Analyzing Students' Writing in an English Code-Mixing Context in Nepali: An Ecological and Systematic Functional Approach

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Abstract : This article examines the language and literacy practices of English Code-mixing in Nepalese Classroom. Situating the study within an ecological framework, a systematic functional linguistic (SFL) approach was used to analyze students writing in two Neplease schools. Data collection included interviews with teachers, classroom observations, instructional materials, and focal students' writing samples. Data analyses revealed vastly different language ecologies between the schools owing to sharp socioeconomic stratification, the structural organization of schools, and the pervasiveness of standard language ideology, with stigmatizes English code mixing (ECM) and privileges Standard English in schools. Functional analysis of students' writing showed that the nature of the writing tasks at the schools created different affordances for exploiting lexicogrammatically choices for meaning making-enhancing them in the case of one school but severely restricting them in the case of another- perpetuating the academic disadvantage for code mixing speakers. Recommendations for structural and attitudinal changes through teacher training and implementation of approaches that engage students' bidialectal competence for learning are made as important first steps towards addressing educational inequities in Nepalese schools.
Keywords : code-mixing, ecological perspective, systematic functional approach, language and identity
Conference Title : ICSSH 2021 : International Conference on Social Science and Humanity
Conference Location : Prague, Czechia
Conference Dates : September 06-07, 2021