

International Journal of English and Literature

Volume 6 Number 7 July 2015

ISSN 2141-2626



*Academic
Journals*

ABOUT IJEL

The International Journal of English and Literature is published monthly (one volume per year) by Academic Journals.

The International Journal of English and Literature (IJEL) is an open access journal that provides rapid publication (monthly) of articles in all areas of the subject such as African literatures, literature appreciation, cultural studies, literary styles etc.

The Journal welcomes the submission of manuscripts that meet the general criteria of significance and scientific excellence. Papers will be published shortly after acceptance. All articles published in IJEL are peer-reviewed.

Contact Us

Editorial Office: ijel@academicjournals.org

Help Desk: helpdesk@academicjournals.org

Website: <http://www.academicjournals.org/journal/IJEL>

Submit manuscript online <http://ms.academicjournals.me/>.

Editors

Dr. Nemati Azadeh

*Department of Teaching, Jahrom Branch,
Islamic Azad University,
Jahrom,
Iran.*

Prof. C.J. Odhiambo

*Department of Literature, Theatre and
Film Studies.
Moi University. P.O.Box 3900
Eldoret 30100,
Kenya.*

Dr. Mrudula Lakkaraju

*Geethanjali College of Engineering and
Technology,
Hyderabad, Andhra Pradesh, +
India.*

Dr. Ruzbeh Babaee

*English language and literature,
University of Putra Malaysia.
Malaysia.*

Dr. Miguel Fernández

*Chicago State University, ED 215
9501 South King Drive
Chicago,
USA.*

Dr. Sunil Mishra

*Dronacharya College Of Engineering,
Gurgaon(Hr)123506,
India.*

Dr. Farid Parvaneh

*Department of English Language and
Literature,
Islamic Azad University,
Qom Branch,
Iran.*

Dr. Arezou Zalipour

*School of Language Studies and Linguistics,
Faculty of Social Sciences and Humanities,
National University of Malaysia (UKM)
Banda Baru Bangi, 46300 Bangi
Selangor, Darul Ehsan.
Malaysia.*

Editorial Board

Dr. Kevin Moore

*154A Hicks Street, 3F
Brooklyn, N.Y. 11201
(917) 202-4565
(718) 595-5758.
USA.*

Dr. Shweta Garg

*School of Humanities and Social Sciences
IIT Mandi, Mandi
Himachal Pradesh,
India.*

Dr. Mohammed I. Mahameed

*Department of English Language
and Literature,
Faculty of Arts,
Tafila Technical University,
Tafila-Jordan.*

Dr. Yildiz Turgut

*Department of School of Teaching and Learning
University of Florida,
USA.*

Dr. Jitendra Kumar Mishra

*English Communications and Soft Skills,
Faculty of Science and Technology,
The ICFAI University Tripura.
India.*

Dr. Patil Anand Balu

*202 Pratiksha, Survey No 96/97,
Plot No 217, Nr Bhimsen Joshi Park,
Right Bhusari Colony, Kothrud,
Pune, State: Maharashtra,
India 411038.*

Dr. Ream Fathi Fares Odetallah

*Department of English Language and Literature,
Jordan University/Amman,
Jordan.*

Dr. Parul Mishra

*Department of English,
Banasthali Vidyapeeth University,
India.*

Dr. Dare Owolabi

*Department of English and Literary
Studies,
Ekiti State University, Ado Ekiti,
Nigeria.*

Dr. Ahmed ElShiekh

*Department of Translation and Linguistics,
Zarqa Private University,
Jordan.*

Prof. B. Abirami

*Sri Krishna College of Technology,
Coimbatore,
India.*

Dr. Vahid Nowrozi

*Department of publication and Centre
Sanjeshetakmili, and Translator in Corporate
Social Responsibility Development Centre
Tehran,
Iran.*

Dr. Juan José Varela

*Fernando III El Santo 7-8th,
Santiago de Compostela 15706,
Spain.*

Dr. Amir El-Said Ebrahim Al-Azab

*Bossat Karim El-Deen-Sherbin-Mansoura.
Egypt.*

Dr. Maya Khemlani David

*Faculty of Languages and Linguistics
University of Malaya.
50603 Kuala Lumpur,
Malaysia.*

Dr. Kanwar Dinesh Singh

*Government PG College, affiliated to HP
University,
Post Box # 5, G.P.O. SHIMLA:
171001 HP India.*

Dr. Ruzbeh Babaee

*Department of English language and
literature,
University of Putra,
Malaysia.*

ARTICLES

Review

Elucidating idioms through idioms: A metalinguistic contemplation of some issues on “Befogging Idioms”	109
Barzegar, Kazem and Askari, Ja'far	
A comparative study of the effectiveness of direct feedback and indirect feedback methods for Urdu EFL learners' writings	114
Saeed Ahmad, Mehmood Ul Hassan, Muhammad Babar Qureshi and Maryam Imtiaz Qurashi	
A case study in Code-Mixing among Jahangirnagar University Students	123
Didar Hossain and Kapil Bar	

Full Length Research Paper

Elucidating idioms through idioms: A metalinguistic contemplation of some issues on “Befogging Idioms”

Barzegar, Kazem^{1*} and Askari, Ja'far²

¹English Language Department, Medical School of Shahid Sadoughi Medical University, Yazd, Iran.

²Clinical Psychology Department, Medical School of Shahid Sadoughi Medical University, Yazd, Iran.

Received 1 January, 2015; Accepted 1 June, 2015

An idiom is a phrase which you cannot understand by putting together the meanings of the words in it. For example, *pull your socks up* has nothing to do with socks or pulling them up, but means "try your best". There are more than 5500 common idioms suitable for intermediate learners, yet the total number of English idioms is far greater. Idioms (McCaig and Manser, 1986) are a very important part of the English language: you may be told that if you want to go far you should *pull your socks up* and use your *gray matter*. The present article employs an analytic metalinguistic approach to treating the issue of idioms, their problematic areas, the appropriacy and correctness of their use in communicative situations, and the like while sticking to the fundamentals of idioms metalinguistically; that is, the author makes use of an idiomatic language and diction to describe and explain the idioms themselves. The author has made an attempt to present his ideas and concepts under the titles below: *Introduction, Do Idioms Really Call the Shot? Are Idioms Teachable? Where and When to Use Idioms?*

Key words: Idiom, literal meaning, whole meaning, teaching, metalinguistic, idiomatic expression.

INTRODUCTION

Do you like to be the apple of your father's eye? Have you ever compared apples and oranges? Do you go bananas when you are so bored? Are you the type of person who does not know beans about computers? Why have you got cauliflower ears? Has your life always been a bowl of cherries? In our daily conversation, we may face idiomatic expressions whose meanings are not readily decodable. In Richards' terms (2005), an idiom is stereotyped by an expression which functions as a single

unit and whose meaning cannot be worked out from its separate parts. For instance, *He washed his hands off the matter* means *He refused to have anything more to do with the matter*. A French speaker would no doubt comprehend the meaning of "continue" better than that of "take up", while an English speaker may meet some difficulty in clarifying the semantic aspect of this construction regarding its components.

In fact, the careful investigation of various sorts of

*Corresponding author. E-mail: kazembarzegar@yahoo.com. Tel: 09352371469.

idiomatic items would clarify many issues which seem to be odd to us regarding form and sense. While we can similarly exemplify idioms as: “*angling for*” and “*fishing for*” in which the verbs could be freely substituted for, we cannot say “*He had difficulty making up his thought*” for “*He had difficulty making up his mind*”. This means that we cannot use “*thought*” instead of “*mind*” in this idiom, though use is made of both to express the same meaning.

In a quite similar way, we cannot use the sentence “*strike the nail on the head*” instead of the sentence “*hit the nail on the head*”. Here, the second sentence is an unusual one and basically there is not such an English idiom.

A person whose native language is not English, or a native English speaker who has not thoroughly mastered English idioms, may commit such errors. Ponder on the following idioms (Barzegar, 2006, p. 21): “*I heard it through the grapevine; That car is a real lemon; Jack and John are like two peas in a pod; I really got myself into the pickle this time; this situation is a real hot potato.*” Should these idioms be used in formal or informal contexts? The present article gives and explains some hints on the issues under discussion. The author has made an attempt to elaborate on the topic meta-linguistically, that is, to use an idiomatic language and diction to describe and explain the topic.

REVIEW OF LITERATURE

Some useful works have so far contemplated the issue of idioms and idiomatic expressions. To begin with, Grant and Bauer (2004) postulated that a large proportion of text is made up of a variety of multi-word units (MWUs). One type of MWU is ‘idioms’. While linguists have previously established the required criteria to define an idiom, the criteria have often been general so as to apply to the wide-ranging MWUs (multi-word units) found in this category, and have been a description of them rather than a definition. They presented a more restrictive definition of idiom in the form of a test which divides MWUs into ‘core idioms’, ‘figuratives’, and ‘ONCEs’. They found that the majority of idioms would be put into the ‘figuratives’ category. While ‘figuratives’ also present problems for the EFL/ESL learners, the more narrowly defined ‘core idioms’ are the most difficult set of MWUs for learners to come to terms with and are therefore the motivation for redefining idioms.

Also, Martinez (2013) believes that there is little disagreement that multi-word expressions should feature in L2 pedagogy. Rather less agreement seems to exist; however, regarding which items should be included, and why. They elucidated two important properties of multi-word expressions—frequency and semantic opacity and presented a model that translates those concepts into a

visual framework is presented. Finally, they discussed the rationale for the framework in depth, as well as how it can be used by ELT practitioners.

Moreover, according to Martinez and Schmitt (2012), there is little dispute that formulaic sequences form an important part of the lexicon, but to date there has been no principled way to prioritize the inclusion of such items in pedagogic materials, such as ESL/EFL textbooks or tests of vocabulary knowledge. While word lists have been used for decades, they have only provided information about individual word forms and the *Academic Word List* (Coxhead, 2000). They addressed this deficiency by presenting the *PHRASal Expressions List (PHRASE List)*, a list of the 505 most frequent non-transparent multiword expressions in English, intended especially for receptive use. They further explained the rationale and development of the list, as well as its compatibility with British National Corpus single-word frequency lists. Finally, they hoped that the PHRASE List will provide a basis for the systematic integration of multiword lexical items into teaching materials, vocabulary tests, and learning syllabuses.

Additionally, Zyzik (2011) examined the acquisition of Spanish idioms in a classroom setting that was supplemented with explicit instruction over a 10-week period. Her research design manipulated two variables: prior lexical knowledge and idiom organization. Sixty-five second language (L2) learners completed pre- and post-tests that measured their ability to recognize and produce the target idioms, as well as a vocabulary test to control for lexical knowledge. Participants in the experimental groups received contextualized idiom presentation that encouraged noticing, retrieving, and generating. The results indicated significant treatment effects, although no significant advantage was found for the thematic grouping of idioms. The results also showed a significant effect for prior lexical knowledge on one of the dependent variables. She discussed these findings in relation to prior studies of idiom learning from a cognitive linguistics perspective as well as psycholinguistic studies that emphasize the salience of literal meanings.

To say more, as Eerdmans and Candia (2007) cite it, conversation analysis research on naturally occurring NS-NS talk-in-interaction has revealed that participants observably orient to shared expectations of the socio-interactive role of idiomatic expressions, particularly with regard to topic termination and transition. They analyzed NS-NNS, as well as NS-NS, spontaneous conversation in order to evaluate and uncover recurrent features associated with the use of such expressions. Two main sequential patterns have been observed: one, occurring in both NS-NS and NS-NNS talk, is connected with topic termination and transition, in some (NS-NS) cases being extended to allow for the negotiation of interactional alignment between participants; the other, a ‘negotiative metatalk sequence’ follows idiomatic

expressions at points of possible topic conclusion and deals with NS-NNS trouble spots in which conversational participants' lack of shared understanding triggers coordinated negotiatory action that clears the way for the introduction of a new topic.

Ultimately, Boers et al. (2007) believe that instead of being completely arbitrary, the meaning of many idioms is 'motivated' by their original literal usage. In an FLT context, this offers the possibility of presenting idioms in ways that promote insightful learning rather than 'blind' memorization. Associating an idiom with its etymology has been shown to enhance retention. This effect seems in accordance with Dual Coding theory, as the etymological association is likely to call up a mental image of a concrete scene which can be stored in memory alongside the verbal form. They investigated the possibility of taking this technique beyond 'mere' mnemonics. They reported a series of experiments that were set up with the participation of students of English in higher education. The results revealed that knowledge of the origin of idioms can effectively help learners comprehend their figurative meaning. Not only does the problem-solving task of inferring idiomatic meaning on the basis of etymological information appear feasible, it seems to facilitate recall, too, as predicted by Levels-of-processing theory in general. Finally, their findings suggested that knowledge of the origin of certain idioms can help learners estimate whether they might be typical of informal discourse.

METHODOLOGY

For this analytic library research, a comprehensive review of literature was done on the internet and library sources and most of the available physical and virtual sources were reviewed. The physical sources were dominantly obtained from Yazd libraries, central Iran. As this was an analytic study, no experimental or quasi-experimental design of any kind was considered.

DISCUSSION

The present paper employed an analytic metalinguistic approach to dealing with the issue of idioms, their problematic areas, the appropriacy and correctness of their use in communicative situations, and the like while sticking to the fundamentals of idioms metalinguistically, that is, the author made use of an idiomatic language and diction to elucidate and explicate the idioms themselves. The author made an attempt to present his ideas and concepts under the titles below: Introduction· Do Idioms Really Call the Shot? Are Idioms Teachable? Where and When to Use Idioms?

Do idioms really call the shot?

It is an undeniable point of fact that idioms put most learners of English through their paces as the former seems to crop up without rhyme or reason. You see? Even an elementary paper concerning idioms cannot be totally bereft of them, so to speak! Issues can significantly be handled more easily when we come to learning fundamentals of the language: the ABC's of syntax, some sophisticated or advanced lexical items, so elaborate constructions such as inversion, conversion, etc. Nothing daunted! But as soon as language learners cross the threshold of First Certificate or Proficiency in English, they commence to quail at the prospect of dealing with phrases whose meaning is at odds with the meaning of the words comprising them! They may hear (Fatemi, 1994): "*The car cost him an arm and a leg; Get off my back! I need to bone up on my English; She is very brainy. He is such a scatter brain; Stop being so cheeky!, ...*" In fact, they may burn large amounts of ATP to decode them. As for teachers, it seems as if they would be better off without them. Well, on reflection, this might stand to reason. As Thanasoulas (2005) says, "by virtue of there being a great, overwhelming difficulty on the student's as well as on the teacher's part in tackling indisputably "*thorny*" and abstruse idioms, many books may have baffled those who aspire to familiarize themselves with what is called '*a problematic area*". Either by providing lists of idiomatic phrases with no explanations or contexts of any kind, or by exemplifying instances that do not sufficiently illustrate the meaning of each idiom, a lot of dictionaries and reference books contrive to "*inundate*" learners with seemingly trivial and frustrating phrases and expressions rather than guide them on how and when to use them. To this end, an effective treatment of idioms should provide the correct semantic, pragmatic, and linguistic framework, that is, context, and co-text, thereby highlighting the magnitude, caliber, and "*merit*" of each idiom. In this way, the learner becomes conversant with many ways of saying the same thing, and does not revert to using common standard language.

Are idioms teachable?

How do we set about teaching idioms? Are they teachable? Explaining to a language learner that "*to kick the bucket*" means *to die* or *to feather one's nest* means *to grow rich by taking advantage of circumstances* (Bromberg and Gordon, 2005) is like trying to teach statistics without a whiteboard! It seems to me more of a forlorn hope than a full-fledged teaching strategy. According to the author's own lights, what is needed is simple, albeit of paramount importance: *context*. I wonder and wander about why we have flouted and overlooked

this significant parameter. If a student uses a syntactic structure incorrectly or commits another error, such as “*I wonder where is she*” instead of “*I wonder where she is*”, the teacher hasten to correct him/her. Why is it that the very same, punctilious teacher underscores idioms and their correct framework? Is it because s/he rates linguistic competence higher than communicative competence and performance? We would be sorry that we cannot hold out how much hope of mastering a language by dint of linguistic competence alone. True as it is, all these hordes of linguistically competent speakers are thwarted in their aspirations the very first time they engage in conversation with a native speaker. Once again, context is the cornerstone and remedy. Let us see why this is so.

Imagine that in this attempt to explain the idiomatic phrase, *to bite the dust*, your teacher comes out with something like this:

Bite/kiss/lick the dust = die or cease to function or exist (slang)

A “perspicacious” learner may understand that parallel to the phrase *to bite the dust*, he can use *to kiss the dust* and *to lick the dust*, as well. Furthermore, s/he is acquainted with the semantic meaning of the idiom: *die or cease to function or exist*. What about its pragmatic meaning? Who or what dies or ceases to function or exist and when? Are any of these elements provided in any way by means of this explanation? Not by a long chalk, one would explain. Certainly not, I would say. Well, the word slang, may ambiguously provide one with part of the pragmatic component of the meaning of the phrase, yet its construction falls short of its goal. The befuddled learner may come to realize that this expression cannot be applied to formal situations but s/he is still groping in the dark. Equipped with this knowledge, how would the poor learner of English idioms use this phrase in his own example? It is flagrantly clear that he would rather go out for a walk than subject himself to this ordeal. Who is to blame, really: The teacher, the student, or the book? That is anybody’s guess!

What if the book or the teacher provided an example in order to illustrate the meaning of this phrase? Let us see how:

“Our old fridge has finally kissed the dust! It’s about time we bought a new one!” or “A hundred warriors licked the dust in the battlefield.”

Now the student nods in approval. He has the necessary data in order to discern the meaning of a phrase he has never seen or heard before. He can see that what kisses the dust can be an old fridge as well as a hundred warriors in battlefield. He is not reduced to brooding over the meaning. He can make an educated guess. One could adduce thousands of examples. The fact remains

that we cannot teach idioms-and language in general-without taking context into consideration, without embedding language in its social context.

Where and when to use idioms

What has to be drawn, at this juncture, to the student’s attention is the need to note that idioms should, by no means, be used in all contexts and discourses, written or oral. When correctly used, idioms provide one with a native-like proficiency to communicate at a more advanced level and in situations that are less readily manageable. When used inadvertently, and at random where more formal and literary diction is required, they pose a great danger to the inexperienced user, who, consequently, runs the risk of sounding uneducated and vulgar. Idioms are meant to be used metaphorically and only in conversing with people with whom one shares experiences, sociocultural background, and even religious beliefs. In Thansoulas’ terms (ibid), according to their level of appropriateness and correctness, idioms are marked with formal, informal, not formal, colloquial, and slang, as shown in the example above.

Conclusion

In sum, the author would like to ask the student, as well as the teacher, on whom it is incumbent to encourage the former to view idioms from a positive perspective- to believe that the English language is only a part of- or rather the “embodiment” of- English culture and history, which, by and large, are at variance with those of Greece. Therefore, any attempt to view things and notions from the English perspective without first mastering any other language features and components, that is, advanced grammar constructions, more elevated vocabulary, etc., but with the sole aid of idioms, is, if not futile, certainly rather painstaking and unrewarding. Idioms are meant to give the language a more lively hue, not to replace standard English thoroughly. If one is already acquainted with literary forms and expressions, there is no other way of “grasping” idioms but through contending oneself with magazines and tabloids, the informal register of which allows of the use of innumerable idiomatic expressions. By the same token, whoever wishes to learn English or any other language should not limit themselves to reading books taught at school, but also acquire a taste for classical and modern literature, religious and philosophical books, newspapers, etc. to understand:

“He really ate it on the test; The boss fired him because he could not cut the mustard; There they are, floor it! After ten years of service, they gave him the boot; If I were in your shoes, I would fire him; I think you have got

a hole in your head; Just keep a stiff upper lip; She has a nose for finding bargains; They are going toe-to-toe again; I hear you have a bun in the oven! ...”

Whatever one opts to do, the author hopes that this article will come in handy.

Conflict of Interests

The authors have not declared any conflict of interests.

REFERENCES

- Barzegar K (2006). Medical English Pronunciation Practice: A Supplementary Textbook to ESM I. Tebgostar Publications, Yazd, Iran.
- Boers F, Eyckmans J, Stengers H (2007). Presenting figurative idioms with a touch of etymology: more than mere mnemonics? Lang. Teach. Res. 11(1):43-62.
- Bromberg M, Gordon M (2005). Barron's 1100 Words You Need to Know. Barron's Educational Series, Inc., USA.
- Eerdmans SL, Candia MD (2007). Watching paint dry: the sequentiality of idiomatic expressions in NS-NS and NS-NNS talk-in-interaction. Discourse Studies 9(5):579-595.
- Fatemi S M (1994). Farhang-e-Gooyesh-e Khiabani. Farhang-e-Moaser Publications, Tehran, Iran.
- Grant L, Bauer L (2004). Criteria for Re-defining Idioms: Are we Barking up the Wrong Tree? Appl. Linguistics 25(1): 38-61.
- Martinez R (2013). A framework for the inclusion of multi-word expressions in ELT. ELT J 67 (2): 184-198.
- Martinez R, Schmitt N (2012). A Phrasal Expressions List. Applied Linguistics 33(3):299-320.
- McCaig M (1986). A Learner's Dictionary of English Idioms. Oxford University Press: Oxford, U. K.
- Thanasoulas DB (2005). An Introduction to Idioms. [http:// www. tesol. Net](http://www.tesol.net)
- Zyzik E (2011). Second language idiom learning: The effects of lexical knowledge and pedagogical sequencing. Lang. Teach. Res. 15(4):413-433.

Full Length Research Paper

A comparative study of the effectiveness of direct feedback and indirect feedback methods for Urdu EFL learners' writings

Saeed Ahmad^{1*}, Mehmood UI Hassan², Muhammad Babar Qureshi³ and Maryam Imtiaz Qurashi⁴

¹Department of English, The Islamia University of Bahawalpur, Pakistan.

²Department of English at the University of Lahore Pakpattan Campus, Pakistan

³English Language Lecturer, Buraydah Private Colleges, Buraydah, Al-Qassim Saudi Arabia.

⁴Department of English Language and Translation, Buraydah Private Colleges, Buraydah, Al-Qassim Saudi Arabia.

Received 10 November, 2014; Accepted 1 June, 2015

The current study is designed to find the comparative effects of direct feedback method and indirect feedback method of error treatment on Urdu EFL learners' writings at intermediate level. To find out the comparative results about these two treatment methods, 46 students having Urdu as their mother tongue were divided into two groups. Errors in writings of one group were treated by direct feedback method while indirect feedback method was adopted to treat the errors of the other group. Repeated measure experimental research design was used to find the accuracy in students' writings. The study revealed that both methods helped the students to decrease the errors and created accuracy over the time but direct feedback method yielded better results in comparison to indirect feedback group. Comparative effects of two methods on error categories showed that for verb errors, article errors and sentence structure errors direct feedback method was more helpful. While for noun ending errors, wrong word errors, indirect feedback method of error treatment was more useful.

Key words: Comparative study, effectiveness, feedback, EFL learners, writings.

INTRODUCTION

Second language is always learned due to some political, economic, social or educational purposes therefore proficiency in Second language is of great importance. Feedback by teacher plays an important role in a

language learning process. It is a tool through which teachers can gauge that learning process is actually being taking place. Without feedback, language learning process cannot be completed (Antokhin, 2000).

*Corresponding author. E-mail: saeed.dsd@gmail.com

Authors agree that this article remain permanently open access under the terms of the [Creative Commons Attribution License 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

Second language is always learned due to some political, economic, social or educational purposes therefore proficiency in Second language is of great importance. Feedback by teacher plays an important role in a language learning process. It is a tool through which teachers can gauge that learning process is actually being taking place. Without feedback, language learning process cannot be completed (Antokhin, 2000).

Error correction also termed as error treatment, is a typical and widely used form of feedback. For giving response to learner's error, different terms are being used. These are 'feedback', 'repair', 'error correction', 'error treatment' 'negative feedback' and 'negative evidence'. Longman Dictionary of Language Teaching and Applied Linguistics (2002) defines feedback as "... refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons" (p. 199). For any kind of response to learner's errors, Dulay et al. (1982) used the term 'feedback' in their work. According to Chaudron (1988) feedback is "various types of classroom interactions" used by the teachers to response the learners' errors. He adopts the term 'error treatment' and describes it as "any teacher behaviour following an error that minimally attempts to inform the learner of the fact of error" (p. 150). For whole process of error treatment, Hendrickson's (1980) in his article used the only term error correction.

In fact the terms like error treatment, error correction, corrective feedback and repair are used with same meanings in the area of L2 learning even these are used interchangeably by different researchers in different studies or even in the same study. However, the final objective of error treatment is to enable the learner to identify the error, correct it and modify the underlying rule so that proficiency and accuracy may be created in their learning.

In second language learning, when error corrective feedback is provided for students' L2 writings, it becomes a difficult job for language teacher to construct an effective corrective feedback strategy. There are controversies over methods adopted for written corrective feedback (WCF) strategies. Regarding the issue that how to correct the errors, Ferris (2004) asserts that "there is a variety of options for error feedback—from direct correction of error to some fairly indirect and less informative approaches—from which the teacher must choose, again bearing in mind the needs of the students and goals of the writing course and task" (Ferris, 2003, p. 124).

Written corrective feedback is usually divided in two method by the researchers, that is direct feedback (explicit feedback or *overt feedback*) method and indirect feedback (implicit feedback or *covert feedback*) method (Hendrickson, 1980; Laland, 1982; Ferris, 1995a, 1995c; Sheen, 2004; Erel and Bulut, 2007). In direct feedback

method of error treatment, errors are located by the teacher and proper feedback is provided for these errors. Ferris (2001) describes that "direct feedback is when teacher provides the correct form for the student writer; if the student revises the text, and he / she needs only to transcribe the correction into the final version". Whereas indirect feedback refers to the situation where a teacher only identifies the error but does not provide a correct form of it, thereby leaving the student to diagnose and correct it. Ferris (2001) defines it as, "Indirect feedback occurs when the teacher indicates in some way that an error exists but does not provide the correction, thus letting the writer know that there is a problem but leaving it to the student to solve it". In this method teacher points out student's errors by underlining, circling, highlighting it or by providing codes (Lee, 2004).

When providing feedback to L2 writing there are several issues. One of the major issues is that whether the error should be corrected explicitly or implicitly. Research work done in the area of effectiveness of written corrective feedback method is less as compared to other areas of corrective feedback. Most studies, so far done, have focused on large scale instruction programs as well as on specific differences in explicit presentation and explanation of rules and implicit practice of rules (Chaudron, 1988).

For the effective use of error corrective methods Ferris (2004) asserts that feedback provided by teacher may vary from explicit type to less informative type depending upon the need of task assigned in a lesson but an instructor should keep in mind that adopted method of CF should not causes embarrassment to the students. Further CF method should be as per need of the students. Grammatical categories should be kept in mind before selecting the types of error correction method.

About the effectiveness of error correction there are studies in which different aspects of feedback methods have been discussed (Hendrickson, 1978, 1980; Lalande, 1982; Robb et al., 1986; Ferris, 1995a, b; Ferris and Hedgcock, 1998; Ferris, 2002) but still there is controversy to claim which method of WCF is better to create accuracy in L2 writings.

Results of a longitudinal study by Lalande (1982) showed that students who received indirect CF outperformed as compared to direct CF group. Erel and Bulut (2007) conducted a research to identify the longitudinal effects of the two kinds of error feedback strategies in Turkish EFL context. The results of Erel and Bulut (2007) study show that the indirect coded feedback group performed better than the direct feedback group. While the indirect coded feedback group had an average of 6.04 errors for every hundred words, the direct feedback group had an average of 9.51 errors. However, at the initial stage the numbers of errors were less for the direct feedback group but at the end of second semester indirect coded feedback group outperformed the direct

Table 1. Types of errors.

Type	Explanation
Verb errors	All errors in verb tense or form, including relevant subject-verb agreement errors
Article errors	Article or other determiner incorrect, omitted, or unnecessary.
Noun ending errors	Plural or possessive ending incorrect, omitted, or unnecessary; includes relevant subject-verb agreement errors.
Sentence structure errors	Errors in sentence/clause boundaries (run-ons, fragments, comma splices), word order, omitted words or phrases, unnecessary word or phrases, other unidiomatic sentence construction.
Wrong word errors	All specific lexical errors in word choice or word form, including preposition and pronoun errors. Spelling errors only included if the (apparent) misspelling resulted in an actual English word.
Spelling errors	Errors in spelling (other than those already classified as word choice)
Other errors	Errors that do not fit into previous categories (may include capitalization, punctuation not already included in above types and so on)

(Adopted from Ferris and Hedgcock, 2005, p. 291).

feedback group. However Chandler (2003) found that direct CF resulted to help more to create accuracy.

For creating accuracy in L2 writing corrective feedback is of great importance rather it is always considered an important variable in variable in L2 learning (Lier, 1988). In spite of its importance less importance is given to it in teachers training (Hendrickson, 1984). Although L2 instructors daily spent time for correction still they do not have any model to follow to correct the errors in students L2 writings (woods, 1989). As teachers have no knowledge and training for about WCF strategies so they adopt WCF strategies according to their own will.

In Urdu EFL context too, teachers are without proper knowledge about WCF methods and their effectiveness. They give response to students' writings just by considering that as a language teacher it is their duty to correct the errors. Some foreign researchers (Laland, 1982; Erel and Bulut, 2007 and Ellis 2009) have investigated to know which method of WCF is more effective but contrary in Urdu EFL context there is no study to find the effects of WCF methods especially direct feedback versus indirect feedback. This piece of research is an attempt to contribute into the area of error treatment by providing a great opportunity for language teachers to review and to reconsider effective ways of teacher responses to various writings of L2 learners.

Objectives of the study

The following are the objectives of this study:

1. To explore the possible effects of direct and indirect method of WCF in Urdu EFL context with regard to accuracy in L2 writings.
2. To evaluate which method of WCF among direct feedback and indirect feedback is more effective to decrease the errors in L2 writings of Urdu EFL learners.
3. To find out the possible effects of direct feedback method and indirect feedback method on different error categories.

RESEARCH TOOLS

In the present study two instruments were used to collect the data i.e. questionnaire and test. Test is described as "gateway" to find out the progress of an individual and evidence of potential for learners abilities. In this study, data about students' views regarding the effectiveness of error treatment methods was collected through questionnaire and a test as a research tool was used to empirically find the comparative effectiveness of error treatment methods.

Error taxonomy adopted for current study

Error taxonomy for treatment of error as suggested by Ferris and Hedgcock (2005) is adopted for current studies. Further the effects of error treatment groups are analyzed in the light of these seven types of error categories (Table 1).

Procedure of the study

For the present study, parallel group repeated measure research design was used for this experimental study as this model is helpful for long term studies as well as for short term practices. This research design allows the researcher to observe the changes in the performance of subjects over time, due to the effects of some treatment.

This study was conducted at Government Post Graduate College of district Vehari, Pakistan. All the students at intermediate level constitute the population of this study. To find the beliefs of students about effectiveness of error correction methods, eighty two students having Urdu as their mother tongue were selected. They were asked to respond a questionnaire. After investigating the beliefs of students about the error correction methods, 46 students among eighty two were selected randomly. Further they were divided into two groups (direct feedback group and indirect feedback

Table 2. Questionnaire results.

S. No.	Question	Response categories	No. of Response	% of Response
1	Do you want your teacher to correct errors in your writings?	Yes	82	100 %
		No	0	0 %
		All errors	51	62 %
2	How many errors a teacher should correct in your writings?	Some errors	19	23 %
		Errors important to correct.	12	15 %
3	What kind of feedback methods are mostly used by your teacher to create accuracy in your writings?	Direct feedback	32	39 %
		Indirect feedback	16	19.51 %
		Mix methods	34	41.46 %
4	Which method of feedback do you think is more effective to create accuracy in writings?	Direct feedback method	47	57.3 %
		Indirect feedback method	20	24.7 %
		Mixed method	14	17 %

group) with 23 students in each group. A series of tests were conducted to gauge the effects of experimental factors. The topics of essay were selected from syllabus of intermediate level and to create convenience, students were provided with brief outlines of the essay.

The writings of the students in direct feedback group were corrected by direct feedback method of error correction whereas for writings of second group indirect feedback of WCF was adopted. All the tests were conducted after a period of one week as this time of one week was convenient for teacher to provide the error treatment to both groups according to their feedback method group. All the feedback provided writings were properly documented with reference to number of error made and corrected. These corrected errors are also logged error category wise. Since length wise writings of different student were different, although they were with the same time to write. So, in order to avoid this difference, numbers of treated errors in all writings were considered till maximum length of 200 words. During writing tasks of learners and teacher's treatment of errors, no instructions were given to students or teacher by researcher, except for teacher to be specific for type of error correction method for each group. The correction codes used by the teacher were also made clear to students of indirect feedback group in the beginning.

QUESTIONNAIRE FINDINGS

Questionnaire was used before the experimental study to know the beliefs of students about the study. The second purpose of use of this questionnaire was to support the result of main experimental study. The responded results of the questionnaire are given in Table 2.

1. For the first entity of questionnaire, all students want their teachers to correct their errors.

2. For second question, 62% students responded that error correction should be for all errors. 23% students expressed that the error correction should be for some errors and 15% of students claimed that error correction should be only for errors that are important to correct.

3. For questionnaire third entity 39% of students claimed that their teachers use direct feedback for their errors. Percentage of students to claim that their teacher use indirect feedback is 19.51% and 41.5% students responded that their teacher use both direct and indirect feedback method for correction of their errors.

4. For Questionnaire 4th entity, 57% of students responded that direct WCF is more effective to decrease errors in writings. About 25% of students' were of the view that indirect WCF is more effective. Also there were 17%. Students who were of the view that teachers should use both methods for WCF.

Comparative Results of Direct WCF Group and Indirect WCF Group

Below are given the comparative results of both direct and indirect WCF group's results. This comparison is made on two bases (Table 3).

1. Comparison of errors appeared from 1st to last test of both groups.

2. Comparison of total errors of all the test of both groups.

The graphical presentation of above results is given in Figure 1. It presents the comparative graph of error decrease due to dose therapy of WCF for direct feedback group and indirect feedback group. The black colored line in this figure demonstrates the decrease in errors of direct feedback group from first to last test. The white

Table 3. Comparison of Errors in all tests.

Test No.	No. of Errors	
	Direct Feedback Group	Indirect Feedback Group
1	257	249
2	244	242
3	234	245
4	220	231
5	209	207
6	190	183
7	166	167
8	140	153
9	113	140
10	78	122

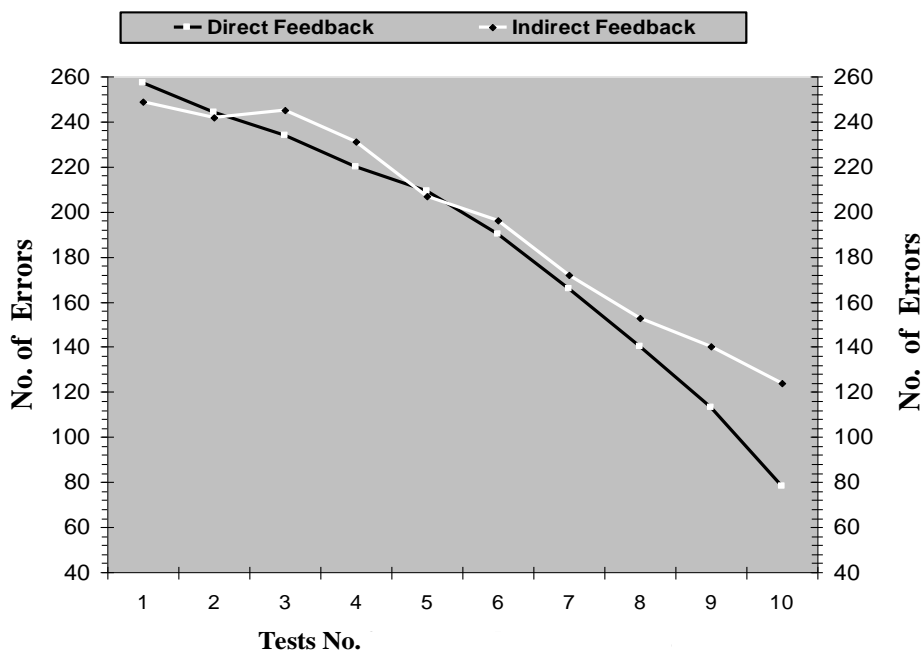


Figure 1. Comparative presentation of both groups' errors.

colored lined presents the decrease in errors of indirect feedback group. So, from Figure 1 it is clear that direct WCF method is more helpful to decrease the errors of the learners as compared to indirect WCF method.

Comparison of total errors of both groups

The total number of errors made by students in both groups in all the tests is given in Table 4. The total numbers of error of indirect feedback group are greater than direct feedback group. The comparison of both groups on the basis of total errors shows that indirect

feedback group made 88 errors more as compared to direct feedback group. The significant difference in total errors as described by the data reveals that direct feedback method is more helpful to decrease the errors as compared to indirect feedback method (Figure 2).

The graphical presentation of total errors in both direct feedback group and indirect feedback group, as illustrated in Figure above demonstrates that indirect feedback group made more errors and direct feedback group made less errors comparatively. The significant difference of 88 errors proves the fact that direct feedback method is more helpful to decrease the errors of students as compared to indirect feedback method.

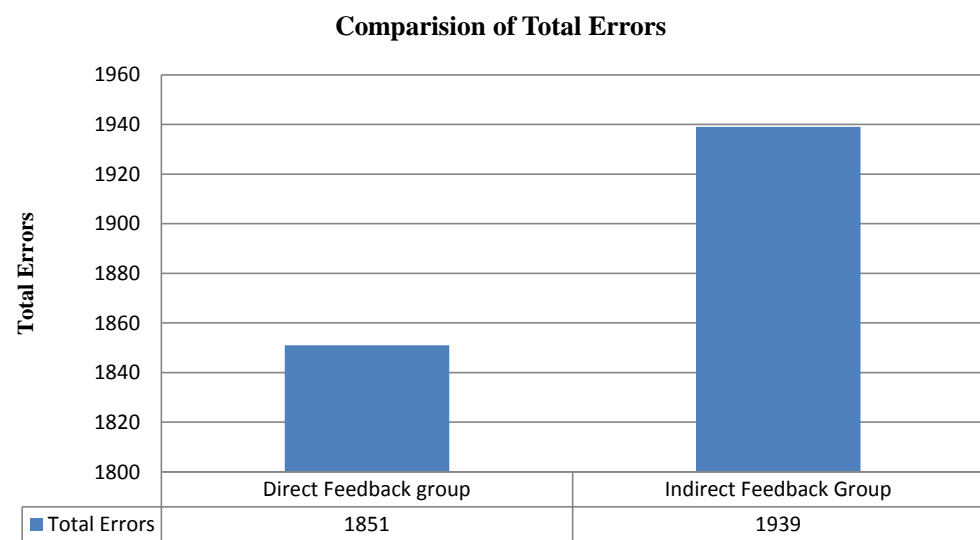


Figure 2. Bar chart to present the comparison of total errors of both groups.

Table 4. Comparison of total errors of both groups.

Group	Total tests	Total errors
Direct Feedback Group	10	1851
Indirect Feedback Group	10	1939

Table 5. Comparison of verb errors.

Group	Error frequency	Percentage	Mean
Direct feedback	223	12.04	22.3
Indirect feedback	285	14.69	28.5

Comparison of error categories

Verb errors

To find out comparatively what effects do direct feedback method and indirect feedback method have on correction of verb errors, the percentage and mean of verb errors of both group is presented in Table 5.

The percentage of verb errors in direct feedback method is 12.04 while the percentage of verb errors under indirect feedback is 14.69. Similarly, the mean of verb error for indirect feedback is also greater than direct feedback group. Thus, comparatively direct feedback is more helpful to decrease the verb errors.

Article errors

Table 6 presents the frequency of article errors as appeared in both groups, followed by respective percent-

Table 6. Comparison of article errors.

Group	Error frequency	Percentage	Mean
Direct feedback	212	11.45	21.2
Indirect feedback	275	14.18	27.5

Table 7. Comparison of noun ending errors.

Group	Error Frequency	Percentage	Mean
Direct Feedback	263	14.20 %	26.3
Indirect feedback	225	11.60 %	22.5

tage and mean, to find which error treatment method is comparatively more effective to decrease the learners' article errors.

The percentage of article errors in indirect feedback group is greater to direct feedback group. The average number of article errors in indirect feedback group is also more than indirect group. Thus comparatively, direct feedback group is more successful to decrease the article errors.

Noun ending errors

Data in Table 7 present the error frequency, percentage and mean of noun ending errors of direct feedback group and indirect feedback group to find the relative effects of treatment methods on noun ending errors.

The percentage and mean of direct feedback group for noun ending errors is more as compared to indirect feedback group. Thus indirect treatment method decreased

Table 8. Comparison of sentence structure errors.

Group	Error frequency	Percentage	Mean
Direct feedback	220	11.88	22.0
Indirect feedback	264	13.61	26.4

Table 9. Comparison of wrong word errors.

Group	Error frequency	Percentage	Mean
Direct feedback	324	17.50	32.4
Indirect feedback	260	13.40	26.0

more number of errors than direct feedback method. It means that noun ending errors can be removed better by indirect feedback method.

Sentence structure errors

To find the effectiveness of error treatment methods data of sentence structure errors is listed in Table 8.

Table 8 shows that the mean and percentage for sentence structure errors is less for direct feedback group relatively to indirect feedback method. So, direct feedback method of error treatment is valuable to decrease the sentence structure errors as compared to indirect feedback method.

Wrong word errors

Percentage and means of indirect feedback group are less than direct feedback group. So, this significant difference in mean and percentage of both groups reveals that indirect feedback method is comparatively more helpful for wrong word errors (Table 9).

Spelling errors

To find out the effects of direct treatment and indirect treatment of error correction on spelling errors the error frequency, percentage and mean of both groups is illustrated in Table 10.

The difference in percentage shows that spelling errors in direct feedback group are 0.35% more as compared to indirect feedback group. So, comparatively indirect feedback method is more helpful to decrease the spelling errors.

Other errors

Table 11 presents the error frequency, percentage and mean of direct feedback and indirect feedback group.

Table 10. Comparison of spelling errors.

Group	Error frequency	Percentage	Mean
Direct feedback	374	20.20	37.4
Indirect feedback	385	19.85	38.5

Table 11. Comparison of other errors category.

Group	Error frequency	Percentage	Mean
Direct feedback	235	12.69	23.5
Indirect feedback	245	12.63	24.1

The difference between two groups for this error category is not much to signify. Similarly, there is not much difference for means of both groups. Thus, direct and indirect feedback methods are equally helpful to decrease the errors of other errors category.

DISCUSSION

Data obtained from these two groups to find out the answers of research questions, revealed the following results.

1. The study results reveal that accuracy of students in direct feedback group increased over the time and students' errors were gradually decreased. This significant decrease in total errors and average errors as described by the data proves that direct feedback method is helpful to reduce the errors in Urdu EFL students' writings.
2. Data results about the second research question explored that under the indirect feedback, errors of indirect feedback group were gradually decreased. The significant decrease in total errors and average errors of students as described by the data proves that indirect feedback method is helpful to decrease the errors in Urdu EFL students' writings.
3. Regarding the third research question, results of study describe that direct feedback method is more helpful to reduce the errors as compared to indirect feedback method. In this study, the comparison of direct feedback and indirect feedback was made. Data show that total errors of direct feedback group are 1851 and total errors made by students in all the tests of indirect feedback group are 1939. It is a significant improvement by direct feedback method to decrease more errors compare to indirect feedback. So results of data prove that comparatively direct feedback method is more helpful to decrease the errors in writings of Urdu EFL learners.
4. The results of study, for fourth research question explored that the direct feedback method and indirect feedback method have different effects on different errors

categories.

a. As described by the data, the percentage of verb errors under the direct feedback error is 12.4 % and percentage of verb errors under the indirect feedback is 14.69 %. Errors percentage of indirect feedback group is 2.65 % more as compared to direct feedback group. 2.65% less errors of direct feedback group reveals that direct feedback method is more helpful to decrease the verb errors.

b. The percentage of article errors under direct feedback is 11.45 and the percentage of article errors under indirect feedback is 14.18. Data reveals that article errors made by indirect feedback group are 2.73 % more as compared to direct feedback group. Thus, this difference in percentage of errors shows that direct feedback method is more useful to decrease the article errors.

c. The data about comparative effects of direct feedback and indirect feedback on noun ending error category revealed that percentage of noun ending errors under the direct feedback is 14.20 and under indirect feedback it is 11.60 %. Percentage wise the noun ending errors are 2.6 % more under the direct feedback group. This significant difference in percentage of noun ending errors reveals the fact that indirect feedback method is more successful to decrease the noun ending errors.

d. The data about sentence structure errors described that the percentage of sentence structure errors under direct feedback is 11.88 and under indirect feedback these errors are 13.61%. Sentence structure errors of direct feedback group are 1.73 % less as compared to indirect feedback method. This difference of 1.73 in percentage as described by the data indicates that direct feedback is more useful to decrease the sentence structure errors.

e. The data results about wrong word errors category explored that under direct feedback noun ending errors are 17.50 % and under indirect feedback this error category is 13.40 %. The percentage of wrong word errors is 4.1 % more under direct feedback group as compared to indirect feedback group. This significant difference in wrong word errors verifies the fact that indirect feedback is comparatively more helpful to decrease the wrong word errors.

f. For spelling errors data revealed that percentage of spelling errors in direct;8 feedback group is 20.20 %, while under indirect feedback the percentage of this error category is 19.85. Difference in percentage errors of these two groups for spelling errors is 0.35. This significant difference in spelling errors as described by the data reveals that indirect feedback is more effective to decrease the spelling errors.

g. Comparison of other errors category for direct feedback and indirect feedback specified that under direct feedback students made 12.69 % errors and under indirect feedback method students made 12.63 % errors of other errors category. Difference in percentage of both

groups for this error category is 0.07 %. This significantly less difference indicates that both feedback methods of error correction are equally helpful to decrease the other errors category.

The comparative results of both groups reveal the fact that both the methods of error correction are helpful in reducing the errors in students' written scripts but direct feedback method of error treatment is more useful as compared to indirect feedback. These results of experimental study also supported from questionnaire results where 57.3 % of students responded that direct feedback method was more helpful for them to decrease the errors.

Pedagogical implications

As summarized above, the current research has addressed several fascinating issues about error treatment methods for writings of L2 learners. These findings may contribute to a new implication to second language acquisition, particularly, in the area of error treatment, by helping the teacher to find right method of error treatment while treating the errors in students writing. These pedagogical implications suggested through this study are as under:

1. There should be no hesitation to correct learners' errors in their L2 writings because this study proves that error treatment is helpful to create accuracy in L2 writings. Considering the learners' proficiency level and giving them written error feedback on some selected types of linguistic errors enables them to improve accuracy right after they receive written feedback.
2. In relation to giving feedback to learners' errors at intermediate level it is suggested to provide direct feedback in preference to indirect feedback. Learners at this level do not have much ability to correct the errors that are just highlighted by teachers through indirect feedback method. Learners in this study were at intermediate level, and it was found in research outcomes that learners who received direct feedback performed better than those who received indirect feedback. This proves that learners have less ability to self-correct their errors at this level.
3. Indirect feedback method of error treatment is also useful to decrease the errors in L2 writings but it is less useful as compared to direct feedback method of ET. Teachers should use this method only if they are sure that students are well aware of the rules related to that specific error and just giving a hint about that error will enable them to correct that error.
4. Before treating an error a teacher should diagnose the type of error. Then he should adopt the method of error correction according to type of error.
5. Types of errors that are governed by some grammatical rules (such as verb, article and sentence

structure errors), better accuracy for such types of errors can be gained by direct feedback method.

6. Types of errors that are not rule governed, such as spelling errors, noun ending errors, wrong word errors and capitalization errors, can be better treated by indirect feedback method because indirect feedback makes the learner more responsible by creating their interest in error correction process.

7. At different level of learning, different methods of error treatment should be used. If learners are well aware of the grammatical rules then indirect feedback method can be useful but if student are not well aware of rules then direct feedback correction is more helpful.

REFERENCES

- Antokhin I (2000). Error Treatment Does it Help in Second-Language Acquisition? *Dialog of Language Instruction* 2000, Vol. 14, Nos. 1 & 2, pp. 7-16.
- Chandler J (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *J. Second Language Writing*, 12: 267–296.
- Chaudron C (1988). *Second Language Classrooms: Research on Teaching and Learning*, New York: Cambridge University Press
- Dulay H, Burt M, Krashen S (1982). *Language Two*. New York: Oxford University Press.
- Ellis R (2009). A typology of written corrective feedback types. *English Language Teaching J.* 63: 97-107.
- Erel S, Bulut D (2007). Error treatment in L2 writing: A comparative study of direct and indirect coded feedback in Turkish EFL context. *Erciyes University J. Soc. Sci.* 22: 397-415.
- Ferris DR (1995). Student Reactions to Teacher Response in Multiple-Draft Composition Classrooms. *TESOL Quarterly*, 29: 33–53.
- Ferris DR (2001). Teaching Writing for Academic Purposes. In J. Flowerdew & M. Peacock (Eds.), *Research Perspectives on English for Academic Purposes* (pp. 298-314). Cambridge: Cambridge University Press.
- Ferris DR (2002). *Treatment of Error in Second Language Student Writing*. Ann Arbor: University of Michigan Press.
- Ferris DR (2003). *Response to Student Writing: Implications for Second Language Students*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Ferris DR (2004). The “Grammar Correction” Debate in L2 writing: where are we, and where do we go from here? *Journal of Second Language Writing*, 13: 49–62.
- Ferris DR, Hedgcock JS (2005). *Teaching ESL Composition: Purpose, Process and Practice* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Hendrickson JM (1984). The treatment of error in written work. *Modern Language J.* 64(2): 216-221.
- Lalande JF (1982). Reducing composition errors: An experiment. *Modern Language J.* 66(2): 140-149.
- Lee I (2004). Error correction in L2 secondary writing classrooms: The case of Hong Kong. *J. Second Language Writing*, 13: 285–312.
- Lier L (1988). *The Classroom and the Language Learner*. London: Longman.
- Richards JC, Schmidt R (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*, 3rd edition, London: Longman.
- Robb T, Ross S, Shortreed I (1986). Salience of feedback on error and its effect on EFL writing quality. *TESOL Quarterly*, 20: 83–91.
- Sheen Y (2004). Corrective feedback and learner uptake in communicative classrooms across instructional settings. *Language Teaching Res.* 8(3): 263–300.
- Woods D (1989). Error correction and the Improvement of Language Form. *TESL Canada Journal / Revue TESL du Canada*, 6(2): 60-72.

Full Length Research Paper

A case study in Code-Mixing among Jahangirnagar University Students

Didar Hossain^{1*} and Kapil Bar²

¹English Language Institute (ELI), United International University, Dhaka, Bangladesh.

²Additional Class Teacher (English), SEQAEP, Bangladesh.

Received 10 April, 2015; Accepted 22 June, 2015

English is, no doubt, a widely spoken language all over the world, which substantially influences its development. Bangladesh is no exception, and here English is taught at all levels of education and recently, it has been seen that in most of the universities of Bangladesh, students most of the time, when they speak with other students, use English in their speaking extensively, and many times, they mix English with Bangla. This tendency of code-mixing has brought some changes in Bangladeshi people and their culture because a language normally carries the culture of that language. So, this paper was meant to present how the mixture of English language with Bangla language is having an impact on both English and Bangladeshi cultures. To do so, it empirically through qualitative and quantitative methods found out the areas (the causes and patterns) in which English is mixed with Bangla by the students of Jahangirnagar University. The study also found out that excessive and sometimes unnecessary use of English deterred communication. It gave a suggestion that speakers should learn or be taught to use both languages correctly. Finally, it provided some recommendations for the students to facilitate the learning of these two languages for the betterment of both English and Bangladeshi cultures.

Key words: Code-mixing, mixture, language, code-switching.

INTRODUCTION

It has been seen that nowadays many Bangladeshi sometimes consciously and sometimes unconsciously mix different languages or varieties of a language in their conversations; sometimes they switch from one language to another and sometimes mix some words of different languages for the purpose of communication. In sociolinguistics, this tendency of switching or mixing codes has become one of the most important issues in

the recent time. In the same way in the study of language variations the issues of code mixing are more controversial, complex and interesting than the other studies. Code mixing is a term used to refer to the use of words from another language with mother tongue. Because of the use of codes of other languages, a speaker's language becomes a hybrid one that is, to a great extent, distinct from what is considered the

*Corresponding author. E-mail: didar@eli.uiu.ac.bd. Tel: +880 2-9125912.

Authors agree that this article remain permanently open access under the terms of the [Creative Commons Attribution License 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

standard- the most prestigious form of that language. This hybrid language is being used not only for daily life but also in media, advertisements, newspapers, books and so on. However, it was important to know how far the common people, especially the students, the maximum users of the hybrid language, were consciously using this language. This paper investigated the causes and patterns of code mixing of the students of Jahangirnagar University.

Background of the study

Status of English in Bangladesh at present

Although during Pakistan period (1947-1971) English was considered as a second language in Bangladesh (Then East Pakistan), now it is considered as a foreign language. Though officially English is not recognized by the government as a second language, English serves as a second language for the people pursuing higher education and social status. Even as a foreign language, English in Bangladesh enjoys a special importance even in the educational policy by the government.

Officially English may not enjoy the status of an official language for communication, but it gradually became a very important language in Bangladesh. Though English is not used widely in interpersonal and societal communication, as concerns academic and job placement, it is the most demanded and sought after language. English is very important in some areas- in judiciary at higher level, education and in international business. With the growth of globalization and technological advancement, the scope and intensity of communication in English is getting radically transformed. From urban educated cities of Bangladesh, English became a tool for social advancement and development.

The people of Bangladesh who know English often mix it with Bangla in their conversation. It is also usual among educated elite Bangladeshi to abruptly use English words in their conversations. As the use of English is increasing day by day in different forms, there is significant evidence of use of English along with Bangla through code-mixing and code-switching.

Therefore, we see the strong presence of the English language continued to be felt in Bangladesh. The mixture of English by the students is just an example of it. So it can be said that English has been used for years and for different purposes and gradually it is becoming part of the socio-cultural system in Bangladesh.

Domain of English as a world language

English is the most widely taught, read, and spoken language that the world has ever known. Crystal (2005)

explains that a language becomes a world language for one reason only-the power of the people who speak it. Here, power means political, commercial, technological and cultural power. Whatever socio-political factors may cause it, at present, English is the most privileged than any other language in the sense that it is widely accepted as a medium of communication and trade among the countries. Now there is hardly any country where no one knows the language to some extent.

The socio-political power of the English speakers is the force which served as the ultimate catalyst behind the process. Indeed, other languages have also established their places as a way of communication throughout different places in different time such as Greek, Latin, French, German etc, but they are not comparable to the world wide success of English. Other languages have been imposed or spread by the military, cultural and economic supremacy of their speakers but never before has the spread of a single language been so wider or so deep. Not only does English have some 300 million native speakers (*English for Today* for class 11-12, NCTB), it is now regularly used as an additional language by at least as many non-native speakers throughout the world. Nearly 40 nations use English in an official capacity within their own borders, and an untold number of others require that it be learned as a second or foreign language by school children. Indeed English is the only language that has been able to extend its domain throughout the centuries.

Research question

Through the study this paper will find out the possible answers to the following questions:

1. What are the reasons behind mixing codes by the students of Jahngirnagar University in their conversation?
2. In which situations do the students mix codes in their conversation?
3. Does this mixture have any impact on both English and Bangladeshi cultures?

To find out the possible answers, the questionnaire is made and the necessary field survey was conducted.

Dissertation statement

This paper analyzes the various ways in which the students of Jahangirnagar University use English for various purposes. It also shows that the whole lifestyle of the students is affected by the English language and changing gradually as a result of using English language. There is no doubt that English language has made communication easier but underneath there is a political,

ideological, cultural, and economic imposition. It shows that with the acclamation of the theme of so-called globalization, the developed countries (America and England for instance) have made English a lingua franca and through the imposition of English language in the university education, they are trying to inject their culture among Bangladeshi people and thus establish their cultural superiority.

Purpose of the study

There are various causes and patterns of code-mixing among the students in Jahangirnagar University. The purpose of the study was to find out the causes and patterns of code-mixing of students at Jahangirnagar University. The inflection of words and phrases of other languages especially English in their conversations was what the paper was concerned about. The paper also aimed to know the reasons behind this tendency of the students in order to make an evaluation of the languages that are frequently mixed with our mother tongue.

Motivation and significance of the study and its contribution to the knowledge

English language has been the world language today. This study focused on the perception of the students about their mixing of English language with Bangla language and it also looked to find out the impact of it. It assumed a greater significance in the globalized context. It would make the students conscious about the optimal use of English language. They would also come to know the origin and development of English language in the Indian Sub-continent. It would also help the people who would do research on the same area. Since the research on the issue of Code-Mixing is a global phenomenon, a huge number of studies have been conducted around the world. A good number of studies on the same area of knowledge were carried out during the recent past under different public and private universities in Bangladesh. But surprisingly, scarcely any study was conducted on this topic in Jahangirnagar University. So, this study opened sufficient scopes of study in this field. Therefore, the present study was and is very significant and a crucial demand of time. In Bangladesh, this study would be applicable on University students, FM Radio (the speaking style of RJs), Facebook chatting and so on.

Limitations

Some limitations were found in preparing this paper. In many cases, the information provided by the respondents in the questionnaires did not match with the information

gathered from the observation of their language behavior. Problems were also faced during data collection from the students. Since they were from different departments, their proficiency in English was not the same. It seemed that they were providing information just for the sake of maintaining social interaction. Understanding their mentality was also problematic. What they were saying could hardly be believed because their attitude did not match with what they were saying. For example, in order to assert that they were very much fluent in English, they seemed to have exaggerated their language alternation levels. Besides, it would have been much potential if the information was collected from the students in the same department. Moreover, the information of the respondents could have been analyzed more deeply. The area of the dissertation was restricted to the students of Jahangirnagar University only; as a result, the presence of code-mixing among other categories such as housewives, businessmen, service holders and all other workers/people had not been covered. So, there is a scope of further studies in future.

LITERATURE REVIEW

According to Muysken (as cited in Lau et al., 2011), "Code-mixing is a process in which lexical items and grammatical features of two or more languages exist in the same sentence. The purpose of this research was to study code mixing of English lexical items in Chinese entertainment news. The researcher concluded that the abbreviations like 'CD', 'DVD', 'SMS', 'VIP' were used to make news simple and easy to understand. Furthermore, some adjectives like hot, cool, high etc. were used to produce stylish effect or to give a modern touch to the Chinese entertainment news. Whereas duplication of words like 'cute cute', 'high high' is a feature of Chinese language, it is not allowed in English grammar. In another book, Muysken (2000: 1) used the term code-mixing to refer "to all cases where lexical items and grammatical features from two languages appear in one sentence."

Spolsky (1998:45) commented that, ".....it is common that people develop some knowledge and ability in a second language and so become bilingual. The simplest definition of a bilingual is a person who has some functional ability in a second language. This may vary from a limited ability in one or more domains, to very strong command of both languages."

Shen (2010) studied Chinese-English code switching in Chinese sports news reports. The study was based on an "influential and comprehensive sports newspaper of China." It was found that the 'switched constituents' vary from single lexeme to phrases and sentences. Some results were concluded in a study on the comments of readers of Herald in Zimbabwe.

The researcher selected seven days stories per edition

for the analysis. It was observed that the phenomenon of code switching and code mixing were common in reader comments, it was also explored that the phenomenon was at all levels that is 'intra-word, intersentential and intrasentential level.'

A study by Andaleeb Ehsan and Syed Abdul Aziz, done in 2014, titled *CODE-MIXING IN URDU NEWS OF A PRIVATE PAKISTANI CHANNEL: A CASE STUDY* suggested that code mixing is an integral part of Urdu news. It was noted that only outer code mixing occurred in the recorded news item. Furthermore, it was noticed that code mixing was at word level mostly and at phrasal level rarely. It was also noticed that mostly the nouns were code-mixed. Another paper written in 2014 by Afroza Aziz Suchana titled *CODE SWITCHING OF BILINGUALS IN CONTENT AREA CLASSROOMS AT TERTIARY LEVEL* found, "though using mother tongue is not encouraged at tertiary level as the target language is English, it is an undeniable truth that sometimes a few topics require the use of L1, especially when the topics are associated with socio cultural context. When conveying a message becomes the ultimate goal, switching may not be discouraged" (Suchana, 2014: 88). Nabeela Sanjana Chowdhury of Brac University Bangladesh opined, "code switching is a very common habit of upper class and middle upper class people in Bangladesh."

According to Wardhaugh (1992:107), "Conversational code-mixing involves the deliberate mixing of two languages without an associated topic change."

Hudson (1996:53) defined code mixing as a case where a fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation. He also said, to get the right effect the speakers balance the two languages against each other as a kind of linguistic cocktail."

According to Haugen (1953:280), "The strongest possible motive for language learning is the need of associating with the speakers of the language."

Liebersohn (1981:173) proclaimed, "The linguistic demands of the work-hard are among the most important forces influencing the acquisition of a second language"

Mixtures of varieties

Mixture of language varieties is now a common phenomenon in human linguistic behavior. If we think of language as a phenomenon including all the languages of the world, the term varieties of language can be used to refer to different manifestations of it. According to Hudson (1996), variety of a language is "a set of linguistic items with similar distribution". This definition allows us to consider English, French, Bangla, and London English and so on are varieties. There are very close connection among the varieties of language. It is frequent in multi-

lingual, bilingual and even in monolingual countries. Code-switching, code-mixing and borrowing are the examples of mixture of language varieties.

Code-switching

The term 'code' can be used to refer to any kind of system that two or more people employ for communication. The way speakers use to switch from one code to another is called code-switching. Code-switching is the inevitable part or consequence of bilingualism (or more generally multilingualism). Bilinguals often switch between their two languages in the middle of a conversation. These code-switching can take place between or even within sentences, involving phrases or words or even parts of the words.

Anyone who speaks more than one language chooses between them according to circumstances. The first consideration, of course, is which language will be comprehensible to the person addressed; generally speaking, speakers choose a language which the other person can understand. According to Fasold (1984) "a person who speaks two or more languages has to choose which one to use". Moving from one language to another is called code-switching. He differentiates this from code-mixing, which he describes as where "pieces of one language are used while a speaker is basically speaking another language".

Sometimes, it is difficult to differentiate code-switching and code-mixing. Again Fasold (1984) is of help, suggesting that one criterion that is sometimes offered to distinguish switching from mixing is that the grammar of the clause determines the language. That is, using the grammatical structure of another language means that what is happening is switching, not mixing.

Romaine (1989) defined code-switching in terms of Gumperz's (1982) definition which sees code-switching as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or sub-systems." In code-switched discourse, the items in question form part of the same speech act. They are tied together prosodically as well as by semantic and syntactic equivalent to those that join passage in a single speech act. Romaine also shows that this kind of diction can and routinely does occur in both monolingual and bilingual communities. In the case of monolingual situation, however, the switch is between varieties of the same language or styles within a language.

Types of code-switching

Many attempts have been made to categorize code-switching within the domain of sociolinguistics. Code-

switching can be classified in terms of the grammatical/syntactical or discourse/pragmatic aspects of the shift. The difference between the grammatical and pragmatic approach is mainly at the explanatory level. The pragmatic framework assumes that the motivation for switching is basically stylistic and that code-switching is to be treated as a discourse phenomenon which cannot be satisfactorily handled in terms of the internal structure of sentences. The grammatical perspective is primarily concerned with accounting for the linguistic constraints on code-switching.

Now another classification of code-switching can be mentioned. According to this classification there are two types of code-switching: situational and metaphorical.

Situational code-switching

When people switch one code to another for reasons which can be identified, it is called situational code-switching. If we knew the relevant situational or social factors in advance in such case, we could predict the switches.

Metaphorical code-switching

When a change of topic requires a change in the language use, we have metaphorical code-switching. In metaphorical code-switching topic change is occurred. For example, code switching from formal to informal, official to personal, serious to humorous situation. Again code-switching can be classified as follows;

- a. Internal code-switching
- b. External code-switching

Internal code switching

Internal code switching takes place with a language. It has two types:

- a. Diglossic code-switching
- b. Dialectal code-switching

Diglossic code-switching: Diglossic code-switching means where code is switched between a high and low variety.

Dialectal code-switching: which occurs within two or more dialects?

External code-switching

External code-switching occurs within two or more

languages simultaneously. It generally takes place in bilingual situation.

Code-mixing

Code-mixing is actually the mixing of different varieties of language. It refers to mixing of two different codes within a sentence. Wardhaugh (1992) defines code-mixing as the deliberate use of two languages without an associated topic change. It is basically found in multilingual places. It is closely related to code-switching. Code-mixing does not necessarily result in a change of topic or section. It occurs when conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance. This kind of alteration is called code-mixing.

The purpose of code-mixing seems to symbolize a somewhat ambiguous situation for which neither language on its own would be quite right. To get the right effect the speakers balance the two languages, then a few words of the other, and then back to the first for a few more words and so on. The changes generally take place more or less randomly as far as subject-matter is concerned, but they seem to be limited by the sentence-structure.

Code-mixing involves mixing of:

- A). Two languages
- B). Two or more languages
- C). Two or more diglossic varieties

There are two types of code-mixing:

- a. Intra-sentential code-mixing
- b. Inter-sentential code-mixing

Intra sentential code-mixing: Intra-sentential code-mixing takes place within sentence or clause or word boundaries with no apparent change in topic. An Intra-sentential code-mixing can occur in three processes:-

Firstly, noun insertion: This code mixing involves the mixing of noun in one code in a sentence which is another code.

Secondly, Verb insertion: This code mixing involves the mixing of verb in a sentence from one code and remaining parts are from another code.

And finally, Clause and sentence insertion: complex sentence with different clause of another code reflects this code-mixing.

Inter-sentential code-mixing: Inter sentential code-mixing takes place if one informant is asked to describe an incident s/he begins to describe it in her/his standard

language and switches to his second language and then completes it in his local variety. Code-switching and code-mixing occur in all linguistic situations. These two occur frequently in multilingual, bilingual and even in monolingual countries.

Borrowing

The process of borrowing is another way in which different languages may become mixed up with each other. Code-borrowing involves mixing the language system themselves because an item is 'borrowed' from one language to become part of the other language.

According to Spolsky (1998), 'the integration of a word from one language into another' is the classical borrowing case. In this regard, Bloomfield (1935) stated that the adoption 'of features which differ from those of the main tradition is linguistic borrowing.'

Everyday examples abound-words for foods, plants, institutions, music and so on, which most people can recognize as borrowings (or loan words), and for which they can even name the source language. For most English speakers the following would probably be included: *karaoke* (Japanese), *paella* (Spanish), *schnapps* (German), *eisteddfod* (Welsh), *sputnik* (Russian) and *fait accompli* (French).

There are also a number of borrowed words in English from other languages which are borrowing only in the historical sense, and which ordinary people no longer associate with any other language. English language has borrowed words from Latin, Greek and French which constitute more than half of its vocabulary. Words like *money*, *car* and *letter* can be traced as borrowings from these languages.

There are many borrowed words from English used frequently in Bangla, especially to give the term a more or less a foreign ditio. The popular use of the phrase 'fast food' is such an example of code-borrowing. As the concept of the particular kind of foods that can be termed as fast foods are very much western, no Bangla equivalent words could possibly imply the same sense. Again, many English words have crept into the everyday language of Bangladeshi people. For example, table, chair, cup, mobile etc. These are borrowed words from English to Bangla, but none of us are aware of this and use it just like any other Bangla word.

METHODOLOGY

Subjects of the study

The subjects of the study included one hundred students from different departments of Jahangirnagar University. Students from the department of Mathematics, Statistics, English, Bangla, Drama and Dramatics, Anthropology and International Relations were

selected for this study.

Instruments

Both qualitative and quantitative research methods were applied to respond to the questions of the current study. It included questionnaires and interviews of the subjects. The number of questions was twenty in total. The questions were not prepared separately for the students of different departments. A part was included in the interview where the respondents were asked to talk about their aim, family, recent issues, how they liked to spend their vacation etc and their speeches were recorded in a mobile phone.

Data collection

For the purpose of collecting data one hundred students were chosen. The respondents included different departments. According to Labov (1996:25), sociolinguistics takes into account the data on the age, sex, education, occupation and the ethnic membership of the speakers studied. So linguistic parameters such as age, sex, medium of education up to H.S.C., participants' parents' educational background, income etc have been considered. The residential students of Jahangirnagar University have been chosen for primary data collection because students from different departments are easily found in halls/dormitories.

Data obtained from questionnaire

First part of the questionnaire

Table 1 presents the information of parents' academic qualification.

The data are collected from two sources-questionnaire and interviews. These are shown in Tables 2- 27. The questionnaire's first part deals with the personal information of the participants including medium of education, parental educational qualification, income etc. 89% have Bangla medium background and 11% have English medium background up to H.S.C level.

Second part of the questionnaire

The number of questions is twenty with multiple answers in the second part of the questionnaire. The obtained data are analyzed and the relative answers for each question are presented below with their percentage values in tabular form.

Data obtained from recorded interviews

Interviews of about fifteen students were recorded. They were requested to talk about a topic like family members, vacation, aims, recent issues etc for one minute. After the recording this recorded data was heard carefully and the result of those interviews was that every student mixed

Table 1. Parents academic qualification.

Parents educational qualification	Respondents' number	Percentage (%)
Post graduation	18	18
Graduation	29	29
H.S.C	18	18
S.S.C	16	16
Under S.S.C	14	14
Illiterate	5	5
Total	100	100

Table 2. Do you speak English?

Question	Answers				Total responses
	Always	Sometimes	Never	Occasionally	
Do you speak English?	9%	30%	0%	61%	100

Table 3. With whom do you speak English the most?

Question	Answers					Total responses
	Parents	Friends	Teachers	Relatives	Others	
With whom do you speak English the most?	11%	25%	45%	15%	4%	100

Table 4. Do you speak English during the conversation in Bangla?

Question	Answer			Total respondents
	Yes	No	Neutral	
Do you speak English during the conversation in Bangla?	85%	10%	5%	100

Table 5. Do you mix codes of different languages?

Question	Answer			Total respondents
	Yes	No	Neutral	
If you are fluent enough, then do you feel ashamed anyway of mixing codes of different languages?	19%	73%	8%	100

Table 6. Do your English language teachers always use English in class?

Question	Answer			Total respondents
	Yes	No	Neutral	
Do your English language teachers always use English in class?	12%	88%	0%	100

Table 7. Do they use English with Bangla during giving classes?

Question	Answer			Total respondents
	Yes	No	Neutral	
Do they use English with Bangla during giving classes?	90%	10%	0%	

Table 8. English words in Bangla conversation.

Question	Answer			Total respondents
	Yes	No	Neutral	
Do you think that mixing English words in Bangla conversation shows your educational qualification anyway?	67%	30%	3%	100

Table 9. Do you think that mixing codes in Bangla conversation is good?

Question	Answer			Total respondents
	Yes	No	Neutral	
Do you think that mixing codes in Bangla conversation is good?	65%	35%	0%	100%

Table 10. Is the mixing of English and Bangla words a threat to Bangla language?

Question	Answer			Total respondents
	Yes	No	Neutral	
Is the mixing of English and Bangla words a threat to Bangla language?	71%	23%	6%	100%

Table 11. Is there any role of media in mixing codes?

Question	Answer			Total respondents
	Yes	No	Neutral	
Is there any role of media in mixing codes?	96%	0%	4%	100

Table 12. Do you think mixing Bangla with English increases your status towards opposite sex?

Question	Answer			Total respondents
	Yes	No	Neutral	
Do you think mixing Bangla with English increases your status towards opposite sex?	66%	23%	1%	100

Table 13. Do you think that it happens from lack of knowing the exact meaning of the codes?

Question	Answer			Total respondents
	Yes	No	Neutral	
Do you think that it happens from lack of knowing the exact meaning of the codes?	87%	13%		100

Table 14. When do you mix English in Bangla?

Question	Answer			Total respondents
	In the class	Outside the class	others	
When do you mix English in Bangla?	16%	60%	24%	100

codes with their mother tongue and at least five words were used by the respondents in the conversation. The

important findings were that code mixing is used mostly by the students from English medium background. It also

Table 15. Is there any influence of the environment?

Question	Answer			Total respondents
	Yes	No	Sometimes	
Is there any influence of the environment?	95%		5%	100

Table 16. Arena of code mixing.

Question	Answer								Total respondents
	Sms	Adda	Chat	Every situation	Party				
					familial	Social	Official	Club	
Arena of code mixing	15%	20%	35%	5%	15%	2%	0%	8%	100

Table 17. Do you mix code because you do not know the native/appropriate meaning?

Question	Answer			Total respondents
	Yes	No	Sometimes	
Do you mix code because you do not know the native/appropriate meaning?	45%	30%	25%	100

Table 18. Do you mix English words because of forgetting the right words of Bangla language?

Question	Answer			Total respondents
	Yes	No	Sometimes	
Do you mix English words because of forgetting the right words of Bangla language?	65%	20%	15%	100

Table 19. Do you think FM Radio plays an important role in mixing codes?

Question	Answer			Total respondents
	Yes	No	Neutral	
Do you think FM Radio plays an important role in mixing codes?	75%		25%	100

Table 20. What are the factors of code-mixing?

What are the factors of code-mixing?	Percentage				Total respondents
	Electronic media(FM,TV)	Newspaper	Books	Environment	
	40%	10%	5%	45%	100

Table 21. Which foreign language do you use in conversation?

Question	Answer					Total respondents
	English	Hindi	Arabic	Sanskrit	Neutral	
Which foreign language do you use in conversation?	70%	20%	0%	0%	0%	100

Table 22. English is the most used foreign language in your conversation. Do you agree?

Question	Answer			Total respondents
	Yes	No	Neutral	
English is the most used foreign language in your conversation. Do you agree?	90%	10%	0%	100

Table 23. Do you mix English deliberately or naturally?

Question	Answer			Total respondents
	Deliberately	Naturally	Neutral	
Do you mix English deliberately or naturally?	65%	11%	24%	100

Table 24. Do you agree using English in the conversation makes you smarter?

Question	Answer			Total respondents
	Yes	No	Neutral	
Do you agree using English in the conversation makes you smarter?	45%	25%	30%	100

Table 25. Do you think using English in conversation distorting the standard Bangla?

Question	Answer			Total respondents
	Yes	No	Neutral	
Do you think using English in conversation distorting the standard Bangla?	88%	0%	12%	100

Table 26. Do your parents use English in their conversation in your family?

Question	Answer			Total respondents
	Yes	No	Neutral	
Do your parents use English in their conversation in your family?	80%	11%	9%	100

Table 26. New generation is forgetting standard Bangla because of new FM “Banglish” language. Do you agree?

Question	Answer			Total respondents
	Yes	No	Neutral	
New generation is forgetting standard Bangla because of new FM “Banglish” language. Do you agree?	76%	24%	0%	100

Table 27. Arena of code-mixing.

Arena of code-mixing	Percentage								Total respondents
	Adda	In class	Chat	every situation	Party				
					Familial	Social	Club	official	
	20	15	35	5	15	2	8	0	100

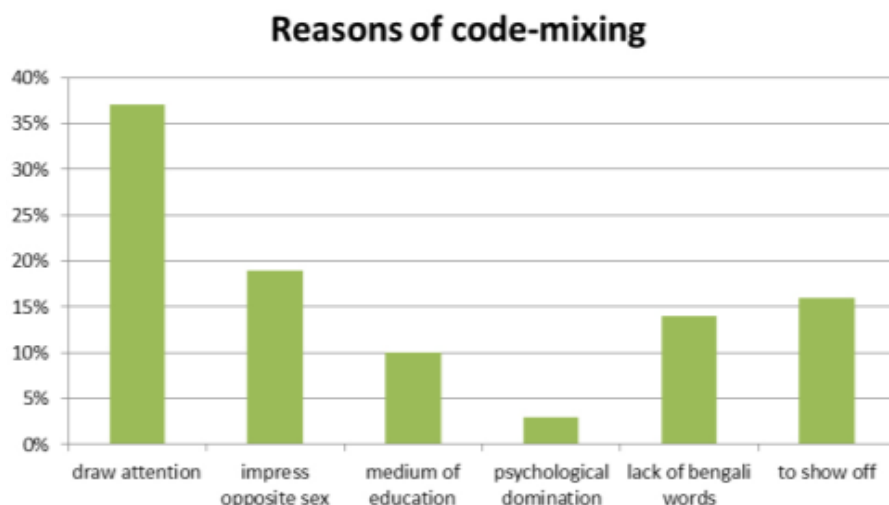


Figure 1. Reasons for code-mixing.

found that they often use English and Hindi words during conversation than the other students do.

FINDINGS FROM QUESTIONNAIRE

Reasons for code-mixing

The data found from the questionnaire and recorded interviews were analyzed carefully and the possible reasons of code-mixing that were found from the respondents were as follows:

- a. To draw the attention of others
- b. To impress the opposite sex
- c. The medium of education
- d. To dominate other psychologically
- e. Insufficient Bangla words
- f. To show off
- g. To show smartness
- h. To express feelings more easily and comfortably

Here is a bar graph (Figure 1) where the reasons of code-mixing of students are shown where the numerical numbers indicate its position:

- 1= To draw the attention of others
- 2= To impress the opposite sex
- 3= The medium of education
- 4= To dominate other psychologically
- 5= Insufficient Bangla words
- 6= To show off

To draw the attention of others: In Bangladeshi perspective people use English words in their conversation to draw others' attention. From the

evaluation of the data found from questionnaire and interviews it was seen that 37% respondents mix English words. The target group was reported to use English in an educated and sophisticated atmosphere, which gave them a special image and separated them from the others of their surroundings.

To impress the opposite sex: This paper was done among the young people and from their information it was found that they mix codes or use English to draw the attention of opposite sex and their percentage is 19%. It was evident that English sometimes helps them to show their smartness and image which they claim to get a boy/girl friend.

The medium of education: Although the instruction of most of the educational institution is Bangla, English is taught from the primary level and they cannot avoid it. From this perspective students are habituated with the mixing of English. This study found that almost every student mixes codes for having their medium of education as most of the books in higher study are written in English.

To dominate others psychologically: Speaking English provides a kind of superiority complex in a speaker when the listeners do not have the ability to speak English. The people who are fluent enough in speaking more than one language take this opportunity and think that they are superior. In this case 3% students gave their consent.

Insufficient Bangla words: The study also showed that people mix words because they do not know the exact meaning of the word in Bangla or they sometimes forget the word during conversation. From the study it was found that 14% people do it from the lack of Bangla vocabulary.

To show off: From the data of the respondents it was found that they mix English words in conversation in

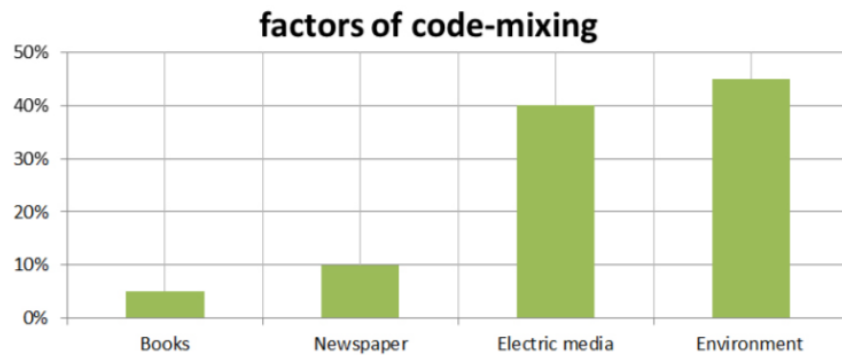


Figure 2. Factors of code-mixing.

Bangla to show off their status. To them it is taken for granted among Bangladeshis that the ability to use English is a proof of good educational/familial background, social status. Using English gives them an opportunity to let others know about their qualification. 16% respondents agreed with that.

Arena of code-mixing

This paper also found the situations where code-mixing occurs most. The arena of code-mixing is also shown in the table below. The most situations when code-mixing occurs most are:

- i) Chatting with friends
- ii) Adda/sms
- iii) Every situation
- iv) In parties (social, familial, club)
- v) In class

Chatting with friends: 35% of the total participants answered that they mix codes in chatting with their friends. They do it thinking that they can express their meaning more easily and comfortably.

In parties: Party includes social party, familial party, club party and official party. Participants answered that in familial party, they mix codes more than any other party (15%). They also mix codes in the social, club and official party respectively 2%, 8% and 0%. The reason behind it may be that they want to differentiate them from other class/es.

In class: 15% students claimed that they mix English words in Bangla in their classes most. The medium of education might be the reason of this mixture. Another reason behind it is to impress teachers and classmates.

Adda: 20% students answered that they mix English in conversation during adda or gossiping with friends. They actually do it unconsciously because they are then in a friendly mood and a wave of frankly discussion goes on.

Factors that affect code-mixing

Although the students use codes spontaneously, there are some factors that really affect the students to use English in their conversation. The factors are

- a. Electronic media
- b. Newspaper
- c. Books
- d. Environment

Their positions are shown in Figure 2. All these factors play important roles in mixing codes. The factor that affects much is the environment and then electronic media. In electronic media, radio and television play very important part in this case. The impact of the environment is mentionable because how a student performs in his/her cultural and individual life is very much affected by the environment where he/she lives in. Newspaper, magazines and books of different classes are also responsible for mixing codes.

Findings from interviews

After analyzing the recorded interviews from the respondents, it was found that in conversations respondents use at least six English words in just one minute. It was observed that many participants use some English words because of euphemistic reason as the equivalent Bangla word sounds odd or sometimes related to unpleasant matters. For example, people feel uneasy in using the word *Paykhana*, but they deliberately use English word toilet or wash room.

Patterns of code-mixing

There are some patterns of code-mixing found from the data of the respondents. They are;

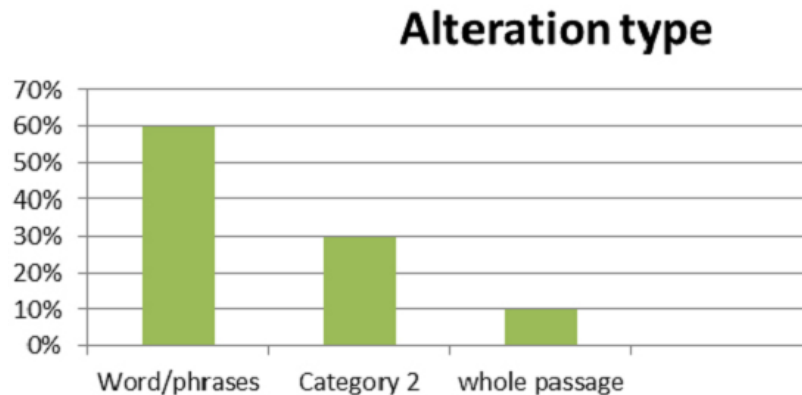


Figure 3. Alteration type.

- i> Intra-word code-mixing
- ii> Inter-word code-mixing

Intra word code-mixing: Intra word code-mixing occurs within the words. It occurs in the following way;

- a) *English root word, Bangla suffix:* /subject-ta/, /relation-er/ (possessive), /vacation-e/ (preposition), /assignment-gula/ (plural) where Bangla inflections have been used with English words.
- b) *Bangla root word, English suffix:* The word /bhabist/ (the meaning is moody) the combination is made by the use of Bangla abstract noun /bhab/ (mood) with English suffix /-ist/. This kind of mixing is popular among young generation.

Inter-word code-mixing: Inter word code-mixing means inserting English word or phrases in Bangla sentences or utterances. Examples of these kinds are given below;

- Amar aim holo BCS cadre howa. (My aim is to be a BCS cadre)
- To make school e jete hobe. (You have to go to school)
- O exam e valo korbe. (He will do well in the exam)
- Or kono ability nei. (s/he has no ability)
- Amaderke very early tei assignment submit korte hobe. (we have to submit the assignment very early)
- (At the time of giving phone number, sometimes they mix Bangla and English) Zero One Seven Double One Bish Ekashi Tetrish. The first part from Zero-One is in English and the rest part is in Bangla.

The paper observed that every student used both intra and inter lingual code-mixing in their conversation. Figure 3 shows the alteration types on the basis of the information collected from the respondent.

The data recorded from the respondents showed that each student uses English words and phrases in their conversation/s. 60% students use English words and

phrases and only 10% students use English to express the whole passage. But 30% students use it as sentence to express feelings.

RECOMMENDATION AND CONCLUSION

Dynamism (Changing with a continuous process) is an important characteristic of a language, so it is the job of the speakers to cope up with the change and keep the authenticity of a language. Code-mixing may seem harmless in the index of development, but its consequences are not really good. Code-mixing has become very common in our day to day discussions in everyday speaking. In Bangladesh, many people think it an efficiency to mix the codes of different languages. But it has its negative impact over the native language. It affects the authenticity of the native language.

To speak it linguistically, code-mixing generally shows the linguistic competence of the speaker, but if we think it clearly, we will be able to see that the coming generations who take mixed codes as their native codes; they take it formally and thus loses the purity of language. But it is not desirable to lose the purity of the language. In the present competitive world, Bangladeshi people need to know English very well and they must communicate internationally so that the whole world can recognize them through their linguistic identity. Code-mixing may imply linguistic competency but if we see through the facts we can see that the overall competency in our country is not good at all. Majority of people in our country are still illiterate and even the educated ones lack the proper knowledge of English. Strategies should be developed to improve this situation but this does not mean that we will blindly try to learn English as some detached English terms and let it over-shadow our linguistic culture and heritage.

The accepted English words which apparently seem to have no appropriate Bangla meaning such as plaza,

parlour, confectionary, departmental stores, fast food and so on, educationist and intellectuals should come forward to replace these words with suitable Bangla words which can be popularized by government and media. Especially media can play a vital role in this regard as it is increasing day by day and affecting the public life. Scholarly guidance about the rules to replace English terms with the Bangla one can be found in Bangla literature and language. Educationalist and linguists professor Mansur Musa's recent book *Banan: Bangla Bornomala Porichoy O Protibornikoron* (2007) is quite useful in this regard. Musa commented that the English words that are borrowed from English culture and English language may confuse the Bangla readers. When a foreign speaker or learner wants to learn Bangla, they may face problems with code-mixing. When a foreign speaker tries to find the meanings of new words in the dictionary, they do not get that certainly. This is also true for English phrases and words transcribed into Bangla. Considering the socio economic reasons, we can reach at the decision that with the development of our country we must not indulge fully into English language. Bangladesh must become a self-dependent country with the confirmation of a single linguistic identity by using all the other languages in their proper places.

Comments of some students in the questionnaire

- i) "Ata amar moner vab express korte help kore"
The speaker is a student of mathematics department in Jahangirnagar University.
- ii) "Ami kotha bolar somoy duto vasa babohar koray meaning expression e saschondo bodh kori."
(I feel easy and comfortable in conversation by mixing two languages)
The speaker is Liton Kumar Biswas, a student of statistics department.
- iii) "I think it is an art to mix English with Bangla"
The speaker is Shahidul Islam, a student of English department
- iv) "Using two languages is normal and there is nothing special in mixing English and Bangla"
The speaker is Mithun Kumar Sarkar, a student of the department of Anthropology.
- v) "Amader asole akta bhasha babohar kora uchit abong engregi babohar porihar kora dorkar"
The speaker is Badol Hassan, a student of Bangla Department.
- vi) "Using English with Bangla is a matter of convenience, not happiness"
The speaker is Murshidur Rahman Akondo, an M.A student in the department of Physics.
- vii) "Mixing Bangla and English is not a matter of feeling satisfied-it's a matter of easy Communication. Its objective is to convey my message easily to others and I

am ready to use any language or sign."

The speaker is Tanmoy Majumdar, an M.A student in the department of English.

viii) "We can make other people inferior by using English with Bangla."

The speaker is Nazrul Islam Mati, a student in the department of English.

ix) "I don't care of what other people think of using two languages. I use it because I can express my feelings more easily and comfortably "

The speaker is Mahamudul Islam Sabuj, a student in the department of English.

xvi) "I use English while talking to my relatives for better interpretation of my feelings and thoughts"

The speaker is Md. Shaheen, a final year student in the department of English.

xii) "ai globalization er somoy ami koyta language use korlam ta bapar na. ami ki bolte chasci seta bujhate parlam kina atai asol"

The speaker is Uzzal Hassan Roni, a student in the department of Drama and Dramatics.

xiii) "Code- mixing is an unconscious process because some elements of English culture and their language are mixed with our own language and we can hardly avoid it now "

The speaker is Didar Hassain Munna, an M.A student in the department of English.

xiv) "Code- mixing actually happens for the expertness in two languages by a speaker"

The speaker is Murshid Rahman a student in the department of English.

xiv) "Code-mixing helps in getting attention to the opposite sex"

The speaker is Mohammad Tareq Uddin, an M.A student in the department of English.

xv) " It actually becomes necessary part in our day to day life to use code mixing and now we can't avoid it anyway "

The speaker is Abu Sayeed, an M.A student in the department of English.

xvi) We mix codes because we learn English as our second language and it affects us culturally or linguistically either directly or indirectly.

The speaker is S.M Adnan, an M.A student in the department of English.

ACKNOWLEDGMENTS

Our heartfelt thanks go to all those who have contributed to the completion of the paper.

Conflict of Interests

The author has not declared any conflict of interests.

REFERENCES

- Holmes J (first published:1992, second dition: 2001) *An Introduction to Sociolinguistics*. Essex: Person Education Limited. Hudson, R.A. (first published: 1980, second edition: 1996) *Sociolinguistics*. Cambridge: Cambridge University Press.
- Labov W (1996). *The Social Satisfaction of English in New York City*. Washington D.C.: CAL
- Lieberson S (1981). *Language Diversity and Language Contact*. Stanford: Stanford University Press.
- Musa M (2007). *Spelling: Introduction to Bangla scripts and Transliteration*. Dhaka: Adorn Publication. *English for Today* for class 11-12, NCTB
- Rahela B, Ronal S (2001). "Code-switching in Bangladesh". *English Today*. CambridgeUniversity Press.
- Romaine S. (1989). *Bilingualism*. Oxford: Blackwell
- Spolsky B (1998). *Sociolinguistics*. Oxford: Oxford University Press.
- Wardhaugh R (First published: 1986, second edition: 1992) *An Introduction to Sociolinguistics*. Oxford: Blackwell Publishers.

Appendix A

Questionnaire

This questionnaire is a part of a dissertation. Your opinion will be kept confidential. It will not be applied anywhere except dissertation.

In linguistics, Code-mixing is a term used to refer the situation where speakers mix/use words of different languages without considering the listeners' understanding. In easy terms, it is a tendency of mixing words from one language to another i.e. use of English words during Bangla conversation.

Personal information

Name: Department:

Year:

Sex:

Contact:

Parents' education: Father..... Mother:

Parental income:

You are requested to respond with tick mark on the basis of preference given here. Please be serious about your opinion.

Questions:

01. Do you speak English?

a. always b. sometimes c. never d. occasionally

02. With whom do you speak English the most?

a. parents b. friends c. teachers d. others e. relatives

03. Do you speak English during the conversation in Bangla?

YES/NO

04. If you are fluent enough, then do you feel ashamed anyway of mixing codes of different languages? YES/NO

05. Do your English language teachers always use English in class?

YES/NO06. Do they use English with Bangla during giving classes?

YES/NO

07. Do you think that mixing English words in Bangla conversation shows your educational anyway?

YES/NO

08. Do you think that mixing codes in Bangla conversation is good?

YES/NO

09. Is the mixing of English and Bangla words a threat to Bangla language?

YES/NO

10. Is there any role of media in mixing codes?

YES/NO

11. Do you think mixing Bangla with English increases your status towards opposite sex?

YES/NO

12. Do you think that it happens from lack of knowing the exact meaning of the codes?

YES/NO

13. When do you mix English in Bangla?

In the class/ outside the class/others

14. Is there any influence of the environment? YES/NO/SOMETIMES

15. Arena of code mixing:

Social party/club/official party/every situation/writing sms/adda/chat/family party/out in shopping mall

16. Do you mix codes because you do not know the native/appropriate meaning?

YES/NO

17. You mix English words because of forgetting the right words of Bangla language.

YES/NO

18. Do you think FM Radio plays an important role in mixing codes?
YES/NO
19. Do you agree using English in the conversation makes you smarter?
YES/NO
20. Do you mix English deliberately or naturally?
a. Deliberately b. Naturally
21. Do you think using English in conversation distorting the standard Bangla?
a. Yes b. No c. Neutral
22. Do your parents use English in their conversation in your family?
a. Yes b. No c. Neutral
23. New generation is forgetting standard Bangla because of new FM “Banglish” language. Do you agree?
a. Yes b. No c. Neutral
24. Which one affects much in code-mixing?
a. environment b. books c. electronic media d. newspapers

Appendix B

A sample transcription of recorded interview

Respondent's name: Mithun Kumar Sarkar

Age: 21

Department: Anthropology

Amar *aim* hosce baire porte jaoa *especially in USA*. sekhete ami *GRE* k *prefer* korbo karon *GRE* er maddhome pochonder jei kono bhiosshobiddaloy e pora jay. Akhetre *hard and soul try* kora *GRE* er jonno *GRE* te nirdisto *score* rakhar jonno. R eta jodi na hoy tobe beshi *prefer* korbo *BCS*. Sekhane *BCS* a jodi hoy tobe foreign administration k *choose* korbo r a jonno prothom borsho abong ditio borsho te jehetu *result* kharap hoyeche sehetu ami *hard and soul try* korbo jate *third year and fourth year even masters* a o amar *result* ta jeno valo hay.


English translation

My aim is to go abroad for study especially in USA. In this case I will prefer GRE because with GRE one can study in one's chosen university. For this I should try hard and soul to have good score in GRE. But if it does not become possible, I will prefer BCS and if I get it I will choose foreign administration. And for this since I made bad results in my first and second year I will try hard and soul to score good in my third, fourth and even in masters.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).



International Journal of English and Literature

Related Journals Published by Academic Journals

- African Journal of History and Culture
- Journal of Media and Communication Studies
- Journal of African Studies and Development
- Journal of Fine and Studio Art
- Journal of Languages and Culture
- Journal of Music and Dance

academicJournals