

1 The Impact of English Language on the Lifestyle and Behavior of 2 Tertiary Level Students in Bangladesh: Case Study 3 Jahangirnagar University

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7

8 **Abstract**

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

23

24 **Index terms**— code mixing, code switching, english language in bangladesh, lingua franca.

25 **1 Introduction**

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

29 Besides, millions of people use it as a second language, and about 250 million people around the globe use it
30 fluently as a foreign language. In addition to that about 1000 million people around the globe have more or less
31 knowledge of English. It is learnt almost everywhere of the world because knowledge of English is considered
32 as an international passport in terms of communication with the entire world. Sometimes, it is considered in
33 Bangladesh as a stair of prosperity, a tool of acquiring knowledge, and a sign of sophistication.

34 There is no university student in Bangladesh who is not acquainted with the term 'English Language' and its
35 use. It is so common a term that almost all the university students in Bangladesh consciously and subconsciously
36 speak and/or have to speak in it. English language is the second language for them. Moreover, some think that
37 it can bring them good jobs. If that is the case, it is very necessary to put light on the use of English language
38 and its impact on them.

39 The period following the 1950 saw a tremendous increase in the need for communication among people of
40 the world in various spheres of international contact like politics, academics, economics, technology and culture.
41 English is taught as a foreign language in Bangladesh. (Open University Publication, English, Unit-1, 19) If

7 LIMITATIONS OF THE STUDY

42 the chronological history of English language in Bangladesh is discussed, a kind of political as well as social
43 background will be found which directly influence the learning of English at every level of education.

44 2 II.

45 3 Dissertation Statement

46 This paper analyzes the various ways in which the students of Jahangirnagar University use English for various
47 purposes. It also shows that the whole lifestyle of the student is affected by the English language and changing
48 gradually as a result of using English language. There is no doubt that English language has made communication
49 easier but underneath there is a political, ideological, cultural, and economic imposition. It shows that with the
50 acclamation of the theme of socalled globalization, the developed countries (America and England for instance)
51 have made English a lingua franca and through the imposition of English language in the university education,
52 they are trying to inject their culture among Bangladeshi people and thus establish their cultural superiority.

53 4 III.

54 5 Objective(s) of the Study

55 It is the increasing importance of English as a Foreign Language (FL) or Second Language (SL) and a global lingua
56 franca that has thrown its impact on other cultures a research subject all over the world. The T unparalleled
57 international role of English language has, or should have, some repercussion on the way English is taught. The
58 main objective of the study is to fulfill the need of a course. Besides, the study has two types of objectives: a)
59 General Objectives 1. To sketch out a picture of English language teaching and learning at tertiary level in the
60 universities in Bangladesh with a focus on the problems that the students face in the process of learning the four
61 skills of English language. 2. To put forward some suggestions and recommendations to overcome the problems
62 or hindrances or at least lessen the severity of these problems.

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

70 IV.

71 6 Significance of the Study

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

81 V.

82 7 Limitations of the Study

83 The dissertation paper could have been done with more care if there were more time. Number of respondents
84 could be more. Some students took the questionnaires but did not return them although they were contacted
85 many times. Taking interviews of the teachers and students were the most difficult part because these were face
86 to face interview. Although teachers were very friendly in giving interview, some students took it to be very
87 trifling matter. They looked angry, disgusted, and exhausted. Some students could not understand the term 'Bad
88 English'. It was very tough finding out the correct and enough information about the origin and development
89 of English language in the Indian Subcontinent. a) Origin and Development of English Language and English
90 Education in the Indian Subcontinent and in Bangladesh English is a member of the Indo-European family of
91 languages. This broad family includes most of the European languages spoken today. The Indo-European family
92 includes several major branches:

- 93 ? Latin and the modern Romance languages;
- 94 ? The Germanic languages;
- 95 ? The Indo-Iranian languages, including Hindi and Sanskrit;
- 96 ? The Slavic languages;
- 97 ? The Baltic languages of Latvian and Lithuanian (but not Estonian);

98 ? The Celtic languages; and

99 ? Greek. (Source: <http://:Google.Com>)

100 The influence of the original Indo-European language, designated proto-Indo-European, can be seen today,
101 even though no written record of it exists.

102 The word for father, for example, is vater in German, pater in Latin, and pitr in Sanskrit. These words are all
103 cognates, similar words in different languages that share the same root. Of these branches of the Indo-European
104 family, two are, for the purpose/purposes of studying the development of English, of paramount importance,
105 the Germanic and the Romance (called that because the Romance languages derive from Latin, the language of
106 ancient Rome, not because of any bodice-ripping literary genre). English is in the Germanic group of languages.
107 This group began as a common language in the Elbe river region about 3,000 years ago.

108 The background of English language in Bangladesh can be traced back to Lord Macaulay's Minute on Education
109 of 1835. In the 'Minute', Thomas Macaulay articulated the goals of British colonial us and the millions whom
110 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.
111 From his speech, the objectives of teaching English are thus very clearly defined.

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

121 In the post -independence period in Bangladesh, English language had to go through a number of struggles
122 because of serious negligence for the first few years. In 1974, some recommendations were made with regard to
123 language teachings by an education commission. After that, an English language teaching taskforce was formed
124 by the ministry of education whose purpose was to evaluate the state of English language teaching in Bangladesh.
125 It also made a number of recommendations for the development of learning English. In 1990, the government
126 took a decision to introduce English as a compulsory subject from class1. It was implemented in 1992 with a
127 new syllabus and new books (especially for class 1-10). After 1993, English education has been reintroduced in
128 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
129 context, the Government of Bangladesh passed an act in 1992 for the reintroduction of English at the tertiary
130 level. It was done to enhance the employment potential of the graduates and to check the deadline of academic
131 standard. Now in tertiary level the all institutions in Bangladesh, in a way or the other, English language are
132 being taught.

134 8 VI.

135 9 Literature Review

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

146 Ngugi Wa Thiong'o, in his book "Decolonising the Mind" (1981a), displaying anger toward the isolationist
147 feelings colonial education causes, asserted that the process, "? annihilates a peoples belief in their names, in their
148 languages, in their environment, in their heritage of struggle, in their unity, in their capacities and ultimately
149 in themselves. It makes them see their pats as one wasteland of non-achievement and it makes them want to
150 distance themselves from that wasteland. It makes them want to identify with that which is furthest removed
151 from themselves" ??Ashcroft et al.1995). Thomas Macaulay understood this process of acculturation many years
152 ago although his motif was purely Eurocentrically colonial. In 1935, in his "Speeches of Lord Macaulay with His
153 Minute on Indian Education", Macaulay opined, "It is impossible for us, with our limited means, to attempt to
154 educate the body of the people. We must at present do our best to form a class who may be interpreters between
155 us and the millions whom we govern; a class of persons, Indian in blood and color, but English in taste, in opinions,
156 in morals, and in intellect." ??Ashcroft et al, 1995:430) Language is directly related to culture. A culture can
157 never be thought of without culture. Wardhaugh (1986) comments that there should be some kind of relationship
158 between the sounds, words, and syntax of a language and the ways in which speakers of that language experience

9 LITERATURE REVIEW

159 the world and behave in it seems so obvious as to be truism. He also says that one longstanding claim concerning
160 the relationship between language and culture is that the structure of a language determines the way in that the
161 speakers of that language view the world. The impact of the English media and language can result in various
162 forms as code mixing, code switching, code borrowing. The influence of English language is paramount through
163 the imposition of English literature. Gauri Vishwanathan in his essay 'The Beginnings of English Literary Study
164 in British India', "British parliamentary documents have provided compelling evidence for the central thesis of
165 the investigation: that humanistic functions traditionally associated with the study of literature -for example,
166 the shaping of character or the development of the aesthetic sense or the disciplines of ethical thinking-are also
167 essential to the process of sociopolitical control. . . English Literature made its inroads in India, albeit gradually
168 and imperceptibly, with a crucial event in Indian educational history: the passing of the Charter Act of 1813."
169 ??Ashcroft et al. 1995: 431) The assimilation of language with culture is evident in Hudson's writing. He says,
170 "There are three points at which language makes contact with language, and more specifically with the kind of
171 knowledge that we call 'culture'. As a distinguished anthropologist said that a society's language is an aspect of
172 its culture. . . The relation of language to culture is that part of the whole' (Good enough)." ??Hudson, 1980)
173 There was an article in "Sahitya Shamoyiki" of the newspaper "Prothom Alo" written by Mahbub Alam. He
174 writes here that the Bengalees were motivated to learn English for high status in the society and government jobs.
175 He adds that although there were not enough English books and teachers, they learnt a kind of English that can
176 help them only to run normal conversations. For this early exposure of English language to the Bengalese before
177 they could learn it properly made its base weak. Its results were twofold. The Bengalese who learnt English
178 with a great care spending a long time, they were found to overuse English mixing with Bangla. According to
179 Widdowson (1974), English language teaching overseas is taking on a new character as a result of the need for
180 many advanced students to use the language as a tool in the study of scientific and technical subjects. Hasan
181 (2005) conducts a linguistic study on the "English Language Curriculum at the Secondary Level in Bangladesh-a
182 Communicative Approach to Curriculum Development" which reveals that students are aware of the importance
183 of learning English language. He finds that 59% students have disinterest in speaking English, because they like
184 their mother tongue and there is an animosity towards English, as it is heard, as they perceive, to learn. He also
185 discovers that the syllabus and the curriculum of education are examination oriented which prevent them from
186 acquiring the language competence. He discovers 82% rural and urban madrasha students complain that English
187 is not sufficiently used in the class. On an average 68% teachers admit that they do not arrange the practice
188 of four skills of English language in the class. Since the study, use of English in the class, practice of language
189 skill, needs of English, textbook materials etc. it is directly relevant to the present study. Kavaliauskienė (2003)
190 carries out a research among the second year university students in Lithuania which reveals that 65% students
191 admit that the teachers have tendency to avoid speaking, and 57% students comment that listening practice are
192 not done in the class. Her study also reveals that 68% students are weak in listening, and 73% students are
193 weak in speaking while 72% students' reading status is satisfactory. The study of Kavaliauskienė investigates the
194 practice and performance of the students in English, therefore, this study directly relates to the present study.

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

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

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

216 The present research is different from the other research in the sense that it is the first study on impact of
217 English language on the students of Jahangirnagar University. It attempts to find out the present conditions of
218 the English language in JU and gives suggestion about what to do in future. leads the researchers to conduct
219 the dissertation in a proper way. For the present study, the dissertation paper has been designed in a logical
220 and scientific manner. The present study is on the impact of English language on the tertiary level students in

221 Bangladesh: changes in their lifestyle and behavior as a result of using English language. Different techniques
222 have been taken into account to conduct the research activity to perform the study.

223 **10 a) The Research Design**

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

229 **11 b) Sampling**

230 As it was very difficult to reach every student of all the departments, the stratified purposive sampling policy
231 has been adopted for the study. Students from the following departments were taken into account: At least
232 10 students from each of the aforementioned departments were taken for the preparation of the questionnaire.
233 Five teachers from the Department of English were interviewed for the study. Besides, 10 students from various
234 departments were also interviewed. The questionnaire for the students was given to the students and administered
235 when the students were seen to be free. It was done by some agent-students. The researcher chose at least one
236 student from the departments which are included in the questionnaire. The agents were the familiar students to
237 the researcher. The responses of the teachers were taken mostly while they were in their leisure period in their
238 room. For the interviews, there was no exact time limit but the expected time limit was twenty minutes. The
239 appointments for the interviews were fixed earlier. Written records of the interviews were taken. The recorded
240 interviews were then transformed into scripts.

241 **12 VIII.**

242 **13 Findings of the Study**

243 This chapter analyses the data which were collected through student questionnaire and interviews of the teachers
244 and the students. In fact, the interview sessions were arranged in addition to the questionnaire survey to obtain
245 a comprehensive idea of the respondents' position regarding the impact of English language on the tertiary level
246 students in Bangladesh. It is true that the questions of the interview sessions did not necessarily echo the
247 exact questions set in the questionnaires. Rather, they were meant to elicit the background or rationale behind
248 the respondents' individual positions regarding the issue set by the researcher. The first part of the questionnaire
249 deals with the personal details of the respondents to keep documentation for further information which will help
250 to elicit background or rationale behind the respondents' individual positions on the selected issues. However,
251 students from different departments have acted in response to this questionnaire.

252 ii.

253 **14 Findings of the Second Part of the Questionnaire for the 254 Students**

255 Item -1:

256 The first item on the questionnaire was "Do you speak English with your friends and teachers in the Campus?"
257 Table-1 shows the percentage of the responses. Table -1 shows that only 3% students (N=6) never speak, 95%
258 (N= 190) sometimes speak, and only 2% opine that they speak in English with their friends and teachers in the
259 campus. So, it is seen that almost all the students in some ways speak English with their friends and teachers in
260 the campus or at least they try to speak. The table proves that speaking English is a common phenomenon for
261 the students.

262 **15 Item -2:**

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

267 **16 Item -3:**

268 Item-3 seeks to reveal with whom the students speak the most. Table-3 shows that 43.5 percent respondents
269 speak English with their friends, 11 percent students speak English with their parents, and 31.5 percent with
270 their teachers and the rest 14 percent speak English with their relatives.

271 **17 Item-4:**

272 It asks the respondents if there is any course in their academic syllabus that can help them learn English shows the
273 responses and their percentage. The table shows that 81.5 percent students have some courses in their syllabus
274 that help them learn English and the rest 18.5 percent do not have it. It also proves the fact that in almost every
275 subject of Jahangirnagar University, there is at least a course that helps the students in learning English.

276 **18 Item -5:**

277 This item tries to sort out whether there is any English course in the department syllabus or not and if not,
278 whether the students are attending any English course in any other place rather than the University campus. If
279 the answer is 'yes', the paper tries to know about the place or the person/s and the reasons why they go there.
280 And if they are not having or attending any, then it tries to find out the reason/s behind that. The following table
281 shows the percentage of the responses. The table above shows that 65% students attend in many institutions for
282 learning English. 35% students do not go for any English course anywhere. The reasons behind that include:
283 distance of the institutions, financial crisis, and time and so on. The table shows that 66 percent of the students
284 think that speaking English in classes and with other people and places increases one's status and the rest 34
285 percent think it is not. So, two-thirds of the respondents permit the use of English in various places.

286 **19 Item -7:**

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

297 **20 Item -8:**

298 This item tries to find out if the dressing style of the students is influenced by English language. It is thought by
299 some scholars of recent time that language carries culture and a language can have influence over other culture/s.
300 The table below shows the responses of the students. The table shows that 171 students (85.5%) think that
301 English language has no influence over Bangladeshi garment style. The rest of the respondents think otherwise.
302 They show that English language has a kind of impact over Bangladeshi University students. They wear some
303 dresses that are the products of the West.

304 **21 Item -9:**

305 This item was, "English language influences your eating habit. -Do you agree?" The following table shows the
306 percentage of the respondents. The table represents that only 7.5 percent students think that their eating habit
307 is influenced by English language and culture. On the other hand, 184 (92%) students find no influence of the
308 English language over their eating habit. Interestingly, one student of the department of Bangla wrote that it is
309 not applicable to her. In response to her answer she argued that it is not of customary importance to investigate
310 anything like that. The study reveals that almost all the students do not agree with the question. The reasons
311 may be that they are not aware of it or they do not want to think about it.

312 **22 Item -10:**

313 The item tries to sort out the percentage of the students who think that English language influences their body
314 language and who think that there is no influence of English language over the body language of the students.
315 The table below makes it clear. In the table above, it is found that 121 students (60.5%) think that English
316 language influences the body language of University students. So, they think that the gestures (Hi, Hello, Bye)
317 they make contain the gestures of English culture.

318 **23 Item -11:**

319 The item investigates if it is possible for a Bangladeshi University student to express his/ her feelings completely
320 in English language. The table below shows the percentage and number of the respondents. The table shows
321 that 53 percent of the students think that it is possible but the other 47 percent students find it impossible. It
322 signifies the fact that the students have mixed feelings.

323 **24 Item -12:**

324 This item finds out if the students speak English in the same way at home (village/city) as they speak in the
325 campus. Table-11 and table-12 show that most of the students sometimes speak in English with their friends and
326 family members. The percentage for the friends is 'Never'-13.5%, 'Sometimes'-65%, and 'Always'-45% whereas
327 for family members it is 'Never'-32.5%, 'Sometimes'-63.5%, and 'Always'-4%.

328 **25 Item -13:**

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

334 **26 Item -14:**

335 This item investigates "student choice" of the influence of the English media. The respondents were told to
336 rank them according to their view. There were five items in total: English movies and songs; English books,
337 magazines, and journals; English newspapers; English news; and English advertisement. The average of their
338 ranking is shown in the table below. The table shows that almost all the respondents agree that Bangladeshi
339 university students normally think in Bangla before saying anything in English. This percentage is 98.5%. Rest
340 of the students is so proficient in speaking English that they do not need to think in Bangla.

341 **27 Item-16:**

342 This item investigates if it is possible for the students to think in Bangla while speaking in English. It tries
343 to know if it is possible to think in Bangla and speak in English at the same time. The answers given by the
344 respondents are given in the table below. The responses of the students reveal that 66 percent students think
345 that it is possible for them to think in Bengali language and speaking in English language at the same time. On
346 the contrary, the other 34 percent think otherwise (that it is not possible to think in Bangla while speaking in
347 English).

348 **28 Item -17:**

349 This item seeks to find out if it is more helpful to write answers in English in the exams rather than in Bangla.
350 It discovers what the students feel from inside. The table below discovers the percentage of the responses of the
351 students. In the table, 81.5% percent students think that it is more helpful to write answers in English in the
352 exams rather than Bangla.

353 **29 Item -18:**

354 This item investigates if the English language teachers insult the students if they cannot speak in proper English
355 in class. The table below makes the percentage of the responses clear. The table shows that there are only 22
356 (11%) students who opine that their English language teachers insult them if they fail to answer the teacher in
357 the correct form English. From the answers of the respondents, it can be assumed that there are some English
358 language teachers who unconsciously get angry on the students and insult them.

359 **30 Item -19:**

360 This item seeks to know from the respondents if having a good command over English language helps the students
361 to get good jobs in their future life. The table below shows the responses and their percentages. 66% percent
362 students think that English helps them to get good jobs always, 33% percent think that it works sometimes and
363 the rest 1% percent thinks that English never helps them in getting good jobs.

364 **31 Item -20:**

365 This item finds out the students' evaluation of the teacher's importance on four language skills. It sorts out the
366 students' choice of the four skills regarding importance. The following pie chart shows the students' choice below:
367 The pie chart shows that 65% students think that their teachers pose importance on speaking. This percentage
368 is 20% for writing, 8% for Reading, and only 7% for listening.

369 **32 Item -21:**

370 This item investigates the matter that if the students agree with the proposition that most often many speakers
371 in Bangladesh find problems in expressing thought in English. The table below shows the proportions of the
372 students' responses. The table illustrates that almost all the students find problems in expressing thought in
373 English. Sometimes it happens that the element of a language cannot be expressed in another language. For

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374 example, two speakers are talking to each other. The first one is Bangladeshi and the second one is English. The
375 second speaker says to the first: P2: What are you eating?

376 The first person was eating Jackfruit but he does not know the English word 'Jackfruit' for it rather he uses
377 the Bangla "KATHAL". He answers-P1: I am eating, er, umm, what should I say, "KATHAL".

378 33 Item -22:

379 This is the last item in the questionnaire. It is given to the students in order to investigate if it is possible for
380 a university student in Bangladesh to speak like a native English speaker. The table shows that 56.5 percent
381 students think that it is possible for a university student to speak like a native English speaker. The rest 43.5
382 percent think it is not possible. The 10 students whom the paper has included in the interview gave ample
383 interesting information about their learning of English language and the impact of their learning over themselves.
384 It was conducted to observe if the respondents answer the questions in the same way they answered in the
385 questionnaire. The ten students were chosen for interview on the basis of various issues: different departments,
386 different districts, various types of family background and different family income. The research added some more
387 questions in the interviews apart from the questions in the questionnaire. The interviews for each student were
388 arranged at different times. Three students from the IBA, two from Chemistry, two from Drama and Dramatics,
389 two from Bangla, and one from Philosophy department (s) were chosen for interview. The interviews find that 8
390 of the 10 students (80%) think that English language influences the students' life and Bangladeshi culture to a
391 great extent. They state that this unconscious use of English gradually creates a sense of replacing elements of
392 Bangladeshi culture by the elements of English language and culture. It is destructive for Bangladeshi culture. 9
393 of the 10 students (90%) opine that having a good command of English would help them get good jobs in future.

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

400 Shahinur Rahman, a Professor of the department, opined that when our students write a paragraph about
401 "Cow", they obviously put our own cultural thoughts but they have to write it in English. So, apart from the
402 linguistic influence, English has no influence over Bangladeshi culture. English in the class always. When she finds
403 that students have difficulty in understanding her language, then she speaks in Bangla for clarification. When
404 a student knows that s/ he cannot speak and write correct English, s/ he gets frustrated. This frustration can
405 influence him/ her to think that English language and culture is superior. She informed that one of the reasons
406 behind the students' lack of proficiency in English language is that their parents are not fluent in English. She
407 thinks that environment is liable for this. According to her, English language is playing an important role in
408 changing the eating habits and dressing style of the students of JU. T -Shirts and Jeans are the example. Besides,
409 students like to take rich food (Burger, Roll etc). She thinks that it is so-called smartness. Her last suggestion
410 was that English is very influential over our mother tongue -Bangla language. So, she suggested that the good
411 things must be taken for granted. That is why, students must be taught well so that they can identify good and
412 bad things of the other cultures.

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

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

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

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

429 34 IX.

430 35 Recommendations

431 The impact of English language is seen in many sectors in Bangladesh, for example, FM Radio. The RJs (Radio
432 Jockey) use a language which is a mixture of Bangla and English and it is better be called "BANGLISH".
433 Students of Jahangirnagar University also use it when they speak. They use it in two ways: they infuse English

434 words and affixes inside Bangla language or they jump from Bangla sentence to English sentence. The first one
435 is called 'Code -mixing' and the second one is called 'Code-switching'. Braj B. Kachru defines 'Code-mixing'
436 in his essay "The Alchemy of English", as "the use of lexical items or phrases from one code in the stream of
437 discourse of another". ??Ashcroft et al, 1995: 292) For example, a student named Rokonuzzaman Orko (3 rd year,
438 Department of Drama and Dramatics), says in the interview, "AMADER ENGREZI SHIKKHA BABOSTHAI
439 PROBLEM ASE". It is easy to trace that the word 'problem' is a product of English language. He could use the
440 Bangla equivalent "SHOMOSSHA" for it but he finds it comfortable to say "PROBLEM". Another example of
441 'Code-switching' can be found in Salman Rushdie's *Midnight's Children*. There he writes, "never called me tu
442 (you) either. Always aap (you)." (Rushdie, 2006) Codeswitching is found in the following conversation. P1: How
443 are you? P2: Fine. And you? P1: ASI (going on). KONOROKOM (so-so). P2: KI BAPAR. TOMAKE EMON
444 DEKHASSE KENO? -(what's the matter? Why are you looking gloomy?)

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

450 The first recommendation is that English language must be used up to a limit. Using English more or less than
451 it is needed is a bad tendency. At the present time the students for the optimal use of English, the teachers can
452 do the following: 1. They can classify students in various groups according to their proficiency level by taking a
453 proficiency test after they are admitted in the department. 2. They can find the problems of the students and
454 teach them only those things.

455 **36 They can come forward to open at least an English**

456 course in every department of the University to teach them correct English because still there are some
457 departments where there is no English course.

458 4. They should provide up -to -date knowledge to the students as much as possible. 5. They should put equal
459 importance on all the four language skills. 6. They can provide the students clear knowledge of English culture.
460 7. They must avoid any kind of biasness for any language when they are giving lectures in the class. 8. They
461 should increase the use of English media in their teaching process.

462 The students have to be aware of any kind of negative effect of English language that can be a threat to
463 their own language and culture. Before using any sentence of English, they must know about its use well. The
464 students who can speak better than others must not think themselves superior. If they do that, the comment
465 of Das Gupta that "they (the British) attempted to prove that English language, culture, literature and people
466 were superior to anything and this was the primary purpose for introducing English as the medium of instruction
467 and as a subject of study" ??1970,40) will become true. They should not do this. Otherwise, errors will occur
468 and his/ her linguistic ability will never be good. From the interview session, it has come out that students have
469 a tendency to speak like the newscasters of BBC or CNN. It is not a problem but if they follow the dialects
470 of English that are not standard, that will be bad for them. The students must not find any idol in any of
471 the teachers because the teachers also have few problems in speaking English because they are not the native
472 speakers. They should not think that whatever the teachers say is correct. The teachers may be correct but
473 the students should go for various sources for further clarification. If it is a must to learn English, the study
474 suggests the students to learn it correctly so that they can communicate well. Students are also suggested not
475 to overuse English. English language has become so much prevalent among the students that they think it as a
476 common affair. The situation cannot be avoided although some African writers intend to "Appropriate" English
477 language for their own purpose. This inevitable nature of the present impact of English has been described by
478 Chinua Achebe in a speech entitled 'The African Writer and the English Language' (1975). He describes here,
479 "Is it right that a man should abandon his mother tongue for someone else's? It looks like a dreadful betrayal
480 and produces a guilty feeling. But for me there is no other choice. I have been given the language and I intend
481 to use it. (Achebe 1975; 62) One last thing, if every student here learns or acquires English, there is no problem
482 but one thing must be noticed and that is the conflict between the two which may destroy both.

483 X.

484 **37 Conclusion**

485 Bangla is the language of our mind. It carries our cultural values, our ethics, and emotion. It is not only a
486 way of communication but also the totality of our ideological standpoint. On the other hand, the whole world
487 is using English only for wider communication. But like Bangla, it also carries the values, ethics, emotion and
488 cultural elements of some other nation/s. So, if we take it as Bangla language, it is not a problem. If we use it
489 as we use Bangla language that is even no problem. But to lose one's own cultural values cannot be heroic in
490 any sense. In the language of Kachru (1986), "the English language is a tool of power, domination and elitist
491 identity?" ??Ashcroft et al, 1995:291) Raja Rao (1963) asserts that English "is the language of our intellectual
492 make-up-like Sanskrit or Persian was before-but not of our emotional make-up." ??Ashcroft et al. 1995: 296)
493 Even if the students of Jahangirnagar University go on speaking English for centuries and even a thousand years,

494 they would never be able to match themselves with the tempo of English language. That feeling of Bangla will
495 never be found in their English. It will be motion without emotion. And if the students do not become aware of
496 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."^{1 2}



Figure 1:

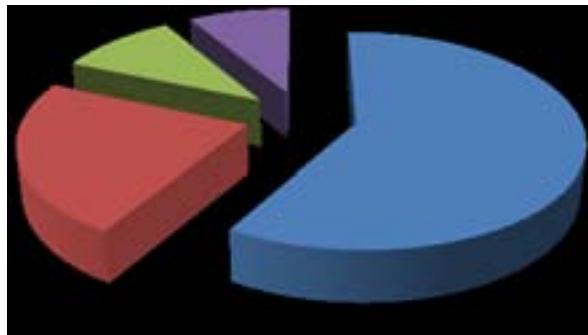


Figure 2:

497

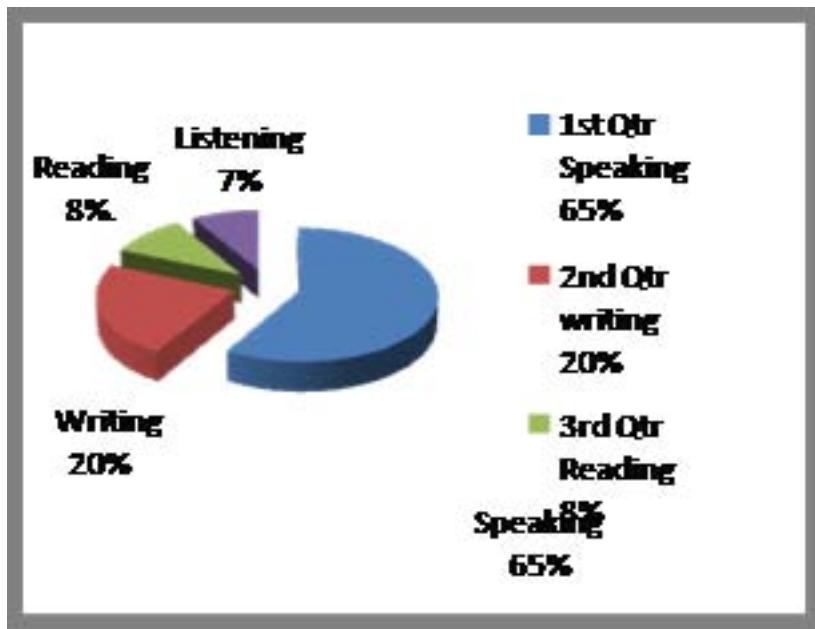


Figure 3:

1

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

Figure 4: Table 1 :

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

Figure 5:

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)

Figure 6:

37 CONCLUSION

4

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

Figure 7: Table 4 :

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Figure 8:

3

Figure 9: Table 3 :

2

Global Journal of English Human Social Science at home. (N=200) Table 5 : Response to the students' attention or absence in any English course. (N= 200) (N=200)

Figure 10: Table 2 :

7

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

Figure 11: Table 7 :

8

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

Figure 12: Table 8

9

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

Figure 13: Table 9 :

[Note: -© 2013 Global Journals Inc. (US)]

Figure 14:

6

(N=200) :
Year

Figure 15: Table 6 :

11

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

Figure 16: Table 11 :

12

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

Figure 17: Table 12 :

13

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.

Figure 18: Table 13 :

14

Respondents	Frequency	Percentage
Yes	197	98.5
No	3	1.5

Figure 19: Table 14 :

15

Responses	possible? Frequencies	Percentage
Yes	132	66
No	68	34

Figure 20: Table 15 :

16

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

Figure 21: Table 16 :

17

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

Figure 22: Table 17 :

18

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

Figure 23: Table 18 :

19

Responses	Frequency	Percentage
Yes	195	97.5
No	5	2.5

Figure 24: Table 19 :

Responses	Frequency	Percentage	Reading	Listening	1st Qtr	Speaking
Yes	113	56.5	43.5	7%	65%	
No	87					
			8%			
				2nd Qtr		
				Speaking	20%	
				65%		
			Writing		3rd Qtr	Reading 8%
			20%			

Figure 25:

498 .1 Appendix

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

505 The

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