A case study in Code-Mixing among Jahangirnagar University Students

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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 detered 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 Bangladeshis 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

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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 in Bangladesh enjoys a special importance even in the educational policy by the government.

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 Jahangirnagar 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. Same 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.” Lieberson (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 multilingual, 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 constrains 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 ditto. 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.

<table>
<thead>
<tr>
<th>Parents educational qualification</th>
<th>Respondents’ number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post graduation</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Graduation</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>H.S.C</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>S.S.C</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Under S.S.C</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Illiterate</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

### Table 2. Do you speak English?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answers</th>
<th>Total responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you speak English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Occasionally</td>
<td>61%</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Parents</th>
<th>Friends</th>
<th>Teachers</th>
<th>Relatives</th>
<th>Others</th>
<th>Total responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>With whom do you speak English the most?</td>
<td>11%</td>
<td>25%</td>
<td>45%</td>
<td>15%</td>
<td>4%</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you speak English during the conversation in Bangla?</td>
<td>85%</td>
<td>10%</td>
</tr>
</tbody>
</table>

### Table 5. Do you mix codes of different languages?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you are fluent enough, then do you feel ashamed anyway of mixing codes of different languages?</td>
<td>19%</td>
<td>73%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do your English language teachers always use English in class?</td>
<td>12%</td>
<td>88%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do they use English with Bangla during giving classes?</td>
<td>90%</td>
<td>10%</td>
</tr>
</tbody>
</table>
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 8. English words in Bangla conversation.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think that mixing English words in Bangla conversation shows your educational qualification anyway?</td>
<td>Yes: 67% No: 30% Neutral: 3%</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think that mixing codes in Bangla conversation is good?</td>
<td>Yes: 65% No: 35% Neutral: 0%</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the mixing of English and Bangla words a threat to Bangla language?</td>
<td>Yes: 71% No: 23% Neutral: 6%</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there any role of media in mixing codes?</td>
<td>Yes: 96% No: 0% Neutral: 4%</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think mixing Bangla with English increases your status towards opposite sex?</td>
<td>Yes: 66% No: 23% Neutral: 1%</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think that it happens from lack of knowing the exact meaning of the codes?</td>
<td>Yes: 87% No: 13%</td>
<td>100</td>
</tr>
</tbody>
</table>

### Table 14. When do you mix English in Bangla?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>When do you mix English in Bangla?</td>
<td>In the class: 16% Outside the class: 60% others: 24%</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 15. Is there any influence of the environment?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there any influence of the environment?</td>
<td>Yes 95% No 5%</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 16. Arena of code mixing.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arena of code mixing</td>
<td>Sms 15% Adda 20% Chat 35% Every situation 5% familial 15% Social 2% Official 0% Club 8%</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you mix code because you do not know the native/appropriate meaning?</td>
<td>Yes 45% No 30% Sometimes 25%</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you mix English words because of forgetting the right words of Bangla language?</td>
<td>Yes 65% No 20% Sometimes 15%</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think FM Radio plays an important role in mixing codes?</td>
<td>Yes 75% No 25%</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>What are the factors of code-mixing</th>
<th>Electronic media(FM,TV)</th>
<th>Newspaper</th>
<th>Books</th>
<th>Environment</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40%</td>
<td>10%</td>
<td>5%</td>
<td>45%</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which foreign language do you use in conversation?</td>
<td>English 70% Hindi 20% Arabic 0% Sanskrit 0% Neutral 0%</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 22. English is the most used foreign language in your conversation. Do you agree?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>English is the most used foreign language in your conversation. Do you agree?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 23. Do you mix English deliberately or naturally?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you mix English deliberately or naturally?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deliberately</td>
<td>Naturally</td>
</tr>
<tr>
<td></td>
<td>65%</td>
<td>11%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you agree using English in the conversation makes you smarter?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>45%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think using English in conversation distorting the standard Bangla?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>88%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do your parents use English in their conversation in your family?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 27. New generation is forgetting standard Bangla because of new FM “Banglish” language. Do you agree?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>New generation is forgetting standard Bangla because of new FM “Banglish” language. Do you agree?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 27. Arena of code-mixing.

<table>
<thead>
<tr>
<th>Arena of code-mixing</th>
<th>Percentage</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adda</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>In class</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Chat</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>every situation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Party</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familial</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Club</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>official</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
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  
7 = 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
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;
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.

x) “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.

xi) “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.

xii) “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.

xiii) “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

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/NO
06. 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. sekhetre ami GRE k prefer korbo karon GRE er maddhome pochonder jei kono bhiosshobidaloy 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 hoyche 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.

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