Volume 13 Issue 27
Originally issued as G10

Global Journal of human social science
Linguistics & Education
Volume 13 Issue 10 Version1.0 Year 2013
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X&Print ISSN: 0975-587X

The Impact of English Language on the Lifestyle and Behavior of Tertiary Level Students in Bangladesh: Case Study Jahangirnagar University

By Md. Didar Hossain
IUBAT-International University of Business Agriculture and Technology, Bangladesh

Abstract - Nowadays English language and culture have grabbed every nucleus of almost all the University students in Bangladesh. In Bangladesh, English is taught as a compulsory subject in schools, colleges, and in universities i.e. from the primary level to the tertiary level. The students of Jahangirnagar University in Bangladesh are no exception. Here, the students think that using English not only facilitates communication but also help them do well in their future life. Some students think that it is a way to show smartness. Out of all these, the present researcher seeks to find out the impact and influence of the English language on the lifestyle of the tertiary level students in Bangladesh. It also tries to prove the fact that English language is a machine or a tool of domination and power. The paper briefly discusses the origin of English language in the Indian subcontinent and in Bangladesh. It also refers to the works done on the same area by different researchers. Then it provides an overview or an analysis of some questions to sort out the use of English by the students. It finds out in what ways the students use English language. At last, it offers some recommendations and solution to get out of the influence of the English language.

Keywords : *code mixing, code switching, english language in bangladesh, lingua franca.*

GJHSS-G Classification : *FOR Code: 200302*



Strictly as per the compliance and regulations of:

© 2013. Md. Didar Hossain. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction inany medium, provided the original work is properly cited.

The Impact of English Language on the Lifestyle and Behavior of Tertiary Level Students in Bangladesh: Case Study Jahangirnagar University

Md. Didar Hossain

Abstract - Nowadays English language and culture have grabbed every nucleus of almost all the University students in Bangladesh. In Bangladesh, English is taught as a compulsory subject in schools, colleges, and in universities i.e. from the primary level to the tertiary level. The students of Jahangirnagar University in Bangladesh are no exception. Here, the students think that using English not only facilitates communication but also help them do well in their future life. Some students think that it is a way to show smartness. Out of all these, the present researcher seeks to find out the impact and influence of the English language on the lifestyle of the tertiary level students in Bangladesh. It also tries to prove the fact that English language is a machine or a tool of domination and power. The paper briefly discusses the origin of English language in the Indian subcontinent and in Bangladesh. It also refers to the works done on the same area by different researchers. Then it provides an overview or an analysis of some questions to sort out the use of English by the students. It finds out in what ways the students use English language. At last, it offers some recommendations and solution to get out of the influence of the English language.

Keywords : code mixing, code switching, english language in bangladesh, lingua franca.

I. Introduction

There is no doubt in the fact that English has gained the status of the global language. It is spoken and taught in many countries as a native and a second or a foreign language. It is taught in schools, colleges, and universities in almost every country in the world. English is spoken by over 350 million people as their native language.

Besides, millions of people use it as a second language, and about 250 million people around the globe use it fluently as a foreign language. In addition to that about 1000 million people around the globe have more or less knowledge of English. It is learnt almost everywhere of the world because knowledge of English is considered as an international passport in terms of communication with the entire world. Sometimes, it is considered in Bangladesh as a stair of prosperity, a tool of acquiring knowledge, and a sign of sophistication. There is no university student in Bangladesh who is not acquainted with the term 'English Language' and its use. It is so common a term that almost all the university students in Bangladesh consciously and sub-consciously speak and/or have to speak in it. English language is the second language for them. Moreover, some think that it can bring them good jobs. If that is the case, it is very necessary to put light on the use of English language and its impact on them.

The period following the 1950 saw a tremendous increase in the need for communication among people of the world in various spheres of international contact like politics, academics, economics, technology and culture. English is taught as a foreign language in Bangladesh. (Open University Publication, English, Unit- 1, 19) If the chronological history of English language in Bangladesh is discussed, a kind of political as well as social background will be found which directly influence the learning of English at every level of education.

II. 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 student 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.

III. Objective(s) of the Study

It is the increasing importance of English as a Foreign Language (FL) or Second Language (SL) and a global *lingua franca* that has thrown its impact on other cultures a research subject all over the world. The

Author : Faculty, Dept. of Languages (English), IUBAT-International University of Business Agriculture and Technology.
E-mail : didar_munna@yahoo.com

© 2013 Global Journals Inc. (US)

unparalleled international role of English language has, or should have, some repercussion on the way English is taught. The main objective of the study is to fulfill the need of a course. Besides, the study has two types of objectives:

a) General Objectives

1. To sketch out a picture of English language teaching and learning at tertiary level in the universities in Bangladesh with a focus on the problems that the students face in the process of learning the four skills of English language.
2. To put forward some suggestions and recommendations to overcome the problems or hindrances or at least lessen the severity of these problems.

b) Specific Objectives

1. To identify the problems encountered by the students in the process of learning English;
2. To evaluate the performance of the tertiary level students in English language skills;
3. To investigate whether the teachers arrange the practice of listening, speaking, reading, and writing in the class;
4. To investigate if English language has any impact on the dressing style and eating habit of the Bangladeshi students;
5. To find out if English language has any influence over Bangladeshi culture i. e. whether it is harming Bangladeshi culture or not;
6. To find out the teachers' motivation on the students, teachers' teaching method, teaching competence; and
7. To suggest recommendations for the concerned groups to use English language with care and awareness.

IV. Significance of the Study

English language has been the world language today. This study focused on the perception of the students about their use of English language and the impact of it. It has assumed greater significance in the globalized context. It will make the students conscious about the optimal use of English language. They will also know the origin and development of English language in the Indian Sub- continent. It will also help the people who would do research on the same area. Since the research on the impact of English language 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 have been carried out during the recent past under different public universities in Bangladesh. But surprisingly, no study has been conducted on this topic in Jahangirnagar University. So, there are sufficient scopes of study in this field. Therefore, the present study is very significant and a crucial demand of time.

V. Limitations of the Study

The dissertation paper could have been done with more care if there were more time. Number of respondents could be more. Some students took the questionnaires but did not return them although they were contacted many times. Taking interviews of the teachers and students were the most difficult part because these were face to face interview. Although teachers were very friendly in giving interview, some students took it to be very trifling matter. They looked angry, disgusted, and exhausted. Some students could not understand the term 'Bad English'. It was very tough finding out the correct and enough information about the origin and development of English language in the Indian Subcontinent.

a) Origin and Development of English Language and English Education in the Indian Subcontinent and in Bangladesh

English is a member of the Indo-European family of languages. This broad family includes most of the European languages spoken today. The Indo-European family includes several major branches:

- Latin and the modern Romance languages;
- The Germanic languages;
- The Indo-Iranian languages, including Hindi and Sanskrit;
- The Slavic languages;
- The Baltic languages of Latvian and Lithuanian (but not Estonian);
- The Celtic languages; and
- Greek. (Source: http//:Google.Com)

The influence of the original Indo-European language, designated proto-Indo-European, can be seen today, even though no written record of it exists. The word for *father*, for example, is *vater* in German, *pater* in Latin, and *pitr* in Sanskrit. These words are all cognates, similar words in different languages that share the same root. Of these branches of the Indo-European family, two are, for the purpose/purposes of studying the development of English, of paramount importance, the Germanic and the Romance (called that because the Romance languages derive from Latin, the language of ancient Rome, not because of any bodice-ripping literary genre). English is in the Germanic group of languages. This group began as a common language in the Elbe river region about 3,000 years ago.

The background of English language in Bangladesh can be traced back to Lord Macaulay's Minute on Education of 1835. In the 'Minute', Thomas Macaulay articulated the goals of British colonial imperialism most succinctly: "We must at present do our best to form a class who may be interpreters between

© 2013 Global Journals Inc. (US)

us and the millions whom we govern, a class of persons Indian in blood and color, but English in taste, in opinions, words and intellect." (Ashcroft et al, 1995: 430) The main objective of Macaulay was to create Englishmen from among the Indians. From his speech, the objectives of teaching English are thus very clearly defined.

As the architect of Colonial Britain's Educational Policy in India, Thomas Macaulay was to set the tone for what educated Indians were going to learn about themselves, their civilization, and their view of Britain and the world around them. An arch - racist, Thomas Macaulay had nothing but scornful disdain for Indian history and civilization. In his infamous minute of 1835, he wrote that he had "never found one among them (speaking of Orientalists, and opposing political faction) who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabia." (Ashcroft et al, 1995:429) He also added that it was, no exaggeration to say, that all the historical information which has been collected from all the books written in Sanskrit language is less valuable than what may be found in the paltriest abridgments used at the preparatory schools in England.

In the post - independence period in Bangladesh, English language had to go through a number of struggles because of serious negligence for the first few years. In 1974, some recommendations were made with regard to language teachings by an education commission. After that, an English language teaching taskforce was formed by the ministry of education whose purpose was to evaluate the state of English language teaching in Bangladesh. It also made a number of recommendations for the development of learning English. In 1990, the government took a decision to introduce English as a compulsory subject from class1. It was implemented in 1992 with a new syllabus and new books (especially for class 1-10). After 1993, English education has been reintroduced in the B. A., B. S. S., B. Com., and B. Sc. courses as a compulsory subject of 100 marks. On the basis of the world context, the Government of Bangladesh passed an act in 1992 for the reintroduction of English at the tertiary level. It was done to enhance the employment potential of the graduates and to check the deadline of academic standard. Now in tertiary level the all institutions in Bangladesh, in a way or the other, English language are being taught.

VI. Literature Review

This chapter entitled as 'Literature Review' deals with research activities conducted by the previous researchers. The impact/s of English language on the university students in Bangladesh are expressed through various forms: cultural, social, and linguistic. It leads to various types of fusions. These fusions can be termed as acculturation. In this case, it is the acculturation of English language by The Bangladeshi University students. It should be noted here that acculturation is the process of adapting to or adopt a different culture. Linton (1963) described the general process of acculturation as involving modification in attitudes, knowledge, and behavior. "These modify-cations were seen to require not only the addition of new elements to an individual's cultural background, but also the elimination of certain previous elements and the reorganization of others. Thus the overall process of acculturation demands both social and psychological adaptation." (McLaughlin, 1987) part of this process involves learning the appropriate linguistic habits to function within the target- language group (Stauble 1980).

Ngugi Wa Thiong'o, in his book "Decolonising the Mind" (1981a), displaying anger toward the isolationist feelings colonial education causes, asserted that the process, "… annihilates a peoples belief in their names, in their languages, in their environment, in their heritage of struggle, in their unity, in their capacities and ultimately in themselves. It makes them see their pats as one wasteland of non- achievement and it makes them want to distance themselves from that wasteland. It makes them want to identify with that which is furthest removed from themselves" (Ashcroft et al.1995). Thomas Macaulay understood this process of acculturation many years ago although his motif was purely Eurocentrically colonial. In 1935, in his "Speeches of Lord Macaulay with His Minute on Indian Education", Macaulay opined, "It is impossible for us, with our limited means, to attempt to educate the body of the people. We must at present do our best to form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and color, but English in taste, in opinions, in morals, and in intellect." (Ashcroft et al, 1995:430)

Language is directly related to culture. A culture can never be thought of without culture. Wardhaugh (1986) comments that there should be some kind of relationship between the sounds, words, and syntax of a language and the ways in which speakers of that language experience the world and behave in it seems so obvious as to be truism. He also says that one long-standing claim concerning the relationship between language and culture is that the structure of a language determines the way in that the speakers of that language view the world. The impact of the English media and language can result in various forms as code mixing, code switching, code borrowing. The influence of English language is paramount through the imposition of English literature. Gauri Vishwanathan in his essay 'The Beginnings of English Literary Study in British India', "British parliamentary documents have

© 2013 Global Journals Inc. (US)

provided compelling evidence for the central thesis of the investigation: that humanistic functions traditionally associated with the study of literature - for example, the shaping of character or the development of the aesthetic sense or the disciplines of ethical thinking- are also essential to the process of sociopolitical control. . . English Literature made its inroads in India, albeit gradually and imperceptibly, with a crucial event in Indian educational history: the passing of the Charter Act of 1813." (Ashcroft et al. 1995: 431) The assimilation of language with culture is evident in Hudson's writing. He says, "There are three points at which language makes contact with language, and more specifically with the kind of knowledge that we call 'culture'. As a distinguished anthropologist said that a society's language is an aspect of its culture. . . The relation of language to culture is that part of the whole' (Good enough)." (Hudson, 1980) There was an article in "Sahitya Shamoyiki" of the newspaper "Prothom Alo" written by Mahbub Alam. He writes here that the Bengalees were motivated to learn English for high status in the society and government jobs. He adds that although there were not enough English books and teachers, they learnt a kind of English that can help them only to run normal conversations. For this early exposure of English language to the Bengalese before they could learn it properly made its base weak. Its results were twofold. The Bengalese who learnt English with a great care spending a long time, they were found to overuse English mixing with Bangla. According to Widdowson (1974), English language teaching overseas is taking on a new character as a result of the need for many advanced students to use the language as a tool in the study of scientific and technical subjects.

Hasan (2005) conducts a linguistic study on the "English Language Curriculum at the Secondary Level in Bangladesh- a Communicative Approach to Curriculum Development" which reveals that students are aware of the importance of learning English language. He finds that 59% students have disinterest in speaking English, because they like their mother tongue and there is an animosity towards English, as it is heard, as they perceive, to learn. He also discovers that the syllabus and the curriculum of education are examination oriented which prevent them from acquiring the language competence. He discovers 82% rural and urban madrasha students complain that English is not sufficiently used in the class. On an average 68% teachers admit that they do not arrange the practice of four skills of English language in the class. Since the study, use of English in the class, practice of language skill, needs of English, textbook materials etc. it is directly relevant to the present study.

Kavaliauskiene (2003) carries out a research among the second year university students in Lithuania which reveals that 65% students admit that the teachers have tendency to avoid speaking, and 57% students comment that listening practice are not done in the class. Her study also reveals that 68% students are weak in listening, and 73% students are weak in speaking while 72% students' reading status is satisfactory. The study of Kavaliauskiene investigates the practice and performance of the students in English, therefore, this study directly relates to the present study.

Romanian (2002) evaluates the linguistic skills of the graduate students in English in Punjab. He evaluates all the four linguistic skills: listening, speaking, reading, and writing. However, he has dealt with the details of the writing skill of the graduate students. He identifies in his study the phonological, grammatical, and orthographical errors in productive skills and in the comprehension skills he identifies the reading ability of words and sentence. His study finds that 68% graduate learners interested in correction of error in written production. Moreover, he recommends that the group discussion, language games should be encouraged in the class hours. He believes that introduction of the audio- visual instrument for language teaching would be good and wise at collegiate level.

In 1990, the government of Bangladesh took a decision to introduce English as a compulsory subject from class 1. It was implemented in 1992 with the new syllabus and new books (especially for classes 1-10). After 1993, English education has been reintroduced in the B. A., B. S. S., B. Com., and B. Sc. Courses as a compulsory subject of 100 marks. On the basis of the world context, the government of Bangladesh in 1992 passed an act for the reintroduction of English at the tertiary level. It did this to enhance the employment potential of graduates and to check the decline of academic standard. The act came into being and effect two years later with a syllabus based on grammar.

In 1995, a study conducted by the British Council on behalf of the University Grants Commission (UGC) identified two major problems in the development of English language teaching, both of which were concerned with teachers. Recently, the English Language Teaching Improvement Project (ELTIP) was launched by the Government of Bangladesh in collaboration with the Department for International Development (DFID). This is a network of resource centers whose purpose is to provide in service training to ELT teachers as well as to prepare materials appropriate for the learners.

The present research is different from the other research in the sense that it is the first study on impact of English language on the students of Jahangirnagar University. It attempts to find out the present conditions of the English language in JU and gives suggestion about what to do in future.

VII. Research Methodology

Research is a systematic process. The essential step of a research work is to design the method, which

© 2013 Global Journals Inc. (US)

leads the researchers to conduct the dissertation in a proper way. For the present study, the dissertation paper has been designed in a logical and scientific manner. The present study is on the impact of English language on the tertiary level students in Bangladesh: changes in their lifestyle and behavior as a result of using English language. Different techniques have been taken into account to conduct the research activity to perform the study.

a) The Research Design

To respond to the findings of the current study, both qualitative and quantitative research methods were used, including a questionnaire for the students and interviews with the teachers and students. To determine the population of the study, the present study covers at least 200 students from various departments where there is an English language course. The teachers of the department of English in Jahangirnagar University who are teaching English in different departments have been considered as the sources of data for the study.

b) Sampling

As it was very difficult to reach every student of all the departments, the stratified purposive sampling policy has been adopted for the study. Students from the following departments were taken into account:

1. Information Technology (IT)
2. Philosophy
3. Bangla
4. Drama and Dramatics
5. Computer Science and Engineering (CSE)
6. Public Administration
7. Chemistry
8. Archaeology
9. Urban and Regional Planning (URP)
10. Bachelor of Business Administration (BBA)
11. Mathematics
12. History
13. Government and Politics
14. Statistics
15. Environmental Science.

At least 10 students from each of the aforementioned departments were taken for the preparation of the questionnaire. Five teachers from the Department of English were interviewed for the study. Besides, 10 students from various departments were also interviewed.

c) The Research Tools

Data for the study were collected through-

1. Questionnaire for the students
2. Interview of some teachers
3. Interview of some students

d) Data Collection Procedure

Questionnaires were distributed to the students. They were requested to fill up the form with care by providing the correct information. The interviews of the students and the teachers were done face to face. For the vast source of books, library work also has been done. Internet was used to find out the technical ad historical information. It also helped the present study by providing the technical steps of accomplishing the work.

e) Data Analysis

Research is a scholarly investigation and experimentation aiming at discovering new facts and their correct interpretation. Data have been analyzed most manually except in case of finding out the summations and percentages. First data were patterned in tabular form according to the fulfillment of research objectives. During this time, the variables underlying the investigation were kept in mind. Microsoft Office Word 2007, Power Point 2007 and Office Excel 2007 have been used to process data.

f) Consideration of the Administration Condition During the Study

The questionnaire for the students was given to the students and administered when the students were seen to be free. It was done by some agent- students. The researcher chose at least one student from the departments which are included in the questionnaire. The agents were the familiar students to the researcher. The responses of the teachers were taken mostly while they were in their leisure period in their room. For the interviews, there was no exact time limit but the expected time limit was twenty minutes. The appointments for the interviews were fixed earlier. Written records of the interviews were taken. The recorded interviews were then transformed into scripts.

VIII. Findings of the Study

This chapter analyses the data which were collected through student questionnaire and interviews of the teachers and the students. In fact, the interview sessions were arranged in addition to the questionnaire survey to obtain a comprehensive idea of the respondents' position regarding the impact of English language on the tertiary level students in Bangladesh. It is true that the questions of the interview sessions did not necessarily echoed the exact questions set in the questionnaires. Rather, they were meant to elicit the background or rationale behind the respondents' individual positions regarding the issue set by the researcher.

a) Findings and Discussions of the Instruments for the Students' Questionnaire Survey

i. *First Part of the Questionnaire*

The first part of the questionnaire deals with the personal details of the respondents to keep documentation for further information which will help to elicit background or rationale behind the respondents'

© 2013 Global Journals Inc. (US)

individual positions on the selected issues. However, students from different departments have acted in response to this questionnaire.

ii. *Findings of the Second Part of the Questionnaire for the Students*

Item - 1:

The first item on the questionnaire was "Do you speak English with your friends and teachers in the Campus?" Table- 1 shows the percentage of the responses.

Table 1 : Response to whether the students of Jahangirnagar University speak English with their friends and teachers in the university campus. (N= 2oo)

Responses	Frequency	Percentage (%)
Never	6	3%
Sometimes	190	95%
Always	4	2%

Table - 1 shows that only 3% students (N=6) never speak, 95% (N= 190) sometimes speak, and only 2% opine that they speak in English with their friends and teachers in the campus. So, it is seen that almost all the students in some ways speak English with their friends and teachers in the campus or at least they try to speak. The table proves that speaking English is a common phenomenon for the students.

Item - 2:

The second item attempts to reveal whether the students practice speaking English at home. Table- 2 shows the percentage of the responses.

Table 2 : Response to whether the students try to speak English at home. (N=200)

Responses	Frequency	Percentage (%)
Yes	69	34.5%
No	131	65.5%

Table - 2 shows that 34.5% percent of respondents replied in the affirmative while the rest 65.5% percent replied in the negative. So, more students think that they do not practice English at home. It may be the cause that they think that speaking English at home would make them uncomfortable or it may be that they like to speak in Bangla.

Item - 3:

Item-3 seeks to reveal with whom the students speak the most. Table-3 shows the percentage of the responses.

Table 3 : Responses to with whom the students speak the most. (N=200)

Score	Frequencies	Percentage (%)
1	22	11
2	87	43.5
3	63	31.5
4	28	14
Total	200	100

(Score: 1= Parents, 2= Friends, 3= Teachers, 4= relatives)

Table-3 shows that 43.5 percent respondents speak English with their friends, 11 percent students speak English with their parents, and 31.5 percent with their teachers and the rest 14 percent speak English with their relatives.

Item - 4:

It asks the respondents if there is any course in their academic syllabus that can help them learn English shows the responses and their percentage.

Table 4 : Responses to whether there is any course in the syllabus that helps to learn English. (N=200)

Responses	Frequency	Percentage (%)
Yes	163	81.5
No	37	18.5

The table shows that 81.5 percent students have some courses in their syllabus that help them learn English and the rest 18.5 percent do not have it. It also proves the fact that in almost every subject of Jahangirnagar University, there is at least a course that helps the students in learning English.

Item - 5:

This item tries to sort out whether there is any English course in the department syllabus or not and if not, whether the students are attending any English course in any other place rather than the University campus. If the answer is 'yes', the paper tries to know about the place or the person/s and the reasons why they go there. And if they are not having or attending any, then it tries to find out the reason/s behind that. The following table shows the percentage of the responses.

Table 5 : Response to the students' attention or absence in any English course. (N= 200)

Responses	Frequency	Percentage (%)
Yes	70	35
No	130	65

The table above shows that 65% students attend in many institutions for learning English. 35% students do not go for any English course anywhere. The reasons behind that include: distance of the institutions, financial crisis, and time and so on.

© 2013 Global Journals Inc. (US)

Item - 6:

This item investigates the matter that if any respondent thinks that speaking English in classes and with other people increases his/ her status. It was a very vulnerable question so students had to think deeply about it. The table below shows the percentage of the respondents.

Table 6 : Speaking English increases status or not. (N=200)

Responses	Frequency	Percentage (%)
Yes	132	66
No	68	34

The table shows that 66 percent of the students think that speaking English in classes and with other people and places increases one's status and the rest 34 percent think it is not. So, two- thirds of the respondents permit the use of English in various places.

Item - 7:

This item investigates if the respondents are acquainted with the term "Bad English" and if they know, what they think about it. This item was actually given to make them inform the socio-politico implication of English language. The term was taken from the English Textbook for HSC level students in Bangladesh which is titled as "English for Today: for Class xi- xii). May be the students are not familiar with it. Unfortunately, a few students understood and answered the question. Some students answer it but those are not in line with what it wanted. Among 200 students, only 35 students answered the question. The percentage of the students who answered it stands as 17.5% only. Various types of answers were found. Most of them think that because of having grammatical and vocabulary problems, Bangladeshi students cannot make good in the four skills of English. They imposed the idea that good practice is needed to overcome it. Only three students found it to be a kind of politics of the west.

Item - 8:

This item tries to find out if the dressing style of the students is influenced by English language. It is thought by some scholars of recent time that language carries culture and a language can have influence over other culture/s. The table below shows the responses of the students.

Table 7 : English language influences your dressing style. (N=200)

Responses	Frequency	Percentage (%)
Yes	29	14.5
No	171	85.5

The table shows that 171 students (85.5%) think that English language has no influence over Bangladeshi garment style. The rest of the respondents think otherwise. They show that English language has a kind of impact over Bangladeshi University students. They wear some dresses that are the products of the West.

Item - 9:

This item was, "English language influences your eating habit. - Do you agree?" The following table shows the percentage of the respondents.

Table 8 : Responses on the influence of English language over the eating habit of Jahangirnagar University students. (N=200)

Responses	Frequency	Percentage (%)
Yes	15	7.5
No	184	92
Total	199	99.5

The table represents that only 7.5 percent students think that their eating habit is influenced by English language and culture. On the other hand, 184 (92%) students find no influence of the English language over their eating habit. Interestingly, one student of the department of Bangla wrote that it is not applicable to her. In response to her answer she argued that it is not of customary importance to investigate anything like that. The study reveals that almost all the students do not agree with the question. The reasons may be that they are not aware of it or they do not want to think about it.

Item - 10:

The item tries to sort out the percentage of the students who think that English language influences their body language and who think that there is no influence of English language over the body language of the students. The table below makes it clear.

Table 9 : The influence of English language over students' body language

Responses	Frequency	Percentage (%)
Yes	121	60.5
No	79	39.5

In the table above, it is found that 121 students (60.5%) think that English language influences the body language of University students. So, they think that the gestures (Hi, Hello, Bye) they make contain the gestures of English culture.

Item - 11:

The item investigates if it is possible for a Bangladeshi University student to express his/ her feelings completely in English language. The table below shows the percentage and number of the respondents.

© 2013 Global Journals Inc. (US)

Table 10 : Is it possible for a Bangladeshi University student to express his/ her feelings completely in English language?

Responses	Frequency	Percentage (%)
Yes	106	53
No	94	47

The table shows that 53 percent of the students think that it is possible but the other 47 percent students find it impossible. It signifies the fact that the students have mixed feelings.

Item - 12:

This item finds out if the students speak English in the same way at home (village/city) as they speak in the campus. It contains two sub- questions. Question no. (a) With friends; and (b) with family members. Responses of the students are shown in the tables below.

Table 11 : Speaking English with friends

Responses	Frequencies	Percentage (%)
Never	27	13.5
Sometimes	128	64
Always	45	22.5

Table 12 : Speaking English with Family Members

Responses	Frequencies	Percentage (%)
Never	65	32.5
Sometimes	127	63.5
Always	8	4

Table- 11 and table- 12 show that most of the students sometimes speak in English with their friends and family members. The percentage for the friends is 'Never'- 13.5%, 'Sometimes'- 65%, and 'Always'- 45% whereas for family members it is 'Never'- 32.5%, 'Sometimes'- 63.5%, and 'Always'- 4%.

Item - 13:

This item investigates the students' psychological stance regarding the prestige of Bangla and English language. Most of the students (83%= 166 students) state that English is never more prestigious than Bangla. It may help in job sector but it does not determine its prestige. 14% students (N= 28) think that the statement is true (that English language is more prestigious than Bangla language). They think like that because of the internationality of English language. The rest 3% gave no comment.

Item - 14:

This item investigates "student choice" of the influence of the English media. The respondents were told to rank them according to their view. There were five items in total: English movies and songs; English books, magazines, and journals; English newspapers; English news; and English advertisement. The average of their ranking is shown in the table below.

Table 13 : Ranking of the importance of English Media

Ranking	Items
1	English Movies and songs
2	English newspapers
3	English books, magazines, and journals
4	English news
5	English advertisements

Item - 15:

This item asks if the students think in Bangla before speaking in English. The findings of the question are shown in the table below.

Table 14 : University students think in Bangla before speaking in English. (N=200)

Respondents	Frequency	Percentage
Yes	197	98.5
No	3	1.5

The table shows that almost all the respondents agree that Bangladeshi university students normally think in Bangla before saying anything in English. This percentage is 98.5%. Rest of the students is so proficient in speaking English that they do not need to think in Bangla.

Item-16:

This item investigates if it is possible for the students to think in Bangla while speaking in English. It tries to know if it is possible to think in Bangla and speak in English at the same time. The answers given by the respondents are given in the table below.

Table 15 : Is thinking in Bangla while speaking in English possible?

Responses	Frequencies	Percentage
Yes	132	66
No	68	34

The responses of the students reveal that 66 percent students think that it is possible for them to think in Bengali language and speaking in English language at the same time. On the contrary, the other 34 percent think otherwise (that it is not possible to think in Bangla while speaking in English).

Item - 17:

This item seeks to find out if it is more helpful to write answers in English in the exams rather than in Bangla. It discovers what the students feel from inside. The table below discovers the percentage of the responses of the students.

Table 16 : Is it more helpful to write answers in English in the exams rather than Bangla?

Responses	Frequency	Percentage (%)
Yes	163	81.5
No	37	18.5

© 2013 Global Journals Inc. (US)

In the table, 81.5% percent students think that it is more helpful to write answers in English in the exams rather than Bangla.

Item-18:

This item investigates if the English language teachers insult the students if they cannot speak in proper English in class. The table below makes the percentage of the responses clear.

Table 17 : Does the teacher insult the students if they cannot speak correct English in the class?

Responses	Frequency	Percentage (%)
Yes	22	11
No	178	89

The table shows that there are only 22 (11%) students who opine that their English language teachers insult them if they fail to answer the teacher in the correct form English. From the answers of the respondents, it can be assumed that there are some English language teachers who unconsciously get angry on the students and insult them.

Item-19:

This item seeks to know from the respondents if having a good command over English language helps the students to get good jobs in their future life. The table below shows the responses and their percentages.

Table 18 : English helps to get good jobs. Do you agree?

Responses	Frequency	Percentage (%)
Always	132	66
Sometimes	66	33
No	02	01

66% percent students think that English helps them to get good jobs always, 33% percent think that it works sometimes and the rest 1% percent thinks that English never helps them in getting good jobs.

Item-20:

This item finds out the students' evaluation of the teacher's importance on four language skills. It sorts out the students' choice of the four skills regarding importance. The following pie chart shows the students' choice below:

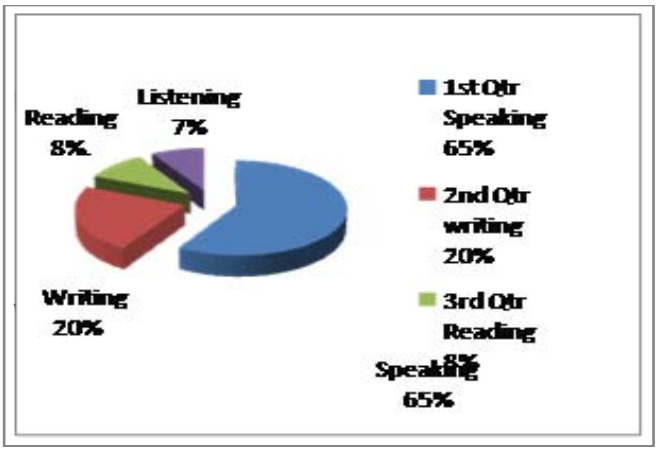

Figure 1 : Pie chart 1: List of the four skills according to the teacher's importance

The pie chart shows that 65% students think that their teachers pose importance on speaking. This percentage is 20% for writing, 8% for Reading, and only 7% for listening.

Item-21:

This item investigates the matter that if the students agree with the proposition that most often many speakers in Bangladesh find problems in expressing thought in English. The table below shows the proportions of the students' responses.

Table 19 : University students in Bangladesh find problems in expressing thought in English. (N=200)

Responses	Frequency	Percentage
Yes	195	97.5
No	5	2.5

The table illustrates that almost all the students find problems in expressing thought in English. Sometimes it happens that the element of a language cannot be expressed in another language. For example, two speakers are talking to each other. The first one is Bangladeshi and the second one is English. The second speaker says to the first:

P2: What are you eating?

The first person was eating Jackfruit but he does not know the English word 'Jackfruit' for it rather he uses the Bangla "KATHAL". He answers-

P1: I am eating, er, umm, what should I say, "KATHAL".

Item-22:

This is the last item in the questionnaire. It is given to the students in order to investigate if it is possible for a university student in Bangladesh to speak like a native English speaker. The responses of the students are shown in the table below.

© 2013 Global Journals Inc. (US)

Table 20 : Is it possible for a Bangladeshi University student to speak like a native English speaker?

Responses	Frequency	Percentage
Yes	113	56.5
No	87	43.5

The table shows that 56.5 percent students think that it is possible for a university student to speak like a native English speaker. The rest 43.5 percent think it is not possible.

b) Findings and Discussions o f the Instruments for the Interviews

i. *Interview of the Students*

The 10 students whom the paper has included in the interview gave ample interesting information about their learning of English language and the impact of their learning over themselves. It was conducted to observe if the respondents answer the questions in the same way they answered in the questionnaire. The ten students were chosen for interview on the basis of various issues: different departments, different districts, various types of family background and different family income. The research added some more questions in the interviews apart from the questions in the questionnaire. The interviews for each student were arranged at different times. Three students from the IBA, two from Chemistry, two from Drama and Dramatics, two from Bangla, and one from Philosophy department (s) were chosen for interview. The interviews find that 8 of the 10 students (80%) think that English language influences the students' life and Bangladeshi culture to a great extent. They state that this unconscious use of English gradually creates a sense of replacing elements of Bangladeshi culture by the elements of English language and culture. It is destructive for Bangladeshi culture. 9 of the 10 students (90%) opine that having a good command of English would help them get good jobs in future.

ii. *Interview of the Teachers*

Taking the teachers' interview was thought to be very difficult but the very co-operative nature of the teachers accelerated the pace of the study. All the five teachers are from the department of English who teach English language course in different departments apart from the department of English. Each interview was arranged at different times. They helped the research by providing information about the contents of the courses, teaching styles and students' quality and aptitude. There were 10 questions for the teachers which were pre-planned.

Shahinur Rahman, a Professor of the department, opined that when our students write a paragraph about "Cow", they obviously put our own cultural thoughts but they have to write it in English. So, apart from the linguistic influence, English has no influence over Bangladeshi culture.

Laizu Nasrin, Assistant Professor of the department, informed that she does not speak in English in the class always. When she finds that students have difficulty in understanding her language, then she speaks in Bangla for clarification. When a student knows that s/ he cannot speak and write correct English, s/ he gets frustrated. This frustration can influence him/ her to think that English language and culture is superior. She informed that one of the reasons behind the students' lack of proficiency in English language is that their parents are not fluent in English. She thinks that environment is liable for this. According to her, English language is playing an important role in changing the eating habits and dressing style of the students of JU. T- Shirts and Jeans are the example. Besides, students like to take rich food (Burger, Roll etc). She thinks that it is so- called smartness. Her last suggestion was that English is very influential over our mother tongue - Bangla language. So, she suggested that the good things must be taken for granted. That is why, students must be taught well so that they can identify good and bad things of the other cultures.

Golam Rabbani, a lecturer of the department, says that media is very crucial in learning English. He suggests the students to read "Ordinary Fictions" like the writings of Sidney Sheldon because these are written in contemporary form of English. He does not think that English language has any impact on our cultural elements. His argument is that the university students are well- aware of what is good or bad. But he says that this impact is great on the teenagers. He also thinks that speaking English language well creates a sense of pride among some students.

Shwagota Sayeed, one of the lecturers, stated that students of various departments showed different feedbacks. She takes classes in the Biotechnology Department and in URP (Urban and Regional Planning) Department. She does not think that English language plays any important role over Bangladeshi culture.

Sadeka Sabrina Haque, another lecturer, who takes class in the Economics Department, rarely uses Bangla language in the English classes. She emphasizes the reading of textbooks, role playing, completing sentences, and advanced writing in the class. She thinks that English media plays a very important role in learning English language and culture. She also thinks that speaking good English brings changes in the psychology of the students because it is a kind of sophistication to some of them and it creates a kind of superiority complex among them.

It is seen that almost all the teachers agree that English language creates a kind of superiority complex among the students. Some of them also think that overuse of English can harm students' psychology.

IX. Recommendations

The impact of English language is seen in many sectors in Bangladesh, for example, FM Radio. The RJs

© 2013 Global Journals Inc. (US)

(Radio Jockey) use a language which is a mixture of Bangla and English and it is better be called "BANGLISH". Students of Jahangirnagar University also use it when they speak. They use it in two ways: they infuse English words and affixes inside Bangla language or they jump from Bangla sentence to English sentence. The first one is called 'Code - mixing' and the second one is called 'Code- switching'. Braj B. Kachru defines 'Code-mixing' in his essay "The Alchemy of English", as "the use of lexical items or phrases from one code in the stream of discourse of another". (Ashcroft et al, 1995: 292) For example, a student named Rokonuzzaman Orko (3rd year, Department of Drama and Dramatics), says in the interview, "AMADER ENGREZI SHIKKHA BABOSTHAI *PROBLEM* ASE". It is easy to trace that the word 'problem' is a product of English language. He could use the Bangla equivalent "SHOMOSSHA" for it but he finds it comfortable to say "PROBLEM". Another example of 'Code- switching' can be found in Salman Rushdie's Midnight's Children. There he writes, "never called me *tu* (you) either. Always *aap* (you)." (Rushdie, 2006) Code - switching is found in the following conversation.

P1: How are you?

P2: Fine. And you?

P1: ASI (going on). KONOROKOM (so-so).

P2: KI BAPAR. TOMAKE EMON BISHONNO DEKHASSE KENO? - (what's the matter? Why are you looking gloomy?)

The short discussion above is an example of code- switching. Apart from this linguistic influence of English, students take some food (Roll, Hotdog etc), wear some dresses (Jeans, T-shirts etc), which also influence their lifestyle. Speaking English sometimes is a matter of prestige. There are some persons who themselves cannot speak English but like the people who can speak it. It is only because English has gained international importance or speaking good English helps to get good jobs.

The first recommendation is that English language must be used up to a limit. Using English more or less than it is needed is a bad tendency. At the present time the students for the optimal use of English, the teachers can do the following:

1. They can classify students in various groups according to their proficiency level by taking a proficiency test after they are admitted in the department.
2. They can find the problems of the students and teach them only those things.
3. They can come forward to open at least an English course in every department of the University to teach them correct English because still there are some departments where there is no English course.
4. They should provide up - to - date knowledge to the students as much as possible.
5. They should put equal importance on all the four language skills.
6. They can provide the students clear knowledge of English culture.
7. They must avoid any kind of biasness for any language when they are giving lectures in the class.
8. They should increase the use of English media in their teaching process.

The students have to be aware of any kind of negative effect of English language that can be a threat to their own language and culture. Before using any sentence of English, they must know about its use well. The students who can speak better than others must not think themselves superior. If they do that, the comment of Das Gupta that "they (the British) attempted to prove that English language, culture, literature and people were superior to anything and this was the primary purpose for introducing English as the medium of instruction and as a subject of study" (1970, 40) will become true. They should not do this. Otherwise, errors will occur and his/ her linguistic ability will never be good. From the interview session, it has come out that students have a tendency to speak like the newsreaders of BBC or CNN. It is not a problem but if they follow the dialects of English that are not standard, that will be bad for them. The students must not find any idol in any of the teachers because the teachers also have few problems in speaking English because they are not the native speakers. They should not think that whatever the teachers say is correct. The teachers may be correct but the students should go for various sources for further clarification. If it is a must to learn English, the study suggests the students to learn it correctly so that they can communicate well. Students are also suggested not to overuse English.

English language has become so much prevalent among the students that they think it as a common affair. The situation cannot be avoided although some African writers intend to "Appropriate" English language for their own purpose. This inevitable nature of the present impact of English has been described by Chinua Achebe in a speech entitled 'The African Writer and the English Language' (1975). He describes here, "Is it right that a man should abandon his mother tongue for someone else's? It looks like a dreadful betrayal and produces a guilty feeling. But for me there is no other choice. I have been given the language and I intend to use it. (Achebe 1975; 62) One last thing, if every student here learns or acquires English, there is no problem but one thing must be noticed and that is the conflict between the two which may destroy both.

© 2013 Global Journals Inc. (US)

X. Conclusion

Bangla is the language of our mind. It carries our cultural values, our ethics, and emotion. It is not only a way of communication but also the totality of our ideological standpoint. On the other hand, the whole world is using English only for wider communication. But like Bangla, it also carries the values, ethics, emotion and cultural elements of some other nation/s. So, if we take it as Bangla language, it is not a problem. If we use it as we use Bangla language that is even no problem. But to lose one's own cultural values cannot be heroic in any sense. In the language of Kachru (1986), "the English language is a tool of power, domination and elitist identity…'' (Ashcroft et al, 1995:291)

Raja Rao (1963) asserts that English "is the language of our intellectual make- up- like Sanskrit or Persian was before- but not of our emotional make- up." (Ashcroft et al. 1995: 296) Even if the students of Jahangirnagar University go on speaking English for centuries and even a thousand years, they would never be able to match themselves with the tempo of English language. That feeling of Bangla will never be found in their English. It will be motion without emotion. And if the students do not become aware of the negative impact of it, in the language of Chinua Achebe, their English "will have to be new English, still in full communion with its ancestral home but altered to suit new surroundings."

References Références Referencias

1. Achebe, Chinua. (1975). The Language of African Literature *Decolonising the Mind: The Politics of Language in African Literature*. London: James Currey.
2. Aggarwal, J. (1938). *Landmarks in the History of Modern Indian Education*. Delhi: Vikas.
3. Ashcroft, Bill. Griffiths, Gareth. Tiffin, Helen. (1995). *The Post- colonial Studies Reader*. 11 New Fetter Lane, London: Routledge.
4. Bangladesh Education Commission. The Report of the Education commission 1974. Dhaka: Ministry of Education.
5. Bangladesh Open University English: B Ed. Course Unit 1 Dhaka Bangladesh. Institute of Distance Education: 1992.
6. Chanda, Mrinal Kanti. (1987). *History of the English Press in Bengal*. Calcutta: K P Bagchi & Company.
7. Corder, S. P. (1967). *The Significance of Learners' Errors*. IRAL5:161-170.
8. Corder, S. P. (1971). *Idiosyncratic Dialects and Error Analysis*. IRAL 9.2: 147- 51.
9. Crystal, David. (1991). *the Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.
10. Crystal, D. (1992). *An Encyclopedic Dictionary of Language and Languages*. England: Cambridge University Press.
11. Ellis, R. (1991). *The Study of Second Language Acquisition*. London: Routledge.
12. Frompkin, Victoria. Rodman, Robert. Hyams, Nina. (2003). *An Introduction to Language* (7th ed.). New York: Michael Rosenberg.
13. Gardner, R. C. (1985a). Social psychology and Second Language Learning: The Role of Attitudes and Motivation. London: Edward Arnold Publishers.
14. Gupta, Das. (1970). *Language Conflict and National Development*. Oxford University: Mumbai.
15. Hasan, Kamrul, M. (2005). "A Linguistic Study of English Language Curriculum at the Secondary Level in Bangladesh- a Communicative Approach to Curriculum Development". Vol. 4.8: 1-240.
16. Hoque, Md. Enamul. *English Language Teaching and Learning at the Alim Level in the Madrashas in Bangladesh: Problems and Possible Solutions*. M. Phil. Research from the Department of English, Jahangirnagar University (Source: Google)
17. Hudson, R. A. (1996). *Sociolinguistics*. Great Britain: Cambridge University Press
18. Kachru, B. (1986). *The power and politics of English. World Englishes*, 5 (2-3), 121-40.
19. Kachru, B. (1994). "World Englishes and Applied Linguistics in Second Language.
20. Acquisition". In R.K.Agnihotri and A.L. Khanna (Eds.), *Socio-cultural and Linguistic Aspects of English In India* New Delhi (pp. 13 - 40). Thousand Oaks/London: Sage Publications.
21. Kavaliauskiene, G. (2003). *English for Specific Purposes: Learner's Preferences and Attitudes*. Journal of Language and Learning 1.1: 14-23
22. Macaulay, Lord. (1935). *Minute on Indian Education*. Oxford: Oxford University Press
23. Mahfuz Anam (2011, May 13). *The Star*. A Weekly Publication of the Daily Star. 229, Tejgaon Industrial Area, Dhaka: Transcraft Ltd.
24. Maniruzzaman, M. (2003). *The Use of Mother tongue in the EFL Classroom: Learners' Reaction*. Harvest 18 (2003:123-210).
25. Maniruzzaman, M. (1996). "An SL/ FL Syllabus and the Rationale behind Its Design". Harvest: Jahangirnagar Studies in Literature (1995-1996): 96-104.
26. Mclaughlin, Barry. (1987). *Theories of Second Language Learning* Great Britain: Routledge.
27. National Education Policy 2000. The Report of National Education Policy. Dhaka: Ministry of Education. Bangladesh: 2001.
28. Ngugi wa Thiong'O. (1981a). 'The Language of African Literature', in *Decolonising the Mind: The Politics of Language in African Literature*. London: James Currey.

© 2013 Global Journals Inc. (US)

29. Richards, J. and Rodgers. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
30. Rivers, M. Wilge. (1968). *Teaching Foreign-Language Skills*. Chicago: The University of Chicago Press
31. Rushdie, Salman. (2006). *Midnight's Children*. London: Vintage.
32. *Schumann, J. (1986). Research on the Acculturation Model for Second Language Acquisition. Journal of Multilingual and Multicultural Development, 7, 379-392.*
33. Siddiqui, Zillur Rahman.(2003, 14 August). "English in the Education system: Policy and Strategy". The Daily Janakantha.A 3.
34. Stauble, A. M. (1978). *The Process of Decreolization: a Model for Second Language Development*. Great Britain: Routledge
35. Stauble, A. M. (1978). *The Process of Decreolization: a Model for Second Language Development*. Great Britain: Routledge
36. Stephen, Krashen.(1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon.
37. Krashen,Stephen., Terrel, T. (1983). *The Natural Approach*. Oxford: Pergamon.
38. Viswanathan, Gauri. (1987). '*The Beginnings of English Literary Study in British India*' Oxford Literary Review 9 (1&2).
39. Wardhaugh, Ronald. (1986). *An Introduction to Sociolinguistics* (3rd ed). 108 Cowley Road, Oxford: Blackwell Publishers Lt.
40. Widdowson, H. G. (1974). "*The Deep Structure of Discourse and the Use of Translation, in Brumfits, C. J.* (eds.) 1979.

XI. Appendix

a) Respondent's Questionnaire

Nowadays the use of English language has become so common a phenomenon in Bangladesh that people take it as a necessary part of their life. This frequent use has both good and bad effects. The purpose of this research is to investigate the consequences and impacts of English language. Particularly it shows the psychological and behavioral changes in the lifestyle of the university students in Bangladesh as a result of using English language. The information provided in this questionnaire will be kept confidential, and will be used for the sole purpose of research. Hope that you will co-operate.

Dissertation Title:

The Impact of English Language on Tertiary Level Students in Bangladesh: Case Study Jahangirnagar University

b) Personal Information

Your Name and Department:
Father's name:
Father's educational qualification and Occupation:
Father's monthly income (if any):
Mother's Name:
Mother's educational qualification and Occupation:
Mother's monthly income (if any):
Present address:
Permanent Address:
Phone and e-mail:
Date:

c) Questionnaire

(Please answer the following questions carefully)

1. Do you speak English with your friends and teachers in the campus?
   i. Never ii. Sometimes iii. Always
2. Do you practice English at home?
   i. Yes ii. No
3. With who do you speak English the most?
   i. Parents ii. Friends iii. Teachers iv. Relatives
4. Is there any course in your syllabus that helps you in learning English?
   i. Yes ii. No
5. Do you go to any other place to learn English?
   i. Yes ii. No
   a. if 'yes'- where and why?
   b. if 'no' – why?
6. Do you think speaking English in class and with other people increases your status?
   i. Yes ii. No
7. The English we use to communicate is called 'Bad English'. What do you think about that?
   (Please write your idea about it in not more than 50 words)
8. English language influences your dressing style? Do you agree?
   i. Yes ii. No
9. English language influences your food?- Do you agree?
   i. Yes ii. No
10. English language influences your body language? Do you agree?
    i. Yes ii. No
11. Is it possible for a Bangladeshi university student to express his/ her feelings completely in English language?
    i. Yes ii. No
12. Do you speak English in the same way at home (village/city) as you speak in the campus?
    a. with friends -i. Never ii. Sometimes iii. Always
    b. with family members---- i. Never ii. Sometimes iii. Always
13. English language is more prestigious than Bangla language. What do you think? (Write here in only 20 words).

© 2013 Global Journals Inc. (US)

14. English media plays an important role to learn English. Order the following according to your choice.
    (Write your choice on the left)
    - English Movies and songs;
    - English books, magazines and journals;
    - English newspapers;
    - English News;
    - English advertisements.
15. Do you first think in Bangla before speaking in English?
    i. Yes ii. No
16. Is it possible for you to think in Bangla while speaking in English?
    i. Yes ii. No
17. Is it more helpful to write answers in English in the exams rather than Bangla?
    i.Yes ii. No
18. Do your English language teachers insult you if you cannot speak in correct English in class?
    i.Yes ii. No
19. English helps to get good jobs. Do you agree?
    i. Always ii. Sometimes iii. No
20. Order your teacher's importance on four language skills in class.
    - Reading
    - Writing
    - Listening
    - speaking
21. Most often many speakers in Bangladesh find problems in expressing thought in English.
    Do you agree? ----
    i. Yes ii. no
22. Is it possible for a Bangladeshi student to speak like an English speaker?
    i. Yes ii. No

© 2013 Global Journals Inc. (US)