to communicate information with people but also it is very important means to establish social relationship. Language is a social phenomenon therefore, it shares intimate relationship with the society and influences it.

Society is a group of people who are drawn together for a certain purpose but also, a society is structured by different groups of people living in a certain area to manage to live together.

The close relationship between languages and society can also be observed through the various functions of language in society. For example,

a) social structure may either influence or determine linguistic structure/behavior

b) linguistic structure/behavior may either influence or determine social structure,

c) The relationship between language and society may be bidirectional.

While talking about language and society, it is better to talk about the features like monolingualism, bilingualism and multilingualism.

1.1.2.1 Monolingualism

Monolingualism is the use of only one language by an individual or by a group of people (speakers). According to Trudgill (1992) "Monolingualism is the opposite of bilingualism and multilingualism. A sociolinguistic situation in which only one language is involved is said to be a monolingual situation. An individual who can speak only one language is said to be monolingual (p. 53).

1.1.2.2 Bilingualism

It is very difficult to find out the monolingual individuals in this time because almost everybody is bilingual. The term 'bilingualism' itself refers to the ability to get control over two languages. If we find a monolingual individual, he, infact, would be regarded as a misfit, lacking an important skill in society. Bilingualism is the use of at least two languages by an individual or by a group of people (speakers).

Many sociolinguists use the term 'bilingualism' to refer to individuals even if they are trilingual or quandrilingual. So, the term bilingualism is difficult to have a complete definition. According to Bloomfield (1933) "Bilingualism (is) native like control of two languages…Of course one can't define a degree of perfection at which a good foreign speaker becomes a bilingual: the distinction is relative" (as cited in Rai, 2005, p. 142). This definition reveals that for bilingual, one should get native like control over two languages which is almost impossible because it is too difficult to find out a foreign language/second language learner to get mastery as native speakers.

Regarding bilingualism Mackey (1962) states "The phenomenon of bilingualism (is) something entirely relative… We shall therefore consider bilingualism as the alternate use of two or more languages by the same individual" (as cited in Rai, 2005, p.142). This definition shows that bilingualism as relative because the native like competence is impossible.

Hence, we can say, in general, bilingualism is the state in which a speaker can use two languages. The degree and manner of bilingualism may differ according to the situation in which he/she gets his linguistic repertoire. He/she may be exposed to two languages, simultaneously or in sequence.

1.1.2.3 Multilingualism

Multilingualism is the use of more than two languages by an individual or by a group of people (speakers). It is obvious that in many of the countries, the multilingualism is normal phenomenon for daily living and it is a very important requirement in this modern world. Because he/she is forced to use different languages in the different situations, like Newari speaker uses Newari at home, Nepali with colleagues and English with foreigners. For example, he/she has to use one language at home, another at school or sometimes another at trade or other daily professional situations. The multilingual situation is a result of migration, movement of people after 2nd world war, spread of colonial power, the volunteer programmes, travel and tourism.

> A sociolinguistic situation in which more than one language is involved, usually involving also language contact and individual bilingualism. Note that many sociolinguists use the term 'bilingualism' to refer to individuals, even if they are trilingual, quadrilingual, etc. and reserve the term 'multilingualism' for nations or societies, even if only two language are involved (Trudgill, 1992, p.53).

Multilingual individual is in command of more than two languages.

1.1.3 Code-Switching and Code-Mixing

Human beings convey their message with the help of a language. At the time of conveying a message if the interlocutors are monolingual, then the process of conveying message is possible in a single language but it is not the case in bilingual and multilingual society. If they are bilingual or even multilingual

then there may be certain concepts which are very difficult to clarify to the other party with the help of a single language.

Now a days, most of the people can use more than one language, it means most of the people are 'bilingual' or 'multilingual'. And bilingual or multilingual speaker, for example, may think that one of their languages e.g. English has more appropriate lexical items for something they want to express in a particular situation and they mix these into the grammatical structure of the other language.

When people become bilingual or multilingual they start their conversation in one language and mix some words or even structures of another language to make the message intelligible. So, the process of shifting code from one language to another is absolute, and then it is called code switching. And when a speaker of a particular language uses the structure of one language and some lexical items or elements of another, it is code mixing.

1.1.3.1   Code-Switching

Code switching is a universal feature. It is conversational strategy used to establish interpersonal relationship for their right and destroy the group boundaries. In the bilingual or multilingual society, when a person speaks to another, they shift their language from one to another during their conversation. This process of shifting from one language to another is called code switching. According to Richards et al. (1999) "It is a change by speaker (or writer) from one language variety to another. Code switching can take place in conversation when one speaker answers in different language" (p. 58). Verma and Krishnaswamy (1989) present the similar opinion when they state "If switching takes place between two or more languages in communication, it is called code-switching" (p. 18). Switching from one language to another, when a

situation demands, is called code switching. For example, *I am very sorry.*
Maile timro kalam birsechhu.

There are two main kinds of code switching. They are situational and
metaphorical. Situational code switching occurs when a language is changed
according to the situation. The speaker speaks one language in one situation
and another in a different one. Metaphorical code switching occurs when the
language is changed according to the topic or subject matter.

1.1.3.2 Code-Mixing

Code-mixing is a usual phenomenon in bilingual and multilingual society and
is often a mark of solidarity, e.g. between bilingual friends or colleagues in an
informal situation. It is a mixing of two codes of languages, usually without a
change of topic. It involves various levels of languages, e.g. phonology,
morphology, grammatical structures or lexical item. According to Wardhugh
(1986) "Code mixing occurs when conversant use both languages together to
the extent that they change from one language to other in course of a single
utterance" (p. 103). Similarly, Verma and Krishnaswamy (1989) state "If one
uses a language and mixes words, phrases, and sentences from another
language, it is called code mixing" (p. 18).When a person uses the structure of
one language and inserts some elements of another language, it is called code
mixing. Code-mixing involves the transfer of linguistic elements from one
language into another language: a sentence begins in one language, then makes
use of words or grammatical features belonging to another. Mixing of two
codes or languages, usually without a change of topic is called code mixing.
For example,

I give you my *kalam.* (here, Nepali code '*kalam'* is mixed in the structure of
English language.)

In the case of Nepal, English is spoken by the educated people. When one educated Nepali speaks to another, he mixes English words and phrases within Nepali structures. For example,

    a) Mohan dherai *intelligent* chha.

    b) *Decision* garna garho bhayo.

In the first example, the English word 'intelligent' is used in the structure of the Nepali language. Similarly, in the second example, the English word 'decision' is used in the structure of the Nepali language.

Code-mixing is an entirely predictable outcome when two languages come into contact over a particular period of time. It can be found everywhere today. Because of rapid development of science, technology, commerce and communication, many societies are coming in contact with other societies and in this condition; the people must borrow words from other languages. Because of the regular uses of code-mixing in the present days' communication, it has now become an unavoidable feature of any language. In out context, people use a lot of the English words and phrases when they speak and write the Nepali language. But some people mix words/sentences of another language intentionally to get prestige in a society. In the context of Nepal, due to the growing effect of the English language in every step of our life, people are compelled to use it directly or indirectly.

1.1.4 The Differences between Code-Switching and Code-Mixing.

The differences between code-switching and code-mixing can be described as follows:

    a. Code-switching is a change from one language to another in the same utterance or conversation whereas code-mixing is the use of elements, most typically nouns from one language in an utterance predominately in another language.

b. Code-switching is an absolute shift for example; *I am sorry*, *ma ghara janna.* Here, the first sentence *I am sorry* is in English language and the second sentence *ma ghara janna* is in the Nepali language. Therefore, the shifting from the Nepali language is absolute, not partial. But code-mixing is a lexical or partial shift. For example, *u clever chha* (he is clever). Here, the English word clever has been used in the structure of Nepali language. In this sentence, a lexical word from one language has been used in the structure of another language, i.e. the Nepali language. Therefore, code-mixing is a lexical or partial shift.

c. In code-switching, the point at which the languages change corresponds to a point where the situation changes, either on its own or precisely because the language changes. There are other cases, however, where fluent bilingual talking to another fluent speaker changes languages. Language without any change at all in the situation this kind of alternation is called code-mixing.

The differences between code-switching and code-mixing can be summarized as follows:

Code-Switching	Code-Mixing
1. A change from on language to another in the same conversation.	1. The use of elements most typically nouns from one language in an utterance predominately in other language.
2. Code-switching is a absolute shift from one language to another language. For example, *ma birami chhun, , so I don't go to market.*	2. Lexical shift, e.g. *u intelligent chha (*he is intelligent).
3. Conditioned by situation and topic.	3. Irrelevant of situation and topic change.

Code-mixing can be seen on different perspectives. Sometimes speakers intentionally mix the code and sometimes they unconsciously do so which helps to express their thoughts clearly. A bilingual speaking to other bilingual may choose the appropriate language unconsciously with no extra time or effort.

1.1.5   Reasons of Code-Switching and Code-Mixing

There are a number of possible reasons for the switching and mixing from one language to another. The first of these is the notion that a speaker may not be able to express himself/herself in one language so he/she switches to the other to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while. This type of code-switching and mixing tends to occur when the speaker is upset, tired or distracted in some manner. Secondly, switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds to with a similar switch. This type of switching may also be used to exclude others from a conversation who does not speak the second language. A varying degree of code-switching may also be used between bilingual conversationalists depending on the person being addressed. such as family, friends, officials and superiors and depending on the location such as church, home or place of work.

The speaker switches or mixes the code due to an inability to express her/him in that particular language he/she is speaking. It does provide an opportunity for language development. Solidarity with the listener is one of the very good reasons for code-switching, for example; a Newari speaker meets another Newari speaker, s/he switches from Nepali to Newari just to show that s/he belongs to the same community, this creates a bond of affection and recognition among them.

People also switch their codes to suit their topic of discussion or subject matter. People also mix English codes to show their hierarchy.

In the case of teenagers' language most of the teenagers mix English codes while speaking the Nepali language. The reason is that some of them think English is a prestigious language and to speak it is the sign of being intellectual and elite. And other reason is that find some appropriate English lexical items rather than Nepali in a particular situation.

1.1.6 Teenager: An Introduction

Teenager is the period of life between the onset of puberty and the full commitment to an adult social role, such as worker, parent. It is the period known for the formation of personal and social identity and the discovery of moral purpose. So, we can say that it is the period of transition from childhood to early adulthood, entered at approximately 13 years of age and ending at 19 years of age. The transition involves changes in biological, cognitive, and social development.

Teenager has the following characteristics:

a)   An Important Period

Every developmental stage is important due to their immediate or long term effect on attitudes and behaviors. Similarly, this period has both immediate and effects in which immediate effects on physical changes and long term effects on psychological changes are more important.

b)   A Transitional Period

During this period, the role and status of an individual are vague and confused due to the values, attitudes and behavior established in the past despite the expectation of society to be played by the teenager. At this time, an individual is neither a child nor an adult. When h/she is criticized and told to act as per his/her age. If h/she

tries to act like an adult h/she is often accused of being too big. However, it helps the teenager follow and decide the best pattern of behavior.

c) A Period of Change

During teenager, the rate of changes in attitudes and behaviors parallels the rate of physical changes. The intensity of physical changes is high especially in early stage of teenager. And, the rate of physical changes decreases in the same way as the rate of changes in attitudes and behaviors decreases.

The following changes are found in teenager:
- Heightened emotionality
- Ambition
- Social approval activities
- Ability of bearing responsibility.

d) A Problem Age

During the childhood, most of the problems they created were solved by their parents and schools teacher. As a result, many teenagers are inexperienced in coping with problems alone. Likewise, they feel that they are independent and they require rights of solving their own problems. However, they do not get success in coping with problems. So, creating problem is not a new thing for them but roaming within problem makes them feel upset and sad.

e) A Time of Search for Identity

The teenagers want to give their identity as capable, talented and able individuals. They seek identity in each and every step of life. They often quest on themselves 'who am I? What should be my role in society? Where am I going?' These all prove that this period is a time of search for identity.

f) A Dreadful Age

In this period, the attitudes, concepts and beliefs they form are mostly negative and false. Moreover, the culture of teenagers does not base on pre-established standard nor does it have any real ground. The activities they perform are definitely anti-social, destructive, aggressive and proud in nature. And, they want to withdraw from the social duty and responsibility as well as engage in the anti-social activities. Consequently, they are filled with fear, anxiety.

g) A Time of Unrealism

Teenagers have high ambitions, extreme desires or expectations which do not have and ground reality. They build up beautiful houses in the air and feel themselves significant and perfect person having more expensive virtues and qualities than others. Due to the heightened emotional characteristics of teenager, they often seek lonely and separate place from their family, society and friends and begin to have dreaming that they are shaking the world.

h) The Threshold of Adulthood

It is the ladder through which teenagers enter the adulthood period. They not only pretend to be an adult, but also they dress and activities like an adult. Moreover, they begin to concentrate on behavior that is associated with adult status- smoking, drinking, using drugs, engaging in sex.

1.1.7 Classwise Classification of Words

Class generally refers to a set of entities sharing certain formal or semantic properties. In other words, the items that have the same possibility of occurrence in a certain linguistic context belong to the same class. There are two kinds of word classes. They are major word class and minor word class. The major word classes are also called open classes; their membership is

unrestricted and indefinitely large since they allow the addition of new members. And the minor word classes are also called closed classes; their membership is restricted since they do not allow the creation of new members. Clarifying the classwise classification of words, Aarts and Aarts (1986) write "Words are possible to distinguish between major and minor word classes respectively. There are four major word classes: nouns, adjectives, adverbs and verbs. The minor word classes include: prepositions, conjunctions, articles, numerals, pronouns, quantifiers and interjections" (p. 22).

The major word classes are described in brief:

a)   Noun

A noun in general is a naming word. It typically names or denotes the entities such as individuals, animals, places, things qualities. They can function as the subject or object of a verb. Todd (1987) says "A noun has often been defined as the name of a person, animal, place, concept thing" (p.53). For example: information, Kathmandu, childhood, friendship.

b)   Verb

A verb tells what someone or something is, does or experiences. It semantically is a word, which refers to the concepts like actions, sensations or states. Thus, words like eat, read (action): feel, hurt (sensation): be, remain (state) can be identified as verbs. Todd (1987) states "A verb is often defined as a 'doing' word, a word that express an action" (p.55). Likewise, Aarts and Aarts (1986) write "Verbs are typically associates with the sentence function predicator" (p.20).

c)   Adjective

Adjective is a word that describes the thing, quality, state or action, which a noun refers to. Adjectives commonly occur between a determiner and a noun, or after 'be' or other linking verbs, although they can also follow a noun. Todd (1987) states "Adjective is descriptive word that qualifies and

describes nouns" (p.55). Similarly, Aarts and Aarts (1986) say "Adjectives are associated with the functions subject attribute and object attribute" (p.20). Some examples of adjectives are: a *tall* boy, a *clean* room, It is *difficult*, He painted the door *green*.

d)   Adverb

Adverb is a word, which typically denotes properties and attributes to actions, sensations, or state designated by verbs. It modifies all the words except noun and pronoun, especially it modifies a verb and adjective, another adverb or a whole sentence. Todd (1987) writes "An adverb is used to modify a verb, an adjective, a sentence or another adverb" (p.56). For example, He ran *slowly*, come *tomorrow*, Jivan pointed *there*.

1.1.8   Categorization of Phrases

Phrase is a group of words which functions as a single word. So, the group of words which is grammatically equivalent to a single word and which does not have its own subject and predicate is called phrase. According to Aarts and Aarts (1986) "A phrase is a constituent which can be identified on the basis of the word class membership of at least one of its constituent words" (p.60).

The types of phrases are described below:

a)   Noun Phrase

A noun phrase is a group of words with a noun as its head and functions like a noun, e.g.
The tall boy lives *near the campus*.

b)   Verb Phrase

A verb phrase is a group of words with a verb as its head word. The verb phrase has a number of features that are not found in other phrases. They are aspect, mood, voice and tense. For example,

Ravan *was killed* by Ram.

She *has been singing.*

c)   Adjective Phrase

An adjective phrase is a word or a group of words with an adjective as its head. Sometimes it contains adverb or intensifiers. It functions as an adjective or modifies a noun. For example,

This book is *very interesting*.

She is *extremely beautiful* girl.

d)   Adverb Phrase

Adverb phrase is a group of words which functions like an adverb, e.g.

He ran *very quickly*.

She spoke *quite gently*.

e)   Prepositional Phrase

Prepositional phrase is a word or group of words with preposition as a head word. It begins with preposition and ends with a noun. For example,

The book is *on the table*.

The arrived *by plane*.

1.1.9 Types of Sentences

A sentence is a grammatical unit which carries its own complete meaning. It is the highest one in the grammatical hierarchy. Aarts and Aarts (1986) state "The sentence is regarded as the largest unit of grammatical description since it does not function in the structure of a unit higher than itself" (p.79).

Aarts and Aarts view that sentences can be structurally classified into three classes. They are described below:

a)   Simple sentence

A simple sentence is a sentence in which none of the functions is realized by a clause. It has only subject and predicate. It has only one finite verb. A simple sentence is always an independent sentence which can occur on its own. For example,

I am a student.

He is writing a letter to his girl friend.

b)   Complex Sentence

Sentences in which one or more sentence functions are realized by a clause are complex. A sentence containing a principal clause or main clause and subordinate clause(s) is called complex sentence. It has only one independent sentence and others are dependent. They are combined with subordinating conjunctions. For example,

He said that he could not come.

If you try, you will succeed.

c)   Compound Sentence

A compound sentence is one in which two or more sentences have been coordinated. Each of the sentences is independent. A compound sentence contains only coordinate clauses. If two or more simple sentences are combined together with coordinating conjunctions like 'and', 'but', 'for', 'or', 'then', it becomes a compound sentence, e.g.

Rita is writing and her mother is cooking.

I have bought a new shirt but it does not fit me.

1.1.10 Categorization of Language Functions

A function in language refers to the purpose for which an utterance in unit of language is used. Such functions are often described as categories of behavior e.g. requests, apologies, complaints, offers, etc. Defining function Crystal (2003) writes "Function refers to the analysis of utterances (or texts) in terms of the information they contain, the role of each utterance part being wanted for its semantic description to the whole" (p. 193).

As we know that functional use of language can not be determined simply by studying the grammatical structure of sentences but also the purpose for which they are used. It means different forms may have a single function and single form may have different functions according to purpose and context.

Different scholars have classified language functions variously. The researcher has classified the language functions following Van EK's classification. According to Van EK (1976), the following language functions can be used in every day communication.

- Imparting and Seeking Factual Information (ISFI)
- Expressing and Finding out Intellectual Attitudes (EFIA)
- Expressing and Finding out Emotional Attitudes (EFEA)
- Expressing and Finding out Moral Attitudes (EFMA)

1.2   Review of Related Literature

Various research works have been conducted in the field of error analysis, contrastive analysis, comparing methods, techniques and finding out their effectiveness but only a few researches have been done about code switching and code mixing under the Department of English Education.

Subedi (2001), Dahal (2006), Paudel (2007) and Paudel (2008) have carried out reaearch on print media restricted to newspapers namely "Code Mixing in

Gorkhapatra Daily", "Code Mixing in Gorkhapatra and Kantipur Daily", "Code Mixing in Annapurna Post" and "Code Mixing in Kantipur Daily" respectively. All the researchers have common finding. They found that mixed words of day to day communication were maximally used and regarding word classes nouns were found maximally used, then adjectives followed by verbs and adverbs. Their researches have shown that the trend of mixing English code in Nepali newspaper is increasing day by day.

Paudel (2005), Regmi (2006) and Lamichhane (2006) have also carried out researches on the same field of code mixing especially code mixing in public places. They conducted researches on "Code Switching in T.U. Premises", "Mixing of English Code in Nepali Public Speaking" and "Code Mixing Used in Supermarket" respectively. Their overall study have concluded that in code switching words or group of words occur in a different order from what is usual in English. In a lump sum in public places like supermarket and T.U. premises, adjectives were found used more than nouns. Other findings were found similar to the previous ones.

Pangeni (2005), Subedu (2007), Kafle (2007) and Ghimire (2007) have carried out researches on broadcast media, i.e. FM Radio and Television Programes entitled "Code Mixing in Kantipur and Classic FM Radio Programmes", "Code Mixing in Annapurna FM", "Code Mixing in Radio Commercials", "Code Mixing in TV Programmes" respectively. Their common study concluded that English code mixing in the Nepali language took place while expressing social functions such as greeting, taking leave, seeking for information, expressing emotions and while focusing on special topics. They also found that words and sentences of day to day communication, simple sentences, regarding word classes, noun and adjectives were maximally used.

Similarly, Baral (2005) and Neupane (2007) have carried out researches on code mixing in the area of entertainment entitled "Code Mixing in Nepali Cinemas" and "Code Mixing in Nepali Folk Songs" respectively. They also found out that mixed words that are used in day to day communication were used maximally in cinemas and folk songs and regarding the use of word classes, nouns and verbs maximally used.

Luitel (2005) has carried out research in the area of stories entitles "Code Mixing in Nepali Stories". In this research work, he found that word level mixing was greater in number than sentence level. English abbreviations were also found in the greater number. The mixed words used were higher in comparison to last ten years.

Most of researchers carried out their research work on the area of code mixing in media. Only two researches have been carried out on the code mixing in languages which are reviewed below.

Neupane (2007) and Yadav (2007) have carried out researches on code mixing in language area entitled "A Study on Code Mixing in Bhojpuri Language" to find out the English expression mixed in Bhojpuri language and to find out the frequency of mixed English expressions and "A Study on Code Mixing in Maithili Language" to find out the same objectives respectively. Both of them have used the simple random sampling to select the population of the study. The tools of the study were: oral interview, questionnaire and audio cassette recording for the data collection. The conclusion of the both study were the same: English expressions are mixed in the Bhojpuri language and the Maithili language and it was found that code-mixing in the Bhojpuri language and the Maithili language in increasing day by day.

Although the research works mentioned above are related to code mixing, no research has been carried out on Code-Mixing in Teenagers' Language. The proposed study is different from all above mentioned studies. So the researcher has selected this topic for the study.

1.3   Objectives of the Study

The objectives of the present study were as follows:

i)   to find out mixed codes in teenagers' language.

ii)   to analyze mixed code in teenagers' language in terms of :
   a) word class
   b) phrases
   c) sentence types
   d) language functions

iii)   to suggest some pedagogical implications.

1.4   Significance of the Study

i)   This study will be helpful to all those who are interested in analyzing teenagers' language and carry out the research on similar topic. Since this being the first study dealing with teenagers' language, it opens the door to ones who are interested to conduct research over there.

ii)   This study will be beneficial to the campus lecturer (especially for P.C.L. and Higher Secondary teacher). Because he/she will get help to understand his/her students' language, so it will be benefited to understand their problem related to language.

iii)   It will be useful to the language learners and language trainer.

iv)   It will be directly or indirectly useful to syllabus designers and text book writers.

CHAPTER TWO
METHODOLOGY

This chapter mainly includes the methodology employed in the collection of data while carrying out the research. So, the subsections included in this chapter are sources of data, secondary sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and limitations of the study.

2.1   Sources of Data

The researcher collected data from primary sources and secondary sources were used to facilitate the researcher herself to carry out the research.

2.1.1   Primary Sources

The students of Janamaitri Multiple Campus, Kuleshwor and Maherdra Ratna Campus, Tahachal of the Kathmandu district who were studying at +2 and certificate level respectively were the primary sources of data.

2.1.2   Secondary Sources

Though the primary sources were the basic and inevitable for this study, the secondary sources could not avoided. All the relevant secondary sources were consulted. Different books, theses, were consulted. For example,Trudgill (1974), Wardhaugh (1977), Hudson (1980), Neupane (2007), Yadav (2007).

2.2   Population of the Study

The total population of the study were 80 students from Mahendra Ratna Campus, Tahachal and Janamaitri Multiple Campus, Kuleshwor and from each institution, there were 40 students.

2.3 Sampling Procedure

The researcher selected eighty students for this study. For that the researcher selected the population by using non-random judgmental sampling.

Non-random sampling design is used when the number of elements in a population is either unknown or cannot be individually identified. The primary consideration in judgmental sampling is the judgment of the researcher as to who can provide the best information to achieve the objectives of the study. The researcher visited those people who in her opinion were likely to have the required information.

2.4 Tools for Data Collection

Observation was the main tool for data collection. Under the observation, the researcher used participant and non-participant observations. She used audio recording device. She also used the observation schedule.

2.5 Process of Data Collection

At first, the researcher went to the M.R.C., Tahachal and J.M.C., Kuleshwor of Katmandu district. The researcher selected the population as specified in the sampling procedure and she used the participant and non-participant observations.

In possible situation, the researcher used the participant observation in which she participated in the activities of the group being observed in the same manner as it's members. She behaved as if she was a member of that group. She recorded the language with the help of recording device when they used the language. The only one group of students of M.R.C. Tahachal was the participant group. And where the participant observation was not possible, the researcher used non-participant observation, in which, she did not involve in

the activities of the group of students but remained a passive observer, watching and recording their language without their knowing that they were being observed. The researcher recorded the language used by teenagers many times. Then, she listened to the recorded language many times. It was copied down by the researcher. After that, she transcribed the script and jotted down the instances of code mixing in teenagers' language in observation schedule focusing on word class, phrases, sentence types and language function. For confirmation of the data, she listened to those recorded language many times.

The collected data from those teenagers were analyzed and interpreted using simple statistical tools like frequency and percentage and they are further represented using tables.

2.6   Limitations of the Study

Limitations of the present study were as follows:

i)   The study was limited to students of I.Ed. and +2 level only.

ii)   This study was limited to find out the code mixed in the teenagers' language.

iii)   This study was limited to the analysis of word class, sentence types and language functions

iv)   This study was limited to eighty students from M.R.C., Tahachal and J.M.C., Kuleshwor of the Kathmandu district.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the collected data to fulfill the set

of objectives. Here, the data are analyzed and interpreted mainly on the basis of the following headings:

    A. Holistic Analysis of Mixed Codes

    B. Holistic Analysis of Mixed Phrases

    C. Holistic Analysis of Mixed Sentences

    D. Holistic Analysis of Language Functions

3.1   Holistic Analysis of Mixed Codes

This section deals with the analysis and interpretation of the word classes holistically. Holistic comparison is done on the basis of their frequency of occurrence and the percentage they obtained.

Holistic Comparison of Mixed Codes

Table No. 1

S.N.	Word class	Frequency	Percentage
1	Noun	483	78.02
2	Verb	69	11.14
3	Adjective	46	7.43
4	Adverb	21	3.39
Total		619	100

The table shows that the out of the total word classes, the number of nouns is the highest and the number of adverbs the lowest. There are total 619 words used. Out of them 483 are nouns which is 78.02% and verbs occupy the second rank which is 11.14% and the adjectives occupy the third rank which is 7.43% and the adverbs occupy the lowest rank which is 3.39% respectively.

3.1.1 Class-wise Analysis of the Mixed English Words

Broadly, word class is categorized into four different types like noun, verb, adjective and adverb. The words that are mixed in teenagers' language under study are classified in the following table.

Here, the group numbers 1 to 11 are from J.M.C. Kuleshwor and group numbers 12 to 23 are from M.R.C. Tahachal. All groups presented here are the non-participant groups except one, i.e. group number 23.

Word Classes Mixed in Teenagers' Language

Table No. 2

Informants	Word Class				Total	Percentage
	Noun	Verb	Adj.	Adv.		%
Group no.1	32	6	2	1	41	6.62
Group no.2	21	5	2	0	28	4.52
Group no.3	17	3	6	3	29	4.68
Group no.4	19	1	1	1	22	3.55
Group no.5	10	2	0	0	12	1.93
Group no.6	11	6	2	2	21	3.39
Group no.7	17	1	5	1	24	3.87
Group no.8	18	2	1	0	21	3.39
Group no.9	35	9	3	1	48	7.75
Group no.10	15	1	1	3	20	3.23
Group no.11	23	3	2	1	29	4.68
Group no.12	12	1	0	0	13	2.10
Group no.13	23	1	0	1	25	4.03
Group no.14	10	2	1	0	13	2.10
Group no.15	15	1	0	0	16	2.58
Group no.16	29	2	4	3	38	6.13
Group no.17	26	6	4	0	36	5.81
Group no.18	16	1	0	0	17	2.74
Group no.19	20	2	1	0	23	3.71
Group no.20	9	3	0	0	12	1.93
Group no.21	21	4	2	0	27	4.36
Group no.22	12	0	2	1	15	2.42
Group no.23	72	7	7	3	89	14.37
Total	483	69	46	21	619	100

The above table shows the classwise distribution of word class in the sampled

informants. The distribution of word class shown in the above table presents that the use of English words in teenagers' language is a natural phenomenon and it is used by almost all teenagers. Here, the group number 1 to 11 is from J.M.C. Kuleshwor and group number 12 to 23 is form M.R.C. Tahachal. All groups presented here are the non-participant groups except one group i.e. group number 23. The above table shows that nouns have the highest frequency. Similarly verbs, adjectives and the adverbs have the least frequency. The participant group i.e. group number 23 has the highest number of mixed words in comparison to other groups.

Following examples have been extracted from the groups.

- *Birthday* ma kun *dress* laera aunchhau?
- Ek *number* ko *question* ke bhanna khojya ho? bhanana.
- *Society* naher shirp buwa amalai *convience* garna.
- Maile yati *plan* garaneki kohi *success* bhaena, haina *combine study* ko *plan* garauna.
- *English* ma *question* bhaera hola hai nabujheko, *exact* bujana *difficult* ke.
- *Hate* bhanera tyasto *hate* pani haina, *love* bhanera tyasto *love* pani haina.
- E! chhaitama ta timiharuko *totally* brata basna parchhare ho?
- Uslai ta *last* maya gardo raichhani usle yar.

3.1.1.1 Noun-wise Analysis of the Mixed Words

Here, the nouns mixed by the sampled informants are analyzed and interpreted using simple statistical tools like frequency and percentage. This is shown in the following table.

Nouns Mixed in Teenagers' Language

Table No. 3

Informants	Frequency	Percentage %
Group no. 1	32	6.62
Group no.2	21	4.34
Group no.3	17	3.51
Group no.4	19	3.93
Group no.5	10	2.07
Group no.6	11	2.27
Group no.7	17	3.51
Group no.8	18	3.72
Group no.9	35	7.24
Group no.10	15	3.10
Group no.11	23	4.76
Group no.12	12	2.48
Group no.13	23	4.76
Group no.14	10	2.07
Group no.15	15	3.10
Group no.16	29	6.0041
Group no.17	26	5.38
Group no.18	16	3.31
Group no.19	20	4.14
Group no.20	9	1.86
Group no.21	21	4.34
Group no.22	12	2.48
Group no.23	72	14.90
Total	483	100

The above table shows that the group number 23 has mixed the greatest number of nouns. It has seventy two nouns mixed i.e. 14.90% of the total nouns where as the group number 20 has mixed the least number of nouns. It has nine nouns mixed i.e. 1.86% of the total nouns.

The following few are the examples of nouns mixed in teenagers' language.

- *Musiam* ko *scene* haru dherai ramro chha hai, tihar pachhi *camera* lagera *phot*o khichnu parcha.

- Yo *school* ho ki *college*, ahile pani *school* ma chhau?

- Kasto bhayo timro *exam*? Ani *cheating* gariena?

- Mero *girlfriend* lai kurirachhun adha ghanta bhaisakyo aundai aundaina yar, malai ta *tension* bhairachha.

- Tero *phone* ayo bol-bol.

- Sabaile *exam* ko tayari gara hai, *evaluation* ma ta kasto garho aunchha.

3.1.1.2   Verb-wise Analysis of the Mixed Words

Here, the English verbs used in teenagers' language are analyzed in terms of their frequency and percentage they obtained.

This is shown in the following table:

Verbs Mixed in Teenagers' Language

Table No. 4

Informants	Frequency	Percentage
Group no. 1	6	8.69
Group no. 2	5	7.24
Group no. 3	3	4.34
Group no. 4	1	1.44
Group no. 5	2	2.89
Group no. 6	6	8.69
Group no. 7	1	1.44
Group no. 8	2	2.89
Group no. 9	9	13.04
Group no. 10	1	1.44
Group no. 11	3	4.34
Group no. 12	1	1.44
Group no. 13	1	1.44
Group no. 14	2	2.89
Group no. 15	1	1.44
Group no. 16	2	2.89
Group no. 17	6	8.69
Group no. 18	1	1.44
Group no. 19	2	2.89
Group no. 20	3	4.34
Group no. 21	4	5.79
Group no. 22	0	0
Group no. 23	7	10.14
Total	69	100

The above table shows that English verbs are mixed in the teenagers' language. The verbs are used by almost all groups. Group number 9 has mixed the highest number of verbs i.e. 13.04% of the total verbs and the group number 22 hasn't mixed the any verb. So, the verb occurrence in this group is 0%.

The following examples will help to exemplify the use of verbs in teenagers' language.

- *Choose* garera padhnu pani ta sajilo chhaina ni, main point haru yad hunu parchha.

- College ma *bunk* garna gako kina bhanne, gharama *jam* chha bhandena hundainara?

- Society naher shrip buwa amalai *convience* garna.

- Pachhadika ketaharu kasto halla garne bhanya aphu pani napadhne arulai matrai *disturb* garne.

- Aaphno health lai ta *care* garnu ni hera gharako jasto ta hundaina.

- Exam ma, athara jana *fail* bhako haina?

3.1.1.3 Adjective-wise Analysis of the Mixed Words

This section analyses and describes the adjectives that have been mixed in the sampled informants. Here, the analysis and interpretation of adjectives is done on the basis of their frequency of occurrence and the percentage they obtained as shown in the following table:

Adjectives Mixed in Teenagers' Language

Table No. 5

Informants	Frequency	Percentage (%)
Group no.1	2	4.34
Group no.2	2	4.34
Group no.3	6	13.04
Group no.4	1	2.17
Group no.5	0	0
Group no.6	2	4.34
Group no.7	5	10.86
Group no.8	1	2.17
Group no.9	3	6.52
Group no.10	1	2.17
Group no.11	2	4.34
Group no.12	0	0
Group no.13	0	0
Group no.14	1	2.17
Group no.15	0	0
Group no.16	4	8.69
Group no.17	4	8.69
Group no.18	0	0
Group no.19	1	2.17
Group no.20	0	0
Group no.21	2	4.34
Group no.22	2	4.34
Group no.23	7	15.21
Total	46	100

Since the group number 23 is a participant group so it has seven adjectives

mixed i.e. 15.21% of the total adjectives and in group number 4,12,13,15,18,20 have no occurrence of adjectives. So, these groups have 0%.

The following examples will help to exemplify the use of adjectives in teenagers' language.

- Management yahanko ali *Weak* ho, management ali *strong* hune ho bhane sabai thik hunchha.

- Yanha padhai bhane hundaina tara exam bhane ekdam *tight* hunchha.

- Punam *beautiful* chha ni tyahi bhaera ketaharule aankha lagayo.

- Kunai pani kura *clear* hunalai concept clear hunu parchhake.

- Science ma *talen*t chha ke tyo keta tyahi bhaera maile uslai sathi banako.

- Nepal ma jasto hainake japan ma ta *practical* badhi sikaunchha.

3.1.1.4 Adverb-wise Analysis of the Mixed Words

This section entails the analysis and interpretation of English adverbs mixed in teenagers' language by the sampled informants which is done on the basis of their frequency of occurrence and the percentage they obtained. This is shown in the following table:

Adverbs Mixed in Teenagers' Language

Table No. 6

Informants	Frequency	Percentage
Group no.1	1	4.76
Group no.2	0	0
Group no.3	3	14.28
Group no.4	1	4.76
Group no.5	0	0
Group no.6	2	9.52
Group no.7	1	4.76
Group no.8	0	0
Group no.9	1	4.76
Group no.10	3	14.28
Group no.11	1	4.76
Group no.12	0	0
Group no.13	1	4.76
Group no.14	0	0
Group no.15	0	0
Group no.16	3	14.28
Group no.17	0	0
Group no.18	0	0
Group no.19	0	0
Group no.20	0	0
Group no.21	0	0
Group no.22	1	4.76
Group no.23	3	14.28
Total	21	100

The above table shows that in half of the sampled groups, adverbs are not used. That is to say, that only 12 groups have mixed adverbs. Among them group number 3,10,16,23 have mixed the greatest number of adverbs i.e. 14.28% of the total adverbs and in group number 2, 5, 8, 12, 14, 15, 17, 18, 19, 20, 21, have no occurrence of adverbs. So, these groups have 0%.

The following examples will help to exemplify the use of English adverbs used in teenagers' language.

‒ Biha garne ta *natural* ho.

- Bahira bahira kura garera matrai pani hundaina *reality* ta pharak hunchhani.
- Love ko pachhi lagna hundaina padhnuparchha tyo ta *automatically* bhaihalchhani.
- Ulse phone garera *personally* bhetne bhaneko chha.
- Ali time ma auna paryoni college, yasto *late* ta hundainani.

3.2   Holistic Analysis of Mixed Phrases

This section deals with the analysis and interpretation of the phrases holistically. Holistic comparison is done on the basis of their frequency of occurrence and the percentage they obtained.

Holistic Comparison of Phrases

Table No. 7

S. N.	Phrases	Frequency	Percentage
1	Noun phrase	48	75
2	Verb phrase	9	14.06
3	Adjective phrase	0	0
4	Adverb phrase	5	7.81
5	Prepositional phrase	2	3.12
	Total	64	100

The above table clearly shows that altogether 64 phrases have been mixed in the sampled students. Out of the total phrases the number of English noun phrases in teenagers' language is the highest i.e. 48 which is 75% of the total phrases. Similarly, verb phrase occurs the second rank, adverbs the third and prepositional phrases the fourth i.e. 14.06%, 7.81% and 3.12% respectively.

Adjective phrase has not been mixed in the sampled teenagers' language.

3.2.1 Phrase-wise Analysis of the English Phrases Mixed in Teenagers' Language

This section entails the analysis and interpretation of English phrases mixed in teenagers' language. The phrases that are mixed in sampled informants under study are presented in the following table.

Phrase-wise Analysis in Teenagers' Language

Table No. 8

Informants	Np.	Vp.	Adjp.	Advp.	Prepp.	Total	Percentage
Group no. 1	2	0	0	0	0	2	3.12
Group no.2	2	0	0	0	0	2	3.12
Group no.3	0	0	0	0	0	0	0
Group no.4	1	0	0	0	0	1	1.56
Group no.5	0	0	0	0	0	0	0
Group no.6	0	0	0	0	0	0	0
Group no.7	4	0	0	0	0	4	6.25
Group no.8	3	1	0	2	0	6	9.37
Group no.9	4	1	0	1	0	6	9.37
Group no.10	2	0	0	0	0	2	3.12
Group no.11	2	1	0	1	0	4	6.25
Group no.12	2	0	0	0	0	2	3.12
Group no.13	1	0	0	0	0	1	1.56
Group no.14	1	0	0	0	0	1	1.56
Group no.15	4	0	0	0	1	5	7.81
Group no.16	1	0	0	0	0	1	1.56
Group no.17	9	0	0	0	0	9	14.06
Group no.18	3	0	0	0	0	3	4.68
Group no.19	3	0	0	0	0	3	4.68
Group no.20	0	0	0	0	0	0	0
Group no.21	2	0	0	1	0	3	4.68
Group no.22	1	0	0	0	0	1	1.56
Group no.23	5	2	0	0	1	8	12.5
Total	52	5	0	5	2	64	100

The above table shows that group number 17 has mixed the greatest number i.e. 9 English phrases which is 14.06% of the total phrases whereas group number 4, 13, 14, 16, and 22 have mixed the lowest number i.e. 1 English

phrase which is 1.56% of the total phrases. However, group number 3, 5, 6, 20 have not mixed any phrases.

3.2.1.1 Noun Phrases Mixed in Teenagers' Language

Table No. 9

Informants	Frequency	Percentage
Group no.1	2	3.84
Group no.2	2	3.84
Group no.3	0	0
Group no.4	1	1.92
Group no.5	0	0
Group no.6	0	0
Group no.7	4	7.69
Group no.8	3	5.76
Group no.9	4	7.69
Group no.10	2	3.84
Group no.11	2	3.84
Group no.12	2	3.84
Group no.13	1	1.92
Group no.14	1	1.92
Group no.15	4	7.69
Group no.16	1	1.92
Group no.17	9	17.30
Group no.18	3	5.76
Group no.19	3	5.76
Group no.20	0	0
Group no.21	2	3.84
Group no.22	1	1.92
Group no.23	5	7.69
Total	52	100

The table above shows that group number 17 is the group in which the percentage of noun phrase is very high i.e. 17.30% of the total noun phrases where as group number 3, 5, 6, and 20 have not mixed any phrases.

The following are the examples of noun phrases mixed in teenagers' language.

− School life   - Bore feeling

− Traditional Society   - Teaching practice

- Combine study   - Positive thinking

- Main point   - Special day

- Side job

3.2.1.2 Verb Phrases Mixed in Teenagers' Language

Table No.10

Informants	Frequency	Percentage
Group no.1	0	0
Group no.2	0	0
Group no.3	0	0
Group no.4	0	0
Group no.5	0	0
Group no.6	0	0
Group no.7	0	0
Group no.8	1	20
Group no.9	1	20
Group no.10	0	0
Group no.11	1	20
Group no.12	0	0
Group no.13	0	0
Group no.14	0	0
Group no.15	0	0
Group no.16	0	0
Group no.17	0	0
Group no.18	0	0
Group no.19	0	0
Group no.20	0	0
Group no.21	0	0
Group no.22	0	0
Group no.23	2	40
Total	5	100

The above table shows that in most of the sampled groups, verb phrases have not been mixed. However, the group number 23 has mixed two verb phrases which is 40% of the total verb phrases. Likewise, group number 8, 9 and 11 have mixed 20% verb phrases of the total verb phrases.

The following are the examples of verb phrases in sampled teenagers'
language.

- Mood off   - Switch off

- Ticket book of bus   - Get out

3.2.1.3 Adverb Phrases Mixed in Teenagers' Language

Table No. 11

Informants	Frequency	Percentage
Group no.1	0	0
Group no.2	0	0
Group no.3	0	0
Group no.4	0	0
Group no.5	0	0
Group no.6	0	0
Group no.7	0	0
Group no.8	2	40
Group no.9	1	20
Group no.10	0	0
Group no.11	1	20
Group no.12	0	0
Group no.13	0	0
Group no.14	0	0
Group no.15	0	0
Group no.16	0	0
Group no.17	0	0
Group no.18	0	0
Group no.19	0	0
Group no.20	0	0
Group no.21	1	20
Group no.22	0	0
Group no.23	0	0
Total	5	100

The above table shows that there is no adverb phrase mixed in most of the
groups except group numbers 8, 9, 11, and 21. Group number 8 has mixed the
two adverb phrases which is 40% of the total adverb phrases where as in

groups numbers 9, 11 and 21, one adverb phrase has been mixed which is 20% of the total adverb phrases.

The following are the examples of adverb phrases mixed in teenagers' language.

- Last Saturday   - After dashain
- As a whole   - Last day
- Just for you

3.2.1.4 Prepositional Phrases Mixed in Teenagers Language

Table No. 12

Informants	Frequency	Percentage
Group no.1	0	0
Group no.2	0	0
Group no.3	0	0
Group no.4	0	0
Group no.5	0	0
Group no.6	0	0
Group no.7	0	0
Group no.8	0	0
Group no.9	0	0
Group no.10	0	0
Group no.11	0	0
Group no.12	0	0
Group no.13	0	0
Group no.14	0	0
Group no.15	1	50
Group no.16	0	0
Group no.17	0	0
Group no.18	0	0
Group no.19	0	0
Group no.20	0	0
Group no.21	0	0
Group no.22	0	0
Group no.23	1	50
Total	2	100

The above table shows that only two groups have mixed the prepositional phrases, in rest of the groups, no any prepositional phrases have been used. There is 50% prepositional phrases of the total prepositional phrases have been mixed in groups numbers 15 and 23 respectively.

The following are the examples of prepositional phrases mixed in sampled groups of teenagers

- Ten to four
- English to English

Now, we can infer that an adjective phrase has not been mixed in sampled teenagers' language.

3.3   Holistic Analysis of Mixed Sentences

The table below shows the distribution of English sentences used in sampled groups of teenagers.

Holistic Comparison of Sentences

Table No. 13

S. N.	Sentences types	frequency	Percentage
1	Simple sentences	24	96
2	Compound sentences	1	4
3	complex sentences	0	0
Total		25	100

The table above shows that all the sentences are simple sentences except one sentence. Out of the total 25 sentences, 24 are simple sentences which is 96%. Likewise compound sentence is only one which is 4% and complex sentences are not used in sampled teenagers' language which is 0% of total sentences.

3.3.1 Sentence-wise Analysis of the English Expressions Mixed in Teenagers' Language

The sentences which are found in sampled teenagers' language are described and analyzed in the table as shown.

Sentences Used in Teenagers' Language

Table No. 14

Informants	Simple	Complex	Compound	Total	Percentage
Group no.1	0	0	0	5	20
Group no.2	0	0	0	0	0
Group no.3	5	0	0	0	0
Group no.4	0	0	0	0	0
Group no.5	0	0	0	0	0
Group no.6	0	0	0	0	0
Group no.7	0	0	0	0	0
Group no.8	0	0	0	0	0
Group no.9	0	0	0	0	0
Group no.10	3	0	0	3	12
Group no.11	1	0	0	1	4
Group no.12	0	0	0	0	0
Group no.13	0	0	0	0	0
Group no.14	1	0	0	1	4
Group no.15	1	0	0	1	4
Group no.16	0	0	0	0	0
Group no.17	0	0	0	0	0
Group no.18	0	0	0	0	0
Group no.19	3	0	0	3	12
Group no.20	0	0	0	0	0
Group no.21	1	0	0	1	4
Group no.22	0	0	0	0	0
Group no.23	9	1	0	10	40
Total	24	1	0	25	100

Regarding the types of sentences that are used in the sampled teenagers' language, the highest number of sentences are in group no. 23 i.e. 40% of the total sentences and the lowest number of sentences are in group number 11, 14,

15, 21 i.e. 4%. In group number 1,2,4,5,6,7,8, 12,13,16,17,18,20,22, there is no use of any sentences.

Some of the examples of sentences are taken from teenagers' language.

- I love you.
- I like you.
- Best of luck.
- Thank you.
- How are you?
- Practice makes man perfect.
- Oh my god !
- It is sweet.
- Life is game.
- You love me but I hate you.

3.4 Holistic Analysis of Language Functions

Following Van EK (1976) classification of language functions extracted from the present study are ranked in the following table.

Holistic Comparison of Language Functions

Table No. 15

S.N.	Language Functions	Frequency	Percentage
1	Imparting and seeking factual information	3	11.53
2	Expressing and finding out intellectual attitude	0	0
3	Expressing and finding out emotional attitudes	8	30.76
4	Expressing and finding out moral attitudes	3	11.53
5	Sausion	1	3.84
6	Socializing	11	42.30
	Total	26	100

The above mentioned table helps to analyze the language functions used in sampled teenagers' language. The maximum numbers of language functions have been found in socializing.

Similarly, the table gives the precise information that out of total language functions i.e. 26, 11 language functions are found in socializing, which is 42.30% of the total percentage. Expressing and finding out emotional attitudes (EFEA) consists of 30.76%, imparting and seeking factual information (ISFI) and expressing and finding out moral attitudes (EFMA) consist of 11.53%, sausion consists of 3.84%. Expressing and finding out intellectual attitudes (EFIA) consists of 0%.

3.4.1   Function-wise Analysis of the Exponents Mixed in Teenagers' Language

This section deals with the analysis and interpretation of the exponents used in the sampled teenagers. Here, the analysis and interpretation of exponents is done on the basis of their frequency of occurrence and the percentage they obtained as shown in the following table.

Language Functions Mixed in Teenagers' Language

Table No. 16

Informants	Frequency	Percentage
Group no.1	5	19.23
Group no.2	0	0
Group no.3	0	0
Group no.4	0	0
Group no.5	0	0
Group no.6	0	0
Group no.7	0	0
Group no.8	0	0
Group no.9	0	0

Group no.10	3	11.53
Group no.11	1	3.84
Group no.12	0	0
Group no.13	0	0
Group no.14	1	3.84
Group no.15	1	3.84
Group no.16	0	0
Group no.17	0	0
Group no.18	0	0
Group no.19	3	11.53
Group no.20	0	0
Group no.21	2	7.69
Group no.22	0	0
Group no.23	10	38.46
Total	26	100

From the table above the use of language functions in sampled groups have been analyzed. Out of total 26 language functions, 10 are found in group number 13 which is 38.46% of the total language functions and one language function is found in group numbers 11, 14 and 15 which is 3.84% of total language functions. No language functions are found in group numbers 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 16, 17, 18, 20 and 21 which is 0%.

Some examples of language functions that are found in the teenagers' language are as follows:

  − Hi friends. (Greeting)

  − Thank you. (Thanking)

  − Best of luck. (Expressing good wishes)

  − I love you. (Expressing love)

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This is the final chapter of the thesis. This chapter includes mainly findings of the analyzed data and recommendations.

4.1 Findings

On the basis of the analysis and interpretation, the study has derived the following findings regarding the use of English in teenagers' language:

1) The total number of mixed codes used in teenagers' language is 367.

2) Words that are used in day to day communication were used maximally in teenagers' language. For example English, college, sir, class, phone, jam, disturb, girlfriend, boyfriend, missed call, subject, pass, private, last, hard.

3) Regarding the use of English word classes used in teenagers' language, nouns were maximally used. For example. English, message, phone, college, exam, campus, boyfriend, girlfriend.

4) The phrases were found mixed in the study but the noun phrase was found in the highest position. Not a single adjective phrase was found mixed by sampled teenagers.

5) In most of the teenagers' language sentences were not found, if any, simple sentences were maximally used compared to the number of compound and complex sentences.

6) Sentences that are common in day to day communication were maximally used in teenagers' language. For example;
   – Let's go.
   – Thank you.
   – I'm fine.
   – I love you.

7) Socializing, expressing and finding out emotional attitudes, expressing and finding out moral attitudes, imparting and seeking factual information and sausion are the types of language functions which were mainly used in teenagers' language. For example: How are you? Thank you. Best of luck. I love you.

4.2 Recommendations

On the basis of the study, analysis and findings, the researcher attempts to present some recommendations.

1) Nouns should be emphasized while teaching English to the teenagers before teaching verbs, adjectives and adverbs.

2 Likewise noun phrase should be emphasized while teaching English to the teenagers before teaching verb phrase, adjective phrase, adverb phrase and prepositional phrase.

3) The teacher should make the teenage students aware of the most frequently used English words in day to day communication.

4) There is a trend of using simple sentences in teenagers' language so they should be emphasized before teaching compound and complex ones to the teenager students.

5) Language functions that we use in day to day communication should be focused.

6) While designing curriculum related to this field, the syllabus designers should have the knowledge of highly frequent words to make the syllabus systematic.

7) Underlying factors, which compel students to mix the English codes into Nepali language should be identified.

8) Comparative study can be done between participant groups and non-participant groups to find out the contextual differences.

9) Context in which generally code mixing takes place should be studied.

10) Further study can be done on the basis of sex.

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APPENDICES

APPENDIX - I

- *Management* yahanko ali *weak* ho *management* ali *strong* hunu ho bhane sabai thik hunchha.

- *First year* ko *back* lage pani pharak pardaina.

- *Hate* bhanera tyasto *hate* pani haina, *love* bhanera tyasto *love* pani haina.

- Timro tyasto ke *problem* yar?

- Tero *phone* aayo bol-bol.

- *Birthday* ma kun *dress* laera aunchhau?

- Tyasto *special day* ma kurta nalagau, *pant- tsthirt* launa sabaile *pant-tshirt* lagaunchhan.

- Mero *girlfriend* lai kurirachhun adha ghanta bhaisakyo audai audaina yar, malai ta *tension* bhairachha.

- *College* bata *bunk* garna gako kina bhanne, gharama *jam* chha bhandena hundainara?

- *School life* ma *girlfriend* kati garayouta?

- *Love* ko pachhi lagna hundaina padhnuparchha tyo ta *automatically* bhaihalchhani.

- Ek *number* ko *question* ke bhanna khojya ho? Bhanana.

- *English* ma *question* bhaera hola hai nabujheko, *exact* bhujhana *difficult* ke.

- Rati rati kasto *bluff-call* aunchha, *switch-off* nai garnu parchha,

- Aba usle *phone* garyo bhane maile ke garne hola?

- Tyo *film* ko *as a whole* ma bhanda kheri chhori prati ali bhedbhab gareko chha, tyo *film* ta pura *traditional society* ko raichha.

- Uslai ta *last* maya gardo raichhani usle yar.

- *Tension* bhaneko pharak *cast* bhaera matra ho.

- *As a friend* ko rupama je garnu parchha maile tyo garna tayar chhun.

- *Society* naher shrip buwa amalai *convience* garna .

- Maile yati *plan* garaneki kohi *success* bhaena, haina *combine study* ko *plan* garauna.

- Sabaile *exam* ko tayari gara hai*, evaluation* ma ta kasto garho aunchha.

- *First* dinma ta *English* chha ni*, last* dinma bhetne hundainara?

- Tyasari *marks* katnu pani hamro *improve* ko lagi ho ni.

- *Mind concentrate* bhayo bhane kunai pani *subject* ma bujinchha, kunai pani kura *clear* hunalai *concept clear* hunuparchha.

- *Major English* padhne *English* ma *talent* hunchha nai ke.

- *Choose* garera padhnu pani ta sajilo chhaina ni, *main point* haru yad hunu parchha.

- *Reserve bus* chadhna pheri kanha jani yar?

- Sabai janda ta *intertainment* bhai halchha ni, babal hunchha.

- *Musiam* ko *scene* haru dherai ramro chha hai, tihar pachhi *camera* layera *photo* khichnu parchha.

- E, chathma ta timiharuko *totally* brata basnu parchhare ho?

- Yo *campus* ko paristhiti nai yastai chha kahile *class* nahune, cahile *teacher* haru nahune, kahile aphu nahune...

- Yanha padhai bhane hundaina taro *exam* bhane ekdam *tight* hunchha.

- Padhadai jane, yaso *job* paiyo bhane *side job* pani gardai jane ho.

- *Negative sense* rakhera kura garchhau ani kina kura garne bhanana ta…

- Yo *school* ho ki *college*, ahile pani *school* ma chhau?

- Kunai *organization* sanga *relation* chha bhradaithyoke usle hinjo.

- *Private college* haruma kasto padhai bhairachha hai, *first term* bhaera siddhisakyore, yanhata ramrosanga surunai bhachhaina hai?

- *Identity card* banayou?

- *Identity card* banaepachhi *bus* ma hinddn *discount* painchhanita.

- Ek dui *period first* ma hunchha bichma *gap* hunchha ani aru *last* ma hunchha.

- Kasto bhayo timro *exam*? Ani *cheating* gariena?

- Mero ta *grammer* ma *15 marks* ko matrai *solve* garen, *cheat* haru *English* ko dina lagya thyo tara *exam* sarahai *tigh*t bhayo hernia paiena bhanya.

- Ke chha *compulsory English* ko *tution* padhne bichar chha ki chhaina?

- Timi ta har bakhat ketiko pahi lagera *time loss* garirachhauke.

- *Campus* ayo *time pass* garyo ani ghara gayo.

- Malai ta aamale ketinai *life* ho bhanyachha.

- Ma pani tyahi abasthabata gujrera timilai *suggestion* dieko ho hera.

- Biha garne ta *natural* ho.

- *Ten plus two* ta kharchalu hunchha hai?

- *T. U.* lai arulai bharda dherai manyata dieko chha.

- Mero *first day science* thikai bhayo tara aajako *education* ta ramrai bhayo.

- Bahira bahira kura garera matrai pani hundaina *reality* ta pharak hunchhani.

- Punam *beautiful* chha ni tyahi bhaera ketaharule aankha lagayo.

- Tyo *class* ta naline, tyo *madam* ta *English to English* bolirakhchhani.

- Ali *time* ma auna paryoni *college*, yasto *late* ta hundainani.

- Punam aaja kehi boldaina ke ho *mood off* bhayo ki kya ho?

- Maile ta *library card* nai garako chhaina kina *library* jane?

- Pachhadika ketaharu kasto halla garne bhanya aphu pani napadhne arulai matri disturb garne.

- Aaphno *health* lai ta *care* garnu ni hera gharako jasto ta hundaina.

- *Exam* ma athara jama *fail* bhako haina?

- Nepal ma jasto hainake Japan ma ta *practical* badhi sikaunchha.

- Usle *phone* garera *personally* bhetne bhaneko chha.

APPENDIX - II

The classification of the mixed words on the basis of word class with their frequency of occurrence

Noun

Noun	Frequency
Area	1
Action film	1
Antiderivative	2
Agriculture	1
Admission	3
Action	1
Account	5
Book	11
Boyfriend	13
Bachelor class	1
Bus	3
Birthday	1
Boaders	1
Blood pressure	1
Bluff-call	1
Boys	1
Black board	1
Bonus	1
Bag	6
Boy	2
Building	1
Bank	1
B section	1
Boarding	2
B. Ed.	1
Bachelor	1
Biscuit	1
Bike	2
Badminton	1
Ball	1
College	32
Class	27

Calculation	1
Commerce section	1
Campus	18
Capacity	1
Commerce	1
Copy	3
Concert	1
Chance	1
Class eight	1
Confidence	1
Coricircle	1
Chalk	1
Checking	1
Compulsory English	5
Culture	1
Chatting	1
Canteen	5
Cast	1
Camera	1
City	1
Cycle	1
Course	1
Career	3
Cinema	3
Choice	1
Card	1
Character	1
Cheat	4
Computer	1
Class nine	1
Confident	2
Chocolate	1
Choc fun	1
Dress	1
Dairy milk	1
Depo-Provera	1
Dialogue	2
Derivative	1
Dollar	1
Discontact	1
Discount	1

Dichotomous	1
Doctor	1
Degree	1
Dating	5
Dress	2
Donation	1
English	34
Eleven	8
Exact	1
Exam	26
Exercise	1
Evaluation	2
Email	2
Elephant	2
Economics	1
English sir	1
Essay	2
Education	3
English word	1
English language	1
Fifth	1
Fourth	1
Film	6
Family	4
First term	1
F. M.	1
Fifty	1
Free writing	1
Form	1
First time	1
Friend	1
Football	1
Friday	1
Facility	5
Feeling	1
Group	5
Girlfriend	12
Guessing	2
Goal	1
Gap	3
Geography	1

Game	1
Grammar	2
Government	1
Gate	1
Honey	1
Hill	1
Homework	5
Hooting	1
Haice	2
Hyperbola	1
Health	4
Hope	1
Habit	2
Husband	1
H. A.	2
Hero	2
I. U. D	2
Improvement	1
Introduction	5
Entertainment	1
Identity card	3
Interest	3
Interview	2
I. Ed.	3
Interval	1
IELTS	2
J.M.C. college	1
Jeem club	1
Job	6
Knowledge	1
Kuleshwor height	1
Kitkat	1
Light	1
Listening	1
Landline	1
Line	1
Library card	8
Library	5
Life	7
Life partner	1
Love	5

Little angels	1
Management	3
Marketing	1
Memory	1
Mommy	3
Missed call	12
Minute	1
Modern	1
Message	10
Major English	8
Marks	2
Math	1
Mood	1
Musiam	2
Major Nepali	1
Major subject	5
Machine	3
Master degree	2
Marriage	2
Major science	1
Miss question	1
Madam	6
Mobile	3
Mam	2
Mind	1
Nurse	1
Note	2
Net	1
Note copy	3
Number	6
News	1
One	1
Office	3
Organization	1
Objective	5
Objective question	1
On line	4
Over	1
Problem	8
Percent	2
Phone	23

Population	5
Pant	3
Programme	2
Percentage	1
Plan	7
Pressure	1
Punishment	1
Parabola	1
Prices	1
Period	2
Practical exam	1
Plus two	5
Private form	1
Profit	1
Packet	1
Pen	1
Practice	5
Question	3
Root	1
Rose	1
Relation	1
Subject	9
Style	6
Section	2
Student	3
Sociology	2
Sir	19
Scholarship	1
Supermarket	2
Sugar	3
Shortage	1
Size	1
School	8
School life	1
S. L. C.	1
Situation	1
Six	2
Success	2
Scene	1
Sign	3
Science	9

Sixteen	1
Steem	1
Section A	1
Star plus	1
Suggestion	1
Same	1
Seat	4
School time	1
Study	1
Side	1
Sport science	1
Teacher	3
Teenager	1
Twelve	3
Tension	8
Top	1
Teaching	1
Time	5
Talent	2
Test	2
Thinking	1
Transcript	1
Tiger	3
Town	1
Ten	2
Theory	1
Twenty	1
Tuition	1
T. V.	4
Ten plus two	3
T. U. exam	1
T. U.	1
T- shirt	2
Tick marks	1
Tiffin	1
Valley	1
Volleyball	1
Value	1
White house	1

Verb

Verb	Frequency
Avoid	2
Bunk	1
Bore	3
Call	1
Care	1
Choose	2
Check	2
Convince	1
Conform	1
Disturb	12
Develop	1
Discuss	3
Evaluate	1
Fail	5
Fix	3
Feel	2
Focus	1
Follow	1
Followed	1
Guess	1
Improve	4
Jam	11
Join	1
Lost	4
Loss	2
Love	1
Labour	7
Mistake	2
Proof	1
Pass	7
Prepare	3
Receive	1
Rejoin	1
Related	1
Reply	1
Study	1
Suck	1
Stop	1

Success	1
Solve	1
Share	1
Show	1
Try	1
Use	3

Adjective

Adjective	Frequency
Active	1
Best	2
Odd	1
Hate	1
Simple	1
Busy	2
Clean	1
Clear	4
Open	1
Colorful	1
Cheapest	1
Young	1
Difficult	1
Mixed	1
Hard	3
High	1
Low	1
Direct	1
Weak	2
Confident	2
Tight	3
Private	7
Major	2
Practical	3
Regular	4
Compulsory	1
Natural	1
Comfortable	2
Serious	2
Pink	1
Fine	2
Handsome	1
Short	1

Adverb

Adverb	Frequency
After	2
Back	1
Indirectly	1
Personally	1
What	1
Automatically	1
Abroad	1
Late	2
Second	2
Last	5
First	3
Sure	1
Totally	1
Down	1
very	1

APPENDIX – III

The Mixed expressions at phrase level with their frequency of occurrence

Noun Phrase

Noun phrase	Frequency
First bench	2
Third bench	1
Special day	1
Second year	2
Third year	1
First year	1
Plus number	1
Traditional society	1
No number	1
Mind fresh	1
Positive thinking	1
Six period	1
As a friend	1
Negative sense	1
First year roll number	1
Revolutionary programme	2
First day	1
First division	1
Objective marks	1
Twenty marks	1
Tick marks	1
Fifteen marks	1
Ten plus two	1
First time	1
Mood fresh	1
First term	1
Five marks	1
Twenty marks	1
Bore feeling	1
Missed call	3
Side job	1
Combine study	2
Teaching style	1
Teaching practices	1
Family background	3

Hundred marks	1
Campus time pass	1
Time pass	1
200 marks	1
Motor cycle	1
Love marriage	1
Twenty four hours	1
Private form	1
Seventeen mark	1
Main point	1
Bus park	2
Time loss	1
Mobile set	1
Mind concentrate	1
Reserve bus	1
Bore feel	1
Pass mark	2

Verb Phrase

Verb phrase	Frequency
Switch off	1
Ticket book of bus	1
Made in Japan	1
Mood off	1
Get out	1

Adverbial Phrase

Adverbial phrase	1
Last saturday	1
As a whole	1
Last day	1
After dashain	1
Just for you	1

Prepositional Phrase

Prepositional phrase	Frequency
Ten to four	1
English to English	1

APPENDIX - IV

Sentence wise Analysis with Their Frequency of Occurrence
Simple Sentences

Simple Sentences	Frequency
Practice makes man perfect.	1
Yes.	1
What is the develop in your village?	1
My village is developed in water, communication	1
I'm very hungry.	1
Friendship is a rainbow.	1
Best of luck.	2
Thank you.	3
Same to you.	1
Oh my god.	1
Life is game.	1
Love is life.	2
Love is unlife.	1
Hi friends.	2
How are you?	3
I'm fine.	2
Let's go.	2
Okey.	1
I love you.	4
I like you.	2
I hate you.	1
No tension.	1
Sorry .	1
It is sweet.	1

Compound Sentences

Compound sentence	Frequency
You love me but I hate you	1

APPENDIX – V

The Mixed Exponents at Language Function Level with Their Functions

Language Function

Exponents	Functions
Practice makes man perfect.	Narrating experiences (ISFI)
What is the develop in your village?	Asking (ISFI)
My village is developed in water, communication.	Describing places (ISFI)
I'm very hungry.	Expressing hunger (EFEA)
Friendship is a rainbow.	Expressing compliments (Socializing)
Best of luck.	Expressing good wishes (Socializing)
Thank you.	Thanking (Socializing)
Same to you.	Expressing compliments (Socializing)
Life is game.	Expressing compliments (Socializing)
Love is life.	Expressing compliments (Socializing)
Love is unlife.	Expressing compliments (Socializing)
Hi friend.	Greeting (Socializing)
How are you?	Greeting (Socializing)
I'm fine.	Greeting (Socializing)
Let's go.	Getting things done (Sausion)
Okey.	Showing indifference (EFEA)
I love you.	Expressing love (EFEA)
I like you.	Expressing love (EFEA)
I hate you.	Expressing dislikes (EFEA)
No tension.	Expressing indifference (EFMA)
Yeah.	Expressing enthusiasm (EFEA)
Oh my god !	Expressing surprise (EFEA)
Sorry.	Apologizing (EFMA)
Nonsense.	Expressing indifference (EFMA)
You love me but I hate you.	Expressing likes and dislikes (EFEA)
It is sweet.	Expressing compliments (Socializing)