

**An Influence of the English Language over the Nepali Language
(Regarding KTM Metropolitan ward no 09)**

Daman Bahadur Singh /Basu Dev Lamichhane (Corresponding Author)

Assistant Professors, Department of Statistics/ Marketing in Saraswati Multiple Campus,
Tribhuvan University

Email:singhdaman4380@gmail.com/ basudevmdl@gmail.com

Submitted June 3; Reviewed June 18; Accepted June 28, Published July 28

Abstract

Since the 18th century, Nepal, a multilingual, multicultural, and multiethnic nation, has been impacted by the movement, network, and interdependence of globalization. This research highlighted the complex issues of language contact and the sociolinguistic outcomes of that interaction, with a particular emphasis on how English has influenced the Nepali language. The objectives of this research were to identify different factors that help to influence the English language over the Nepali language and the second objective is to Investigate the Influence of the English language on Nepalese society. The main research problem was the influence of The English language over the Nepali language. To solve this research problem different questions were raised which are i)How did the English language influence Nepalese society? ii)What are the different reasons for the growing popularity of the English language in Nepali society? In this research positivist research paradigm was adopted. A descriptive research design was applied to conduct research activities. The population of the study was conveniently selected. The total population of Kathmandu Metropolitan Ward no. 9 is 40371was the population of this study. The sampling design was the probability sampling design. The sample size was determined by applying Slovine 's rule. The sample size was 400 and sampling units were selected by multi-stage random sampling. Primary and secondary sources of data were used to collect data with the help of structured questionnaires. Data were analyzed with the help of frequency and percentage. After analysis, it was found that the English language influence over the Nepali language. Different factors that were caused to influence the Nepali language were identified and different influencing factors were also identified. The majority of Nepali people use the English language in their daily administrative work like Admission forms, Bank accounts, Voucher Fillup, Application Submission, Passport form fill-up, and Others respectively,

81%,86%,91%,97%, and 86%, and 87%.Below10,10-20,20-30,30-40,40-50,50-60,60and above are using daddy, mummy, uncle, anti in100%, 94.45%, 79%, 81%, 21.7%, 25%, 0%Otherswere found to use the English language in different mentioned administrative works. Age groups below 40 years 100% used English words while talking in Nepali with their friends and cousins In the same way age group below 40 years mostly watched English programs on TV. the investigation also showed that an age group below 40 years used The English language while chatting on social media like Facebook Messenger, Instagram, Viber, etc. In this research With this rapid speed influence the English language is going ahead, after a few decades there will be no Nepali language, and it will lose its identity. There will be erosion in Nepali culture, tradition, and values.

Keywords: age group, encroachment, English language, influence, Nepali language

Introduction

Nepal is a multicultural, multi-ethnic, multilingual, and multi-religious country in South Asia popularly known as the land of Gorkhas and located at eight of the world's tallest mountain peaks. Despite having a relatively small area of 147,181 square miles Nepal has more than one hundred languages, with Nepali (44.6 percent), Maithali (11.67 percent), Bhojpuri(5.98), Tharu (5.77 percent), Tamang (5.11 percent), Newari (3.20 percent), Bajjika (2.99 percent), Magar (2.98 percent), Doteli (CBS2022). Nepal's geo structure is separated into three regions: Terai, the southern belt, Hilly, the midland, and Mountain, the northern belt bordering China, which is Nepal's least inhabited region. The population is concentrated in the southern belt, which is a plain area with a variety of industries, and in the hilly portion, which is home to the capital and several small valleys. Since many individuals from all over Nepal migrated to Kathmandu when the civil war broke out in 1995, the capital city contains people speaking practically every language; nonetheless, Newari speakers are considered natives of the city. Nepali, Maithili, Bhojpuri, and Tharu speakers dominate in the Terai belt, while Nepali, Tamang, and Sherpa speakers lead in the Mountain belt (Population Census, 2022). Although Nepal has a limited geographical area but a large number of languages, the foreign language English is widely used in the media, education, diplomacy, and tourism, and is considered the dominant language in the country. The beginning of English language instruction in Nepal was driven more by hegemony than by national necessity. English language instruction was first implemented in the Nepali

educational system in 1854 by Junga Bahadur Rana, the first Rana prime minister of Nepal. During his visit to Britain, he hired English teachers from Britain and India to teach English to his children (Eagle, 2008; Sharma, 1990; Wood, 1965).

"The quick and systematic spread of English across sectors and regions... has reached the lower levels of the population in both urban and rural areas" (Giri, 2009, p. 93). English is the most widely used language, and people in all fields attempt to speak it in their context. "One meets street peddlers, bicycle rickshaw pullers, taxi drivers, trekking guides, porters, and street children who speak remarkably perfect English," writes Eagle (1999). Nepal is a small country in terms of geography that is home to many different cultures and languages. Given that the nation is home to more than 100 live languages, it is regarded as one of the world's most abundant language laboratories (Bhattarai & Gautam (2007)

The majority of them are uneducated" (p. 308). It still holds at this point. The priority has shifted from ordinary people to intellectuals. In Nepal, most people are impressed by the strength of English. An increasing number of speakers use English resources in their daily communicative practices in combination with Nepali. For linguistic communities that do not speak Nepali as a first language, the official and national language is often considered the language of the "outside", spoken at school, in the shops, at the bank, at government institutions, and in inter-community interactions. It is also the language most represented in the media in general (radio, television, printed newspapers).

In their daily contacts, a growing number of Nepali speakers in metropolitan areas who were educated in English-medium boarding schools employ a variety of English expressions in addition to Nepali. Pandey. (2020). This is also true in some specific socio-professional situations, such as entertainment broadcasts on television and radio targeted at younger generations. For expressive objectives, the speakers employ several discursive resources. The combinatory qualities of such mixed language practices enable them to generate meaning to meet the demands of highly demanding social interactions, in which the majority of speakers demonstrate a complex linguistic repertoire. The first written record of English in Nepal is from the seventeenth century. Although English was once considered a foreign language in Nepal, it now has a multi-faceted position as an additional, a second, and even a primary language. The English language has now become an indispensable component of Nepalese life, affecting all

aspects of their lives. Because of its long heritage and widespread use, a distinct variation of English has emerged in Nepal.

Since the Rana dynasty, Nepal has used the English language. Diplomacy, business, tourism, education, trade, literary production, media, and a medium of teaching at educational institutions are all examples of where it is employed. Shrestha claims (2016, p.106), The languages spoken in Nepal belong to four language families: Indo-European (82.10 percent), Sino-Tibetan (17.30 percent), Astro-Asiatic (0.19 percent), and Dravidian (0.13 percent) (except "Kusunda," which is thought to be a language isolate). Furthermore, 19 of the 123 languages spoken in Nepal are spoken by 96 percent of the people, while the remaining 104 languages are spoken by only 4% of the population (Yadava 2014). Furthermore, according to a report published by the Central Bureau of Statistics (2012), 0.09 percent of the population (25,717 people) spoke foreign and sign languages. English was separated from the foreign and sign language categories, and 0.01 percent (2,032 persons) were identified as native English speakers (Yadava 2014). In recent years, however, speakers of foreign languages and sign languages English were separated from the foreign and sign language categories, and 0.01 percent (2,032 persons) were identified as native English speakers (Yadava 2014). However, speakers of foreign languages may have expanded dramatically in recent years as a result of greater cross-national mobility and new cross-border work opportunities, further complicating the case of linguistic diversity.

The influence of the English language in Nepali society is so much that the original Nepali words like Aamaa, and Buwa are not different from what the present generation can use. It would not be an exaggeration to say that Nepali original and beloved words like mother and father are now limited to the vocabulary. It is found that at least 20% of the English words are used in the everyday speech of Nepalis. Even though Nepali is the official language, English is not banned. Nepalis send their children to English medium private schools for education. Nepali parents are eager to hear their children speak fluent English. The same goes for schoolchildren

According to Shrestha (2016), English is rapidly spreading in Nepal due to its importance in education, diplomacy, mass media, technology, tourism, literature, and classroom pedagogy (p.111) Nowadays, English is the dominant language in a wide range of fields including business, science, literature, politics, diplomacy, and many more. It is also known as the world's lingua

franca, as it is spoken as a second language in over 55 nations. English is presently spoken by over two billion people worldwide, and it is an official language in more than 70 nations and territories (Crystal, 1997).

More than 80% of global English communication today takes place amongst so-called "non-native" speakers of the language (ibid). In the world, the ratio of native to non-native English speakers is 1:3. (Crystal, 2003). Since the British came in contact with Nepali people in the second half of the 18th century, English has had a profound influence on Nepali elites (Kerr, 1999). Students from kindergarten to university, instructors, administrators, bureaucrats, politicians, business people, and even ordinary people take pride in communicating in English and utilize it as a second language. The majority of parents want their children to be educated in English, to be admitted to English medium schools, and to be educated means to be fluent in English; knowledge of vernacular languages is regarded as inferior to English, and English is regarded as superior" Basanta (2019), Simply stated, the impact of English in Nepal, as well as the general globalization process, has exacerbated the situation, since the entire population has become enslaved to English, losing their native tongue and cultural heritage.

Statement of Problem

It is not hidden anywhere that the prevalence of the English language in Nepali society is increasing day by day. The use of English words instead of the original words of the Nepali language is nothing more than the encroachment of the English language on the Nepali language. The original words such as mother, father, baje, bagyai, kaka, kaki, mama, maizu, fufu, fufu, etc. have been abandoned by the new generation. Instead, English words like daddy, mami, mama, bua, and uncle anti have been used. Nepalese would not be heartbroken to see the lovely and original words grown in their soil being treated like this. But no one is found to be leading in the work of building it. Nepali society has become so English-oriented that it is considered to be leading to destroying the foundation of the Nepali language.

Very little research has been done on the encroachment of the English language on the Nepali language. Most of the research done based on the need and importance of the English language about this source textures required for additional translation information

Since the Rana dynasty, Nepal has used the English language. Diplomacy, business, tourism, education, trade, literary production, media, and a medium of teaching at educational institutions are all examples of where it is employed. Shrestha claims (2016, p.106), According to Shrestha (2016), English is rapidly spreading in Nepal due to its importance in education, diplomacy, mass media, technology, tourism, literature, and classroom pedagogy (p.111) Nowadays, English is the dominant language in a wide range of fields including business, science, literature, politics, diplomacy, and many more. It is also known as the world's lingua franca, as it is spoken as a second language in over 55 nations. English is presently spoken by over two billion people worldwide, and it is an official language in more than 70 nations and territories (Crystal, 1997).

Students from kindergarten to university, instructors, administrators, bureaucrats, politicians, business people, and even ordinary people take pride in communicating in English and utilize it as a second language. The majority of parents want their children to be educated in English, to be admitted to English medium schools, and to be educated means to be fluent in English; knowledge of vernacular languages is regarded as inferior to English, and English is regarded as superior" (Wood, cited in Poudel, 2016).K. Basanta (2019), Simply stated, the impact of English in Nepal, as well as the general globalization process, has exacerbated the situation, since the entire population has become enslaved to English, losing their native tongue and cultural heritage. The results of previous research about the effect of the English language on the Nepali language have concluded that its importance has increased due to the demand and necessity of time. At the same time, in any research, no research on the negative impact of this on Nepali society is the subject of study. In this research, the encroachment of the English language on the Nepali language, the reasons for the encroachment, and the relationship of those reasons with the Nepali language vanishing will be studied and analyzed by quantitative research method. In addition, this research is different from the previous research because Kathmandu Metropolitan Municipality Ward No. 9 has been determined as a population. After all, no previous study has been conducted to consider that population in their study. Why I chose this title for research because of these reasons, It facilitates comprehension of the ways that English affects Nepali customs, social interactions, and culture. It offers perceptions into the ways that English affects learning strategies, educational systems, and teacher and student language preferences. Determining the degree of English's influence can aid in the development of plans

for the preservation and advancement of the Nepali language. The study can help policymakers develop fair language policies that promote the preservation of the Nepali language as well as English proficiency. Career and language training programs can benefit from an understanding of the role that English plays in the labor market and how it affects Nepali speakers' access to economic possibilities.

The following are the hot issues on which this research will be concentrated

- 1 The current status of the English language in comparison to Nepalese languages in various domains such as education, business, and media in Nepal?
- 2 The primary factors contributing to the increased influence of the English language over the Nepali language in Nepal?
3. The increasing use of English affected cultural practices and social interactions in Nepalese society?

Objectives

- 1 To access the present status of English languages over the Nepalese languages.
- 2 To identify different factors that cause the influence of the English language over the Nepali language
- 3 To Investigate the Influence of the English language on Nepalese society

Research Questions

- 1 What is the present status of the English language in Nepal's commercial, media, and education sectors in comparison to Nepalese languages?
2. What could be the main causes of the English language's increasing dominance over the Nepali language in Nepal?
- 3 What impact does English's dominance have on Nepal's native language and dialect usage and preservation?

Literature Review

The seventeenth century saw the earliest written accounts of English in Nepal. Although English was once taught in Nepal as a foreign language, it now has a variety of statuses, including main, secondary, and even supplementary languages. The English language has already permeated every aspect of Nepalese life and is becoming an essential element of daily existence. Currently, a lot of academics have suggested that due to its long history and widespread use, Nepali English has developed its distinctive variation with its unique qualities at all linguistic levels. The demographic data for the languages spoken in Nepal is shown first, and the various historical periods of English in Nepal are covered afterward.(Shrestha, K.N.2017)

In the past seven decades, English's position in Nepal has altered. English, which was once embraced as a "foreign" language, has since evolved into a need for the Nepalese people. In reality, it is currently employed in many areas of Nepal's socioeconomic and educational system as a second, third, or even major language. Even though English has been spoken for a long time in Nepal, it wasn't included in the formal education system until the first part of the 20th century, and it still holds this status now despite claims from academics and language users that it is anything but alien. Due to its present dominance in all aspects of life, language is essential for greater communication and is comparable to Nepali, the sole official language at the moment. As a result, many argue that the phrase "foreign language" does not do English in Nepal justice.(R.A. Giri (2015)

English has significantly increased professional and economic options in emerging nations like Nepal. Access to the knowledge and networks necessary for creating and preserving business ties has been made available. However, because English is used so widely in many aspects of Nepalese life, there is a growing concern that the indigenous languages are in danger. By incorporating the perspectives of EFL teachers with multilingual backgrounds and the researcher's own comprehension of the context, the article's main focus is on how English has become crucial in fostering opportunities among multilingual communities and what perception these communities hold towards English and the growth of local languages. (Khati, A 2016)

Only after 1950 did the Nepali government begin to express interest in cultural fusion. The Panchayat government's efforts to promote Nepali, Hinduism, and other national symbols across

the nation to forge a cohesive national identity were summed up by the phrase "one language, one costume, one religion, one nation" (Rai et al., 2011).

The expansion of other national languages, which kids are thought to acquire and grasp better than any other second or foreign language, is the opposite side of the influence. Students in Nepal are frequently disciplined for speaking their mother tongue in class or at school. They are compelled to acquire information and understand the significance of English-taught material. The issue of learners' cognitive growth is brought up. So, is EMI a vehicle for teaching other academic disciplines, or is that even the goal at all? In short, the topic of whether EMI results in good learning outcomes is still open and requires additional research.(Khati, 2015)

By placing a strong focus on the English language in education, numerous Nepali teachers' narratives, like the one of Prem Phyak, an English instructor at a Nepali university, indicate anxiety over progressively losing their native tongue as a source of national identity.Rana, K. (2018).

Many of the indigenous languages of Nepal are also on the edge of extinction with just a small number of speakers, and some have already disappeared completely with little chance of recovery. Regrettably, 71 Nepali languages—whose vitality ranges from vulnerable to endangered to extinct—have been included in the UNESCO Atlas of the World's Languages in Danger.

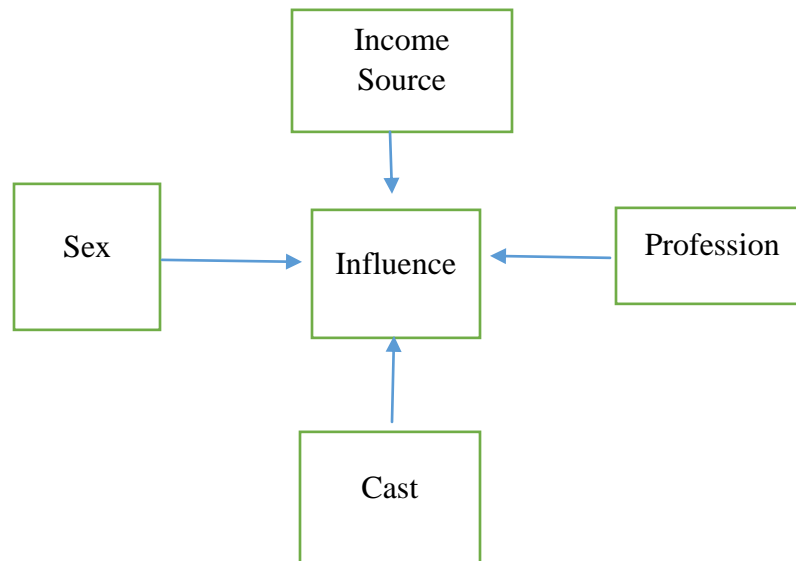
Pandey, (2020).English is widely used in media of all kinds and is a key tool for its national expansion. Nepali-broadcast TV and FM radio shows, such as Call Kantipur, M&S VMAG, It's My Show, and Roadshow, frequently flip between English and Nepali. English-language channels, such as Cinemax, HBO, CNN, and the BBC, are supplied to clients via cable television companies and are heavily subscribed to.

Due to the dominance of the Nepali language in rural regions and the English language in urban areas, the right to get an education in one's native tongue is still not fully achieved in Nepal's educational system. Students are required to speak English in urban schools. Even when they talk in their languages, they face punishment. Nepal has ratified the Child Right Convention of 1989, the International Labor Organization Convention No. 169, and the United Nations Declaration for the Rights of Indigenous Peoples of 2007, all of which make it clear that

education in one's mother language is a fundamental human right. Ironically, Nepali kids haven't been allowed to use their right to education in their mother tongue. (Dangol, L, 2023)

Voice actor Supral Raj Joshi, 29, was up speaking Nepal Bhasa (a Newar language) at home. But after elementary school, he mainly spoke Nepali and English in class, so he quickly lost track of his native tongue. He immediately realized how much of his culture he had lost after learning Nepali, as he was conversing in the language with his family. (Nepal Time2021)

Research Framework



Method and Materials

The scientific methods and practices that are utilized for data collection, information gathering, information processing, and information interpretation can be referred to as methodology. (Sarwar, N.A., 2016). In this research, both quantitative research designs will be adopted. The descriptive and analytical research design will be applied to analyze collected data.

The population of the study

For this research ward, no 9 of the Kathmandu metropolitan is considered as the population. According to the census report of 2068 B. S total population is 40371. Out of them,

23078 are male and 17293 are female. The researcher himself stays in this ward, which makes it easy for data collection and limited economic expenses.

Sampling Design.

The likelihood of selecting any certain sample is provided by the mathematical function known as sampling design. The study of sample design is an important component of statistics and is frequently taught as a one- or two-semester course because sampling is the basis of almost all research projects. It entails learning how to construct the best-fit sampling technique for a real-world scenario in addition to learning how to calculate the probability functions that characterize a specific sampling method. In this research study probability sampling method has been adopted as the sampling method. There are various methods of probability sampling, out of them in this research, stratified random sampling method will be chosen as an appropriate method for the collection of data. The total population of the selected ward will be divided into two strata. In one stratum male population and in another stratum female population will belong. All together 400 sampling units will be selected in a sample. by applying Slovine's Rule calculated as

$$n = \frac{N}{1 + e^{2N}}$$

where The total population of the ward is 40371, after calculation by taking a margin of error 5% value of "n" was obtained as 396.104 which is approximately 400

Randomly from each stratum 200 males and 200 females will be selected as the sampling units. By using a sampling size calculation calculator with a 95% confidence interval sample size is determined.

Method of Data Collection

In this research, both primary and secondary data sources are used to study and analyze the reality of the problem. The field survey method is applied to collect primary data. A semi-structured schedule is prepared to contain 25 different questions including demographic questions. For data collection investigator himself and 5 enumerators visited door to door of the 400 respondents. Secondary data were collected from the Ward No. 9 office and different public schools established in Ward No. 9.

Data Analysis

Descriptive-analytical tools will be used to analyze collected facts. Out of 400 respondents, 345 respondents expressed their responses including in the schedule. out of 55 respondents, 38 were not available at their home and 7 were a refuge to give an interview. Respondents who refused to attend the interview were all males between the ages of 25-35.

Presentations and analysis of demographic characteristics of the Population

Sex	Percentage
Male	57.16
Female	42.84

Table No.1

Presenting in the simple bar diagram.

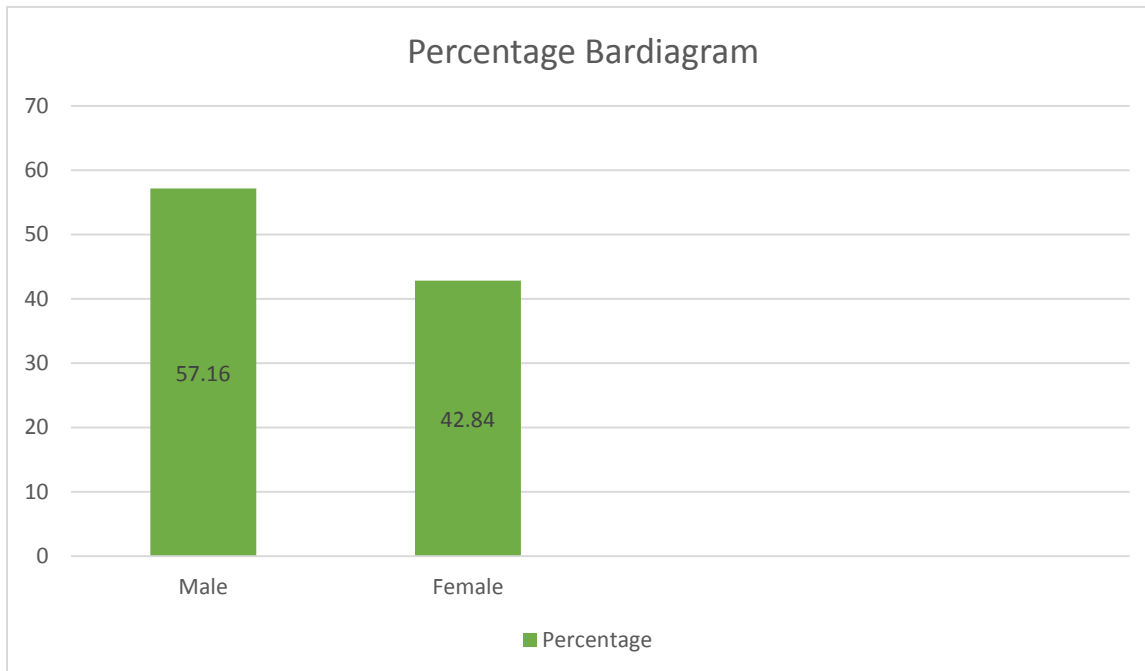


Figure No 1

In the above figure percentage of the population of the ward, No 9 was presented. After studying the figure it is clear that the male population is more than the female population. The percentage of males is 57.16 and females is 42.84 respectively.

Distribution of population using daddy/mummy or aama /buwa

	Age group	Frequency	Announce daddy/mummy	%	Announce buwa/aama	%
	Below10	140	140	100	0	
Valid 345	10-20	90	85	94.45	5	0.56
	20-30	38	30	79	8	21
	30-40	37	30	81	7	19
Invalid 55	40-50	23	5	21.7	18	78
	50-60	12	3	25	9	75
	60and above	10	–	0	10	100

Table No. 2

In table, no 2 different age groups of the respondents with their frequencies and response frequencies and percentage of response daddy/mummy or buwa/Aama are presented. According to the result, 100% of the respondents below 10yrs of age are using daddy/mummy. No respondents in this age group are using aama/ buwa. In the age group 10-20 high percentage of 94.45% of respondents are using daddy/mummy and 0.56% of respondents are using the words buwa/aama. In the age groups of 20-30,30-40 also a high percentage of respondents 79% and 81% are use the words daddy/mummy and a very low percentage 21% and 19% respondents are use buwa/aama. In the age groups, 40-50, 50-60, and 60 and above the percentage of using daddy/mummy becomes low as 18, 9, and 0 percentages respectively. After analyzing the result of this table we can say that there is an encroachment of the English language over the Nepali language in Nepalese society.

Frequency distribution of the population according to preferences of language in daily writing

Age group	Frequency	Preference to English	%	Preference to Nepali	%
Below10	140	140	100	0	0
10-20	90	90	100	0	0
20-30	38	38	100	0	0
30-40	37	30	81	7	19
40-50	23	18	78	5	22
50-60	12	5	41.66	7	58.34
601nd above	10	2	20	8	92

Table No. 3

In the table, the 3 different age groups of the respondents with their frequencies, response frequencies, and percentage of response of preference of language in writing are presented. According to the result, 100% of the respondents were below 10 yrs., 10-20, and 20-30 yrs. Age groups are using the English language in daily writing work. No respondents in this age group are using the Nepali language in their daily writing work. In the age group, 30-40 and 40-50 high percentage of 81 and 78% of respondents are using the English language in their works. In the age groups, 50-60 and 60 and above 41.66% and 20% low percentage of respondents are using the English language in their writing works. Similarly, 0% of respondents in the age groups of below 10, 10-20, and 20-30 are using the Nepali language in their daily writing works. In the age groups 30 and 40, the 40-50, percent of respondents is low as 19 and 22% using the Nepali language respectively. Age group 60 and above are using Nepali language in their writing works 92%. After analyzing the result of this table we can say that there is an encroachment of the English language over the Nepali language in Nepalese society.

Frequency distribution of the population according to using English words while taking in Nepali

Age group	Frequency	Using English words	%	Not using English words	%
Below10	140	140	100	0	0
10-20	90	90	100	0	0
20-30	38	38	100	0	0
30-40	37	37	100	0	0
40-50	23	23	100	0	0
50-60	12	12	100	0	0
601nd above	10	10	100	0	0

Table No.4

In the table, the 4 different age groups of the respondents with their frequencies, response frequencies, and percentage of response of using English words while taking in the Nepali language are presented. According to the result, 100% of the respondent's different age groups are using English words while taking in Nepali. There is no respondent found not to use English words while taking in Nepali. Therefore we can say that there is an encroachment of the English language over the Nepali language in Nepalese society.

The frequency distribution of the population according to English programs and listened in T.V and Radio regularly

Age group	Frequency	English Program	%	Nepali Program	%
Below10	140	140	100	0	0
10-20	90	90	100	0	0
20-30	38	38	100	0	0
30-40	37	30	81	7	19
40-50	23	20	86	3	14

50-60	12	2	17	10	85
601nd	10	2	20	8	92
above					

Table No. 5

In the table, the different age groups of the respondents with their frequencies, response frequencies, and percentage of response of frequency distribution of the population according to English programs watched and listened in TV and Radio regularly presented. According to the result, 100% of the respondents were below 10 years, 10-20, and 20-30 yrs. Age groups watched/listened to English programs on TV and Radio. Respondents in this age group regularly watched /listened to English programs on TV and radio. In the age group, 30-40 and 40-50 high percentage of 81 and 76% of respondents watched/listened to English programs on T.V. and Radio. In the age groups, 50-60 and 60 and above 17 and 20% low percentage of respondents watched /listened to English programs on T.V.and radio. From the result of this table, we can say that there is an encroachment of the English language over the Nepali language in Nepalese society.

Frequency distribution of the population according to reading English/Nepali Newspapers

Age group	Frequency	ReadingEnglish newspaper	%	Reading NepaliNewspaper	%
Below10	140	140	100	0	0
10-20	90	90	100	0	0
20-30	38	38	100	0	0
30-40	37	30	81	7	19
40-50	23	18	78	5	22
50-60	12	5	41.66	7	58.34
601nd	10	2	20	8	92
above					

Table No. 6

In the table, no 6 different age groups of the respondents with their frequencies, response frequencies, and percentage of response of frequency distribution of the population according to reading English/Nepali newspaper are presented. According to the result, 100% of the respondents were below 10 years, 10-20, and 20-30 yrs. Age groups read English newspapers. No Respondents in this never read Nepali Newspaper. In the age group, 30-40 and 40-50 high percentage of 81 and 76% of respondents read English Newspapers. In the age groups, 50-60 and 60 and above 17 and 20% low percentage of respondents read Nepali Newspapers. From the result of this table, we can say that there is an encroachment of the English language over the Nepali language in Nepalese society.

Frequency distribution of the population according to language used in chatting online

Age group	Frequency	Reading English Newspaper	%	Reading Nepali Newspaper	%
Below10	140	140	100	0	0
10-20	90	90	100	0	0
20-30	38	38	100	0	0
30-40	37	30	81	7	19
40-50	23	20	87	5	13
50-60	12	10	83	7	17
60Ind above	10	3	30	8	70

Table No. 7

In the table, no 7 different age groups of the respondents with their frequencies, response frequencies, and percentage of response of frequency distribution of the population according to the language used in chatting online are presented. According to the result, 100% of the respondents were below 10 years old, 10-20, and 20-30 yrs. were used the English language in online chatting. In the rest of the age groups except 60 and above percentage of respondents 81,87,83% used the English language in online chatting. Respondents in the age group 60 and above(70%)used the Nepali language in online chatting. From the result of this table, we can say

that there is an encroachment of the English language over the Nepali language in Nepalese society.

Schooling of the students

Types of school	F	%	Cumulated %
Public	275	78.5	78.5
Private	75	21.5	100

Table No.8

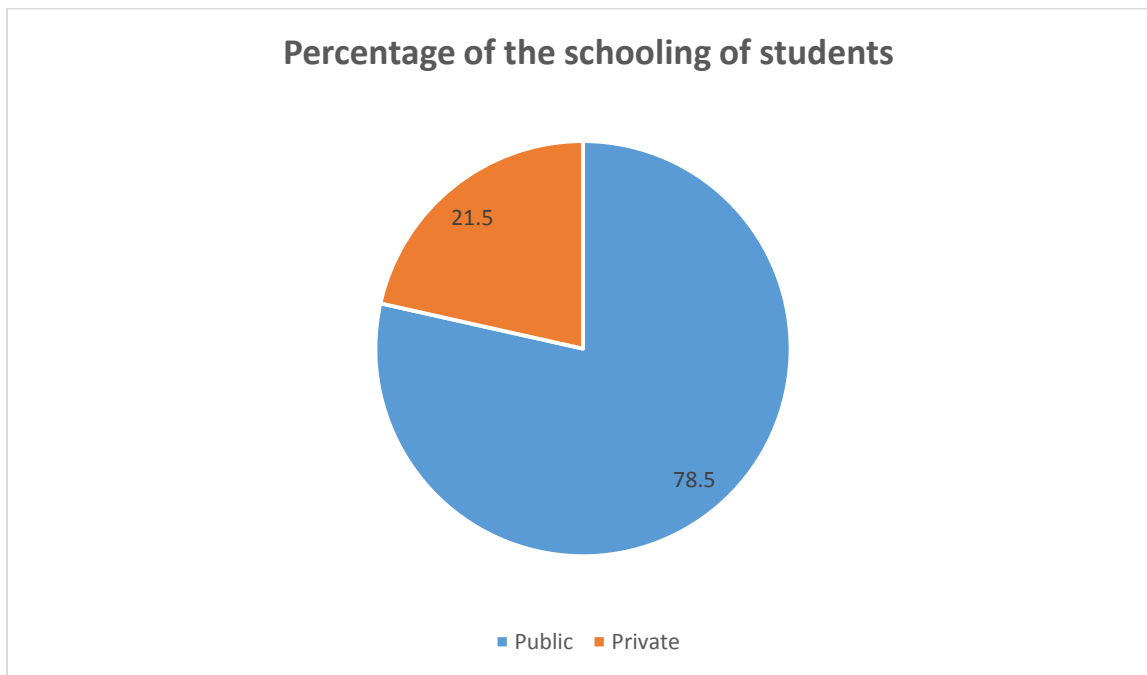


Diagram No 2

After analyzing the data presented in a pie chart, It is clear that a greater percentage of respondents has completed their school from private as compared to public. From this, we can say that there is a domination of English median school products in the sample. It means that the English language became flourished within the Nepalese society.

No of the respondents felt proud to talk in the English language

Language	F	%	C%
English	200	57	57
Nepali	150	43	100

Table No.9

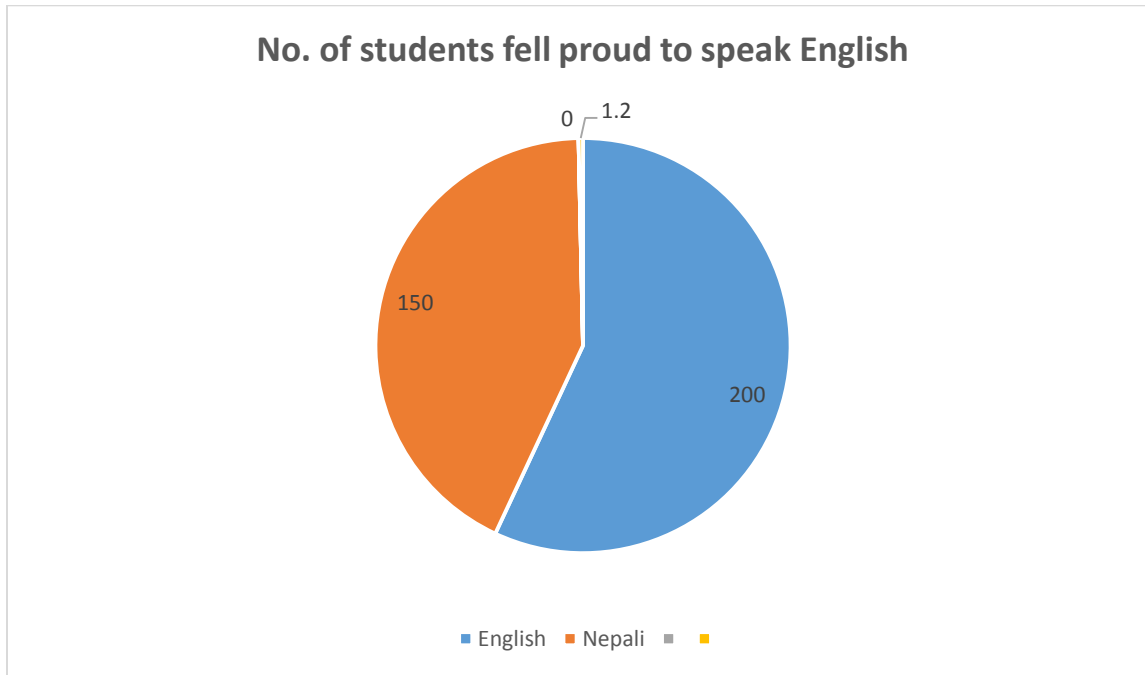


Figure No. 3

A table containing dominations of the English language according to casts

Cast	F1	Response	%	F1	%
		F1			
Brahman	145	120	83	25	17
Kshetri	137	115	84	27	16
Newar	30	25	83	5	17
Gurung/Magar/Tamang/	20	10	50	10	50
Limbu					
Others	17	10	58	7	42

Table No.10

In table No. 10 frequency distribution of domination of the English language according to castsis presented. After studying the above table there is more domination in Brahmin, Kshetri, and Newar casts. The percentage dominations in Brahmin, Kshetri, and Newar are 83, 84, and 83 respectively. As compared to the cast groups of Brahmin, Kshetri, and Newar remaining cast groups have domination. The percentage of dominations is 50 and 58% in Gurung/Magar/Tamang/Limbu and Others respectively.From the result of this table, we can say that there is an encroachment of the English language over the Nepali language in Nepalese society.

Frequency distribution of language preference in different administrative works

Types of administrative works	F	Response	%	F	%
Admission form	350	286	81	64	19
Bank account	350	300	86	50	14
Voucher Fillup	350	330	95	20	5
Application Submission	350	340	97	10	3
Passport form fill-up	350	302	86	48	14
Others	350	304	87	46	13

Table No 11

In table no 11 respondents from different cast groups with frequency of language preference and percentage of frequency and their responses are presented. After studying this table English language is preferred as compared to the Nepali language. For different administrative works like admission form fillup, Bank account-related documents fill up, and passport form fillup mostly preference is given to the English language instead of Nepali language. Very low percentage of respondents 19, 14, 5, 3, 14, and 13 percent of respondents gave preference to the Nepali language For different official related works. Very high percentages like 81, 86, 91, 97, 86 and 87% of respondents were given preference to the English language in different office-related

works..From the result of this table, we can say that there is an encroachment of the English language over the Nepali language in Nepalese society

Frequency distribution of preference of language concerning sex

Language/sex	English	Nepali	Undecided	Total
Male	102	55	23	180
Female	95	65	10	170
Total	197	120	33	350

Table no 12,

Discussion

It is clear that in Nepali society, the passion for the English language is more than the need. As the use of the English language is increasing in Nepali society, it is felt that the fascination with the original language is decreasing. Based on the analysis of various types of data conducted in this research, it is clear that the use of the English language has been adopted in various types of administrative work and education. If the new generation does not adopt the old language easily and if they do not use their language Nepali, the danger of extinction of the Nepali language seems to be increasing. In this study, it is obtained that the respondents below 10yrs of age are using daddy/mummy. No respondents in this age group are using aama/ buwa. In the age group 10-20 high percentage of 94.45% of respondents are using daddy/mummy and 0.56% of respondents are using the words buwa/aama. In the age groups of 20-30,30-40 also a high percentage of respondents 79% and 81% use the words daddy/mummy and a very low percentage of 21% and 19% use buwa/aama. In the age groups, 40-50, 50-60, and 60 and above, the percentage of using daddy/mummy becomes as low as 18, 9, and 0, respectively. After analyzing the result we should be very serious about the matter the new generation should not use

our original words. This shows that the very lovely words aama/ buwa are in the endangered zone. The new generation is confused about whom we should call aama and buwa. This result is consistent with the previous research result as due to its present dominance in all aspects of life, language is essential for greater communication and is comparable to Nepali, the sole official language at the moment. As a result, many argue that the phrase "foreign language" does not do English in Nepal justice.(R.A. Giri (2015).

After analyzing data based on the preference given for writing in daily work this result is obtained 100% of the respondents were below 10yrs, ,10-20, and 20-30 yrs. Age groups are using the English language in daily writing work. No respondents in this age group are using the Nepali language in their daily writing works. In the age group, 30-40 and 40-50 high percentage of 81 and 78% of respondents are using the English language in their works. In the age groups, 50-60 and 60 and above 41.66% and 20% low percentage of respondents are using English language in their writing works. Similarly, 0%of respondents in the age groups of below 10, 10-20, and 20-30 are using the Nepali language in their daily writing works. In the age groups 30 and 40, the 40-50, percentage of respondents is low as 19 and 22% using the Nepali language respectively. Age group 60 and above are using Nepali language in their writing works the result of this table we can say that there is an encroachment of the English language over the Nepali language in Nepalese society. This result is matched with the result of a previous study which stated in theUnited Nations Declaration for the Rights of Indigenous Peoples of 2007, all of which make it clear that education in one's mother language is a fundamental human right. Ironically, Nepali kids haven't been allowed to use their right to education in their mother tongue. (Dangol, L, 2021)

The next attempt to measure the influence of The English language over the Nepali language is using English words while taking in the Nepali language. According to the result, 100% of the respondent's different age groups are using English words while taking in Nepali. There is no respondent found not to use English words while taking in Nepali. Therefore we can say that there is an encroachment of the English language over the Nepali language in Nepalese society. This result is consistent with the previous result of the investigation. According to the result of research conducted by (Shrestha,2017) The English language has already permeated every aspect of Nepalese life and is becoming an essential element of daily existence. Currently,

a lot of academics have suggested that due to its long history and widespread use, Nepali English has developed its distinctive variation with its own unique qualities at all linguistic levels. The demographic data for the languages spoken in Nepal is shown first, and the various historical periods of English in Nepal are covered afterward. The results of my research (Giri, 2015) in Kathmandu and other regions of Nepal support the conclusions of previous studies that: (i) there is widespread code-switching and code-mixing between Nepali and English; and (ii) English terms are transliterated into Nepali is a typical characteristic; and (iii) changes have been made to the English language's normal norms of syntax, grammar, and composition. Between 50% and 85% of the words in a television program called Nepali English 329 that was recorded during the study are mixed English and Nepali vocabulary, according to the analysis of the program.

Another analysis is based on English programs transmitted by Radio and TV, according to the analytical result 100% of the respondents were below 10 years, 10-20, and 20-30 yrs. Age groups watched/listened to English programs on TV and Radio. Respondents in this age group regularly watched /listened to English programs on TV and radio. In the age group, 30-40 and 40-50 high percentage of 81 and 76% of respondents watched/listened to English programs on T.V. and Radio. In the age groups, 50-60 and 60 and above 17 and 20% low percentage of respondents watched /listened to English programs on T.V.and radio. From the result of this table, we can say that there is an encroachment of the English language over the Nepali language in Nepalese society. This result is matched with the result of previous research conducted by Pandey, (2020). English is widely used in media of all kinds and is a key tool for its national expansion. Nepali-broadcast TV and FM radio shows, such as Call Kantipur, M&S VMAG, It's My Show, and Roadshow, frequently flip between English and Nepali. English-language channels, such as Cinemax, HBO, CNN, and the BBC, are supplied to clients via cable television companies and are heavily subscribed to.

From another angle, this study analyzes the respondents' newspaper reading habits according to the analysis result 100% of the respondents were below 10yrs, 10-20, and 20-30 yrs. Age groups read English newspapers. No Respondents in this never read Nepali Newspaper. In the age group, 30-40 and 40-50 high percentage of 81 and 76% of respondents read English Newspapers. In the age groups, 50-60 and 60 and above 17 and 20% low percentage of respondents read Nepali Newspapers. From the result of this table, we can say that there is an

encroachment of the English language over the Nepali language in Nepalese society. This result matches the result of previous research conducted by Pandey, (2020).English is widely used in print and electronic media in modern Nepal, and some Nepalese people choose to write in it for creative purposes.

The next analysis part is online chatting language. In this analysis, different age groups chat messages mostly in the English language. Some of the age groups use Nepali Romanise but the majority of the respondents use the English language instead of the Nepali language this result indicates there is encroachment of the English language over the Nepali language. Most of the new generation have a very good base in English because they have completed their school education in English medium school so they are convenient to write in the English language.

According to another analytical result in urban areas majority of the students are studying in private English medium schools. The products of private schools are very good in the English language. they talk in English and mostly write in English. They feel proud by speaking and writing the English language. Most of the private school products are unable to understand the Nepali number system. All the time they use English number letters in writing and speaking. This result also indicated there is encroachment of the English language over the Nepali language.

Nepal is the land of people of all casts, multi-ethnic groups, and multiple languages. There are a large number of Braman and Chhetri, and their socio-economic status is also sound. They send their children to expensive private schools, these schools provide education in English. All subjects are taught in English except Nepali; therefore, automatically, they are good in the English language and poor in the Nepali language. In this way, the English language is dominated by the Nepali language, which is a serious matter for the state to formulate affected plans and policies for making the Nepali language familiar. At their home, they talk with their children in English to sharpen their English speaking. Other casts like Rai, Gurung, Tamang, Limbu, and Dalit are also interested in making their children familiar with the English language. This outcome is, to some extent, matched with the result conducted by Pandey, (2020).

Recently, migrant workers, small farmers, and even lower-middle-class shopkeepers have started sending their kids to private English-medium schools in the hopes of providing them with a leading education because English is seen as a symbol of modernity and prestige. Nonetheless,

a larger subset of the population consists of urban upper- and middle-class families who have better access to expensive private schools.

Conclusion

Globalization and English dominance are common problems all over the world. English has penetrated the national boundaries of Nepal to become the language of Nepal. It is the language of education, business management, mass media, national and international communication, tourism, and technology in Nepal. Its extensive use has made it more important than Nepali.

This penetration has been accelerated by the implementation of English as the main medium of teaching in Nepali schools. Policies that support education in English have an impact on the use of the Nepali language and national identity. Studies have examined this shift's causes and consequences in Nepali society. While being able to speak and write in English is essential for becoming competitive worldwide, it is equally important to preserve and promote Nepali language and culture. To guarantee the survival of both languages, policymakers must ensure the survival of both languages and Nepali culture, and language identity must be placed in top priority. Policymakers should formulate a policy and plan that promotes the Nepali language and make it a lovely language for Nepali

Globalization and English dominance are common problems all over the world. English has penetrated the national boundaries of Nepal to become the language of Nepal. It is the language of education, business management, mass media, national and international communication, tourism, and technology in Nepal. Its extensive use has made it more important than Nepali.

This penetration has been accelerated by the implementation of English as the main medium of teaching in Nepali schools. Policies that support education in English have an impact on the use of the Nepali language and national identity. Studies have examined this shift's causes and consequences in Nepali society. While being able to speak and write in English is essential for becoming competitive worldwide, it is equally important to preserve and promote Nepali language and culture. To guarantee the survival of both languages, policymakers must ensure the survival of both languages and Nepali culture, and language identity must be placed in top

priority. Policymakers should formulate a policy and plan that promotes the Nepali language and make it a lovely language for Nepali

Summary

This research investigates the impact of globalization on Nepal, a multilingual, multicultural nation, and the influence of English on the Nepali language. The study aims to identify factors that influence the English language over the Nepali language and investigate its influence on Nepalese society. The research used a positivist research paradigm and a descriptive research design, with a sample size of 400. The majority of Nepali people use the English language in daily administrative tasks, with younger generations using it for communication and watching English programs on TV. The research also found that the rapid influence of the English language could lead to the loss of the Nepali language and the erosion of culture, tradition, and values.

Reference

Bhattarai, G. R., & Gautam, G. R. (2005). *English language teachers at the crossroads*. Journal of NELTA, 10(1-2), 1-5.

Central Bureau of Statistics. (2011). National Population and Housing Census 2011 (National Report). Retrieved from <http://unstats.un.org/and/demographic/sources/census/wphc/Nepal/Nepal-Census-2011- Vol1.pdf>

Dangol, S. M. (2023). *Perceptions and Practices of Instructional Interventions in English*

Language Classrooms of Nepal (Doctoral dissertation, Kathmandu University School of Education).

Eagle, S. (2008). *The language situation in Nepal*. *Journal of Multilingual and Multicultural Development*, 1, 170-225.

Giri, R. A. (2010). *Cultural anarchism: The consequences of privileging languages in Nepal*. *Journal of Multilingual and Multicultural Development*, 31(1), 87-100.

- Giri, R. A. (2010). English language teachers' resource center: A model for developing contexts. *Journal of NELTA Vol, 15*(1-2).
- Giri, R. A. (2015). The many faces of English in Nepal. *Asian Englishes, 17*(2), 94-115.
<https://myrepublica.nagariknetwork.com/news/losing-languages/>
<https://www.statisticshowto.com/sampling-design/>
- Kandel, B. (2019). Globalization and its impact on the English language in Nepal. *The Journal of AadiKavi, 9*(1), 80-91.
- Khatri, A. R. (2016). English as a medium of instruction: My experience from a Nepali hinterland. *Journal of NELTA, 21*(1-2), 23-30.
- Nepali Times*. (2021.). Nepali Times. <https://nepalitimes.com/>
- Pandey, S. B. (2020). English in Nepal. *World Englishes, 39*(3), 500–513.
<https://doi.org/10.1111/weng.12490>
- Pandey, S. B. (2020). English in Nepal. *World Englishes, 39*(3), 500-513.
- R.A. Giri (2015) The many faces of English in Nepal, *Asian Englishes*,
- Rai, M. K., Loschky, L. C., & Harris, R. J. (2015). The effects of stress on reading: A comparison of first-language versus intermediate second-language reading comprehension. *Journal of Educational Psychology, 107*(2), 348.
- Rai, V.S., Rai, M., Phyak, P., & Rai, N. (2011). *Multilingual education in Nepal: Hearsay and reality*. Kathmandu, Nepal: UNESCO. S
- Rana, K. (2018). Retention of English language tension in multilingual communities of Nepal: A review of teachers' narratives. *Journal of NELTA, 23*(1-2), 40-53.
- Rana, K. (2018). Retention of English language tension in multilingual communities of Nepal: A review of teachers' narratives. *Journal of NELTA, 23*(1-2), 40–53.
<https://doi.org/10.3126/nelta.v23i1-2.23347>

Shrestha, K. N. (2017). Language Planning in Nepal: A Bird's Eye View. *Language Planning and Policy*. Retrieved February 19, 2018.

Shrestha, S. (2016). Role and status of English and other languages in Nepal. *Journal of NELTA*, 21(1-2), 105-112.

Worrall, S., Wolff, G., Falck-Pedersen, E., & Crystal, R. G. (1997). Innate immune mechanisms dominate the elimination of adenoviral vectors following in vivo administration. *Human gene therapy*, 8(1), 37-44.

Yadava, Y. P. (2014). Language use in Nepal. *Population monograph of Nepal*, 2, 51-72.

The document of this research article was checked by Grammarly and plagiarism was checked by Turnitin software before the final submission of the manuscript