Second Language Scenario of Bangladesh: Formal Learning of English vs Informal Learning

of Hindi

By

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A Thesis

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Bachelor of Arts in English

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DECLARATION

It is hereby declared that,

1. The thesis submitted is my own original work while completing degree at BRAC University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

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APPROVAL

The thesis titled "Second Language Scenario of Bangladesh: Formal Learning of English vs Informal Learning of Hindi" submitted by Nazafat Hossain Talukder (18103055) of Spring 2022 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English.

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ABSTRACT

A person's second language is not the one they use as comfortably as their native one. Still, an aftermath of globalization, we must acknowledge the need to learn foreign languages. In this study, the main base is to point out the coexistence and magnitude of these languages, and it has done through sculpting the premise with the concepts of second language acquisition, then moving straight to the condition of English - its usage, formal teaching, future challenges, and finishing off by the exposure of Hindi. The results of this study indicate that this bilingual situation in Bangladesh has improved career opportunities with enhanced multitasking abilities of the learner. The widespread use of English in personal and professional sectors has been pointed out here. However, the mere use of Hindi on professional grounds and casual use in personal sectors have also been pointed out here. While talking about the condition of English in academic corners, there is a clear indication that with efficient teaching methods and processes, Bangladesh can face future challenges in English language learning. Moreover, the main reason for the exposure to Hindi can be summed up with internet and the availability of TV cable.

ACKNOWLEDGEMENT

Firstly, all glory to Allah. I want to express my gratitude to my parents for their love and support throughout my life. My sincere gratitude goes to Mohammad Mahmudul Haque sir for guiding me throughout my thesis. I will be forever in debt to him for picking me up when I used to fall down. I want to thank my English department friends for being there for me.

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Firstly, all glory to Allah. I want to express my gratitude to my parents for their love and

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CHAPTER ONE: INTRODUCTION

1.1. Bangladesh and its Languages

Bangladesh, a small country, is one of the most versatile examples of language diversity. The official language of Bangladesh is Bengali or Bangla, yet that did not stop from having thirty-nine other languages spreading across the country. This paper revolves around two languages, Hindi and English. English is considered the original second language of Bangladesh due to its usage. In contrast, Hindi has been prevailing in our country courtesy of mass entertainment media, and the lion's share of it goes to Hindi TV serials and Bollywood. Moreover, English is taught formally in our country; we can see our countrymen speak Hindi fluently. They understand Hindi, its words, sentence structure, and vocabulary. This study is based on two topics. Firstly, the Formal learning of English language and secondly, the exposure to the Hindi language. In Bangladesh, people use English in all sorts of professional fields, mostly due to the belief that the more one understands and have the knowledge of English, the better their lifestyle will be. This belief has brought phenomenal changes into the political, economic, entertainment, and educational spheres. That is why English is keeping the most important from the pre-primary or primary level education. However, despite not having any formal input in any level of the education system of our country, Hindi is also being used vastly among the people of our country. This paper will focus on the coexistence of these two foreign languages within the borders of our country, the source of Hindi coming into our people's vocabulary, and the existing formal approach of English language. The usage and possible future of these languages are also some key points of this research.

1.2. Context of the Study

Second language acquisition is a process where one learns a new language after he or she has done acquiring the mother language (Hoque, 2017). When one person has already learned his

native one, only then that acquisition of the second language takes place, and the language which is being learned is called the second language or target language. There are various factors that work behind acquiring a language. Most importantly, there must be behavioral energy, direction, and persistence for one to learn a language. We learn our native language through the society we live in and with the people we live. Nevertheless, learning a new language takes time and much dedication. One Learns another language, apart from the native one, because of various benefits and opportunities. Learning a new language is always beneficial at any stage of our life. For foreign languages like English and Hindi, we acquire this language through the arousal of curiosity. Sometimes personal relevance comes in handy in learning these languages.

For a foreign language like English, we learn it because of the feeling of competence, developing skills, for mastering a chosen area. Sometimes we learn English and use it for self-efficiency. Languages like Hindi came to us through the environment. While talking about the second language scenario of Bangladesh, I will often talk about the competence of the English language teaching in our country, as my study points out the condition of English and its acquisition process. The competition of this process is up against the exposure of Hindi. It is obvious that we are taught Hindi in our schools, yet its widespread use sure rings a question of what type of exposure Hindi has to create this situation.

CHAPTER TWO: LITERATURE REVIEW

2.1. Concepts of Second Language Acquisition

Ji-xian (2001) explained the second language acquisition scenario while talking about its cognitive theory. The paper talked about similar situations in learning a first language and a second language. In a second language acquisition scenario, the author shares the importance of developing the learner's procedural knowledge. In formal teaching of the second language, productive skills and activities should be implemented to activate the background formation in a learner. The author discussed the importance of motivation and interest in learning a language. The common Bridge between these two things is motivation and interest, which are important for effective language development.

Kharkhurin (2008) argues that in addition to benefiting from conscious attention-demanding processing, bilinguals may also exhibit increased unconscious divergent thinking. Divergent thinking was facilitated by proficiency in two languages, the age at which those languages were acquired, and the duration of exposure to the new cultural environments that accompany acquisition of a new language. A specific architecture of bilingual memory is theorized, in which two lexicons are mutually linked to the common conceptual system in order to facilitate the functioning of language-mediated concept activation and thus promote the divergent thinking performance of bilinguals.

Juffs's (2011) review on second language acquisition has answered my question about how we, Bangalis, know two foreign languages simultaneously and understand their grammar, syntax building. At an older age, we cannot learn a new language because of the age effect, the strong foundation of first language grammar, its processing preferences, and cultural and personal motivation.

Yokochi (2003) have explained the influence of effect on the second language or foreign language learning; the paper targeted audiences who are past their normal age of puberty; we all know that effective factors of divided into seven categories and they are ego, emotion, acculturation, personality, attitudes, beliefs about learning, and motivation. From the research, we know that motivation plays the most important role of the seven factors. After that, attitude takes place. In the third place, emotion works as the fuel in learning a foreign language, and the other factors are frequently used to influence learners.

Another part of this research talks about the exposure to another country's culture and the emergence of another second language in our country. Abbaspour (2012) have talked about the ways we can teach culture in single language education. In order to do so, the learners need to develop an understanding of social variables; they need to be aware of the conventional behaviour and cultural connotations to organize information about the foreign culture. All of this can be possible if everyone, especially the learners, has to research-minded outlook. In short, this is a socio-cultural implication of language. Cultural problem solving, using Dramas and mini-Dramas to show behavioural aspects, and real-life exposure to a foreign culture can go a long way in teaching culture.

Tagarelli et. al. (2016) talked about awareness measures that showed that students in the incident group rely more on implicit knowledge, while students in the instruction group rely more on explicit knowledge. Overall, the exposure condition was the most significant predictor of performance on the grammar assessment task, with students in the instruction group outperforming those in the incident group. Performance on a procedural learning task presented an additional variation. When results were analyzed by linguistic complexity, exposure condition was the most significant predictor for two syntactic patterns.

2.2. English Language Teaching Scenario in Bangladesh

Imam (2005) presented some language plans and strategies, beginning with creating a foundation for universal literacy and competence in English. Then he added the importance of better, more extensive English classes with more hours per week. Introducing English in Bengali middle school is a must to cope with the upcoming changes in English teaching. When we talk about teaching English, people have the wrong idea that it should be based on a foreign culture, but we can narrow it to the context of our country. The authorities in London to evaluate our linguistic competence with our local ones should be changed. Moreover, local cultural examples should also be included.

Shohel et al. (2010) presented teachers' perspectives on implementing mobile technology in English language teaching and learning. After viewing and listening to the professional development course materials, the author moved on to various aspects of using mobile technology. Teachers are asked about the flexibility of having the tools and discussions that take place within. Out of these emerging issues came school-based teacher training, where teachers continuously engage with materials for their professional learning. However, the lack of confidence in their professional knowledge was also evident in their research.

Ansarey (2012) talked about some leggings in English language teaching in EFL contexts. The main purpose of the research was to identify the problems that exist within English teaching in Bangladesh talked about the failure in imposing communicative language learning and teaching. She pointed out some points that have become of concern in English teaching, among which are large classes, the heavy workload on Teachers, heavily loaded programs, curriculum and assessment mismatches, students' poor communication abilities, and students' low motivation. Furthermore, to mitigate these problems, she has suggested that CLT training programs minimize the working load of English teachers, solve the financial problem of teachers, provide sufficient teaching aids and communicative exam systems, give extra care to speaking and listening skills, etc.

Ainy (2001) also focused on the same concerns and attempted to find out the present situation and the problems of English language teaching in Bangladesh true talking about the changing scenarios, the place of English in the national curriculum, the uses of this foreign language, the problems in speaking, teaching materials and teaching techniques in government and private universities, teachers' training, students' attitudes, she also suggested atmosphere for learning this language including various activities changing the attitude towards learning English by the teachers etc. She pointed out that this paper also suggests that we should change our approaches to teaching English. So apart from the exposure to the Hindi language in our country and culture, the formal teaching of English is also at risk.

The former English education policy needs to be freed from nationalistic mentalities. Chowdhury et al. (2014) went one step ahead and talked about the English education policy and its implications in our country. Many countries in Asia have witnessed the wave of English as a global language, and most of them have made their official or second languages. However, our country's lack of English communication skills has created challenges for the students and workforce. Lastly, English education must be in the driving seat to reach the digital Bangladesh goal for our country.

Amin (2017) has navigated the complex waterways of English language teaching in our country. In his emergent research design, he has talked about the teachers' beliefs about effective teaching qualities, reports about the techniques they are using in the classroom, and their challenges. His survey has reviewed five influential factors that shape English language teaching in our country. Among which is the examination system, the use of communicative English for business, education, and social status; the third factor points out the ways teachers are being trained to teach this language, the accessibility of resources and opportunities in the most rural areas has also been pointed out in his paper and lastly the international influence

on our English language teaching. Therefore, the main point of his paper is to find out the framework of formal teaching of English in our country.

Rubel (2019) discussed the development of English teaching in Bangladeshi universities regarding its problems. He tried to discover the problems of teaching and learning English in the classroom. Another focus was on the teacher-student relationship, the use of the mother tongue and target language in the classroom, student involvement in classroom activities, and the error correction strategies of the course instructors. After conducting interviews, questionnaires, and data studies, Hasan listed the possible points to indicate the teaching method. These points are - heterogeneous class, use of mother tongue, teaching materials, inaccurate treatment of student errors, economic reasons, etc.

Communicative language teaching is one of the most discussed approaches worldwide today. Rahman et al. (2019) came together to discuss the implications of the curriculum for communicative language teaching, the method, the materials, the validity, and the washout effect of the current assessment. Like the other two studies, they also found that classrooms in Bangladesh are largely teacher-centered. However, pragmatic planning is required to implement the CLT approach with the old language teaching and learning culture.

Huda (2019) criticized the impractical use of English in the classroom and how English films can help tertiary students improve their practical language skills. The author also suggests that adapting movies in English in the classroom will help make the classroom environment more conducive to learning and interaction. I will consider how teachers and students recognize the importance of showing target language media to learn a language and try to compare it with Hindi since this language is completely inherited from media consumption.

Hasan (2019) searched for the issues of teaching and learning English within the classroom. He also centered on the relationship between the academics and students, usage of native and

target language in the classroom, learners' participation in classroom activities, and course instructors' error correction strategies. Once conducting interviews, questionnaires, and information study, Hasan listed the potential points to point out the teaching method. These points are – heterogeneous class, use of Mother Tongue, teaching materials, inaccurate dealing of students' errors, money reasons, and so forth; consistent; consistent with his research, the Bangladeshi universities' teachers still follow the obsolete GTM.

2.3. Exposure of Hindi Language

One way of learning any culture is through TV, but the most used way to depict one culture is through movies which Bollywood does very well. Bollywood now owns the largest share of screen media in South Asia; since early 1990, Bollywood has become the prime example of globalization; it has been the carrier of Indian culture and initiated alarming topics like a cultural exchange. This traffic of media has been termed as the innovation from the skies in the paper of Raju (2008). In his favour, the author not only talks about the Hindi-language film industry of our neighboring country was also its cultural elements like songs and Posters for the lifestyle of the famous stars.

Words like Bollywoordization and (H)Indianization may be made up, but these terms give a crystal-clear depiction of today's Bangladesh. From setting up billboards using the Indian celebrities to making them the image of any brand from Singh Indian celebrities especially the film stars promoting advertising our necessary day-to-day items with Bangla dubbing to finding their movies on any CD or DVD store around our houses from naming dresses bible actress that were it to influence young minds to change or cut their hair according to what their favourite Indian celeb has we have seen the overwhelming presence of Bollywood within us these scenarios are quite confusing considering that the screening of Indian movies was stopped since the latter 60s in Bangladesh. Raju (2012) has dedicated the whole chapter to this confusion about Hindi consumption among our fellow citizens.

Khanam et al. (2014) pointed out the weak side of Bangladeshi TV channels from the perspective of Hindi TV channels and their programs. As their research suggests, this foreign wave of entrainment ushered a societal change. Certain reasons have made us so addicted to these series in the past. Maybe it was the acting skills, the looks, the fashion, the costumes, the background music, the story, or maybe we just watched it for no reason. The authors tried to figure out the impact of Indian TV channels by first pointing out the popular channels and then the popular shows that viewers want to watch, the most popular themed shows, ways to create reach, etc.

There are four basic skills in any language, especially in English, and speaking is one of the most important ones. In their paper, Mahbub-ul-Alam (2014) et al. talked about apart from having Bangla as the main language, Arabic, Hindi, German, French, and Japanese languages exist in our country. They also believe that Hindi is so widely accepted and developed because of the satellite channels. Speaking out of the box, Arabic is also a frequently used language because Islam is the major religion in Bangladesh, and it is it has been the main language in the Madrasa education system.

Regarding the matter of second language acquisition, Zaman (2015), in her paper, explains the importance of motivation in acquiring a second language. In her paper, she has explained that even though English is an emphasized language in Bangladesh, students feel challenges in learning it, which directly or indirectly affects them in learning other languages. In Gardener's social, educational model, there was a small hint of learning ability and motivation which means the learner has to have the ability and motivate motivation to learn a language and what excites the students to do so (Kurt, 2010). In his paper, there are some positive outcomes of motivation - some students in Bangladesh speak in English because of their likeliness. They consume English so much from external sources or any internet or entertainment websites for social media learning English for their satisfaction, which has

been pointed out several times in this paper. Another reason why students are so eager to learn English is that they can get a perfect job and a good impression of the people there are with. Even though the paper has some negative points regarding nervousness or English not being the native language, the gap that I see here is that the author only talks about English, not Hindi. Though not a second language, official or unofficial, there is so much consumption of it. The question arises from where do the students get the motivation to learn this second language and because if you speak in Hindi, there also comes factors like correctness and grammar.

Regarding the threats Bengali culture constantly faces, Mehnaz (2016) has expressed her concern that our culture is on the brink of extinction due to globalization. She stated that those who watch series in Hindi daily are more likely to pick up and speak the language quickly. According to her, many of us will blame the quality of Bangladeshi series and songs. The matter of consumption has changed to what type of consumption is acceptable to society. Watching, consuming, and practising western culture make you up to date. Razu et al. (2018) have explained how this wave of Indian entertainment continuously adapts to our literature, language, customs, fashion, and rituals. Among the various reasons, they pointed out that technological advancement has a bigger role to play in this regard. Secondly, the field of arts and culture is also affected since the lifestyle portrayed in an Indian drama is not the same as ours, and we tend to imitate the Hindi language very much. Although, the authors mentioned that including culture would create endless opportunities and exchanges between countries. The authors have also mentioned using too many Hindi words during the conversation.

Rahman (2019) introduced the concept that audiences have been used as a theoretical concept to study how cinemagoers are constituted, positioned, and fixed by the textual aspects of films. In simple words, dealership means the time and attention these media get from the viewers make has listed some of the needs that drive the audience to do so some of his knees

are stated entertainment finding a basis of conversation sense of belonging feeling time question and aesthetic enjoyment escape points. There is a word for the consumption we get from TV called visual conjunctions; this consumption affects the customer for consumer culture so much that it rationalizes market economics. Keeping the topic of code-switching to another paper Sultana (2015) has talked about the mixture of quotes genres, popular culture texts and modes that the young adults of Bangladesh actively and reflexively in their language practices. transglossia that explores the fixity and runniness of language within the 21st Century. On the one hand, transglossia could be a theoretical framework that addresses the transcendence and transformation of that means in heteroglossia voices. Through the explanation of the trans glossier and trans classic Framework, the author has depicted the code-mixing or, in simple words, code-switching prevailing in the language practices of young adults in our country.

Recently in another research on the second language in Bangladesh, Ara (2020) spoke about the future of English in Bangladesh. In the point "English in Educational Sectors", she mentioned the Language Movement in 1952. However, even after having this emotional attachment to Bangla, a very surprising issue that came in her paper is the rise of Hindi language consumption which she believes has come from the TV programs that we watch. This cultural reset, in her perspective, has come from the similarities between these two languages, Bangla and Hindi. On the other hand, cultural diversity has created this difficulty for the learners in consuming English in Bangladesh.

Chan (2022) talks about the early language and literacy development a child goes through in learning native and also foreign languages; he believes there is a crucial relationship between the executive functions and language skills like reading, listening, speaking writing in young children. The relationships between specific components of executive function and language are yet to be examined. EF was positively associated with oral language and literacy after

controlling for age, sociodemographic variables, and country. Hierarchical linear regression analyses examined the associations of three EF components (working memory, switching, and inhibitory control) with oral language and literacy. Specific relationships between EF components and language patterns were observed in all contexts.

2.4. Research Gap

This part of the paper indicates the areas that lacked research previously. Second languages are a key part of many linguistic types of research. Regarding Bangladesh, till now, there has not been any research on the coexistence of these two foreign languages collectively. There are papers on the formal teaching of English and its progress or failure, and on the other hand, in separate research, Hindi's outbreak to our country, the ways it has entered our country. In this paper, the challenge was to present a cumulative perspective of the second language scenario in Bangladesh. Previously, researchers focused on the mediums the Hindi language has crossed borders, especially TV and cable. However, while preparing the questionnaires, it was asked about the general use of Hindi in personal and professional life.

CHAPTER THREE: METHODOLOGY

In a dissertation, there must be details of how a researcher approaches their studies and methods and techniques. This section of the research points to the researchers' intent to carry out the research further; this helps solve the research problem and question by giving a logical and systematic framework. The main aim of this part is to highlight what kind of data should be collected, where can we find the Tata from and how it can be collected and analyzed further.

3.1. Research Design

For my study, I have conducted my research using the mixed method. By using both qualitative and quantitative approaches, they can bring out and enhance qualities of one another and by reducing biasness, it can prevent generalized answers from the participants. Mixed approaches increase response rate and enhances validity and accuracy of perception. My study in the second language scenario in Bangladesh consists of questions like how many people speak a certain language? How much do they speak? And how often do they speak? Coincidently, quantitative data aims to answer questions like this. This research method is chosen because of its results, which can give fewer variables and accurate, distinct numbers. As I am studying a huge sector, quantitative data or methods will come in handy for this large sample size. During my thesis period, lockdowns were given and taken off. So, at first, it was quite hard for me to pick a certain research method. Moreover, after the lockdown, the schools were opened, and with them, every single education institution also opened. During those unsettling times, if I was going to set up an interview, it would have taken so much time. Yet, in order to get more response, I have also used qualitative method as it strives for descriptive rather than prescriptive outcomes (Carol, 2016). I, at first, distributed all questionnaires than short interviews were taken from some students of the same target

audience. For this paper, I have to dig deep into the reasons for such generalized answers, thus approaching this method.

3.2. Research Questions

I have built my study on three questions. My paper is structured around the following research questions below.

1.   How is the formal second language learning of English going on in our country?

2.   Without any academic practice, how is Hindi spreading through our country?

3.   Does this coexistence of Hindi and English pose any threat to one another or Bangla?

3.3. Participants

I have chosen secondary and higher secondary students from Bangladesh to conduct my survey. In the case of quantitative approach with survey, the number of participants is not certain, however, the collected 63 responses are enough to know the perceptions of my participants. I have friends doing tuitions who have students of these educational backgrounds. Moreover, I have conducted five interviews among these interested students. The reason for choosing them is their experience, as children's brain develop without their knowledge just so they can learn a foreign language. However, teenagers can feel the change regarding the existence of Hindi and English. As we are asking the question of the coexistence of two foreign languages on our turf, my chosen participants will fill out my survey from their experience.

Interviewee's Name	Education Level
Ashikur	Secondary
Anika	Secondary

Ishrat	Secondary
Meherab	Higher Secondary
Roksana	Higher Secondary

3.4. Data Collection Procedure

During the COVID-19 pandemic, when other data collection procedures were hard to perform, online questionnaires became a popular source for gathering data. It is thought to be the least expensive way to reach many people. There are many surveys creator pages online; however, I have used Google Forms to ease results. After doing so, I had to create the research questionnaires according to my research questions. Each question will have 5 options (1,2,3,4,5). Positive or negative attitudes toward any statement will be regarded on these scales. After, the completion of quantitative data collection, I moved on to execute four short but descriptive interviews. When the interviews were taken, the COVID restrictions were taken off and thus, with proper precaution two out of the five interviews were taken physically, because they live close to my residence and the other three were taken through Google Meet. Through my friend and also personally I, have asked for their consent. I have asked six questions dividing into three themes – foreign language situation of Bangladesh, academic learning of English and exposure of Hindi. They have answered from their past and current experience, they have also conveyed their verdict on the existence of so many languages on our turf. They were asked about the usage and possibilities of English and Hindi.

3.5. Data Analysis

Data collection is a crucial part of the research process. There are different ways to analyze the two research methods I have used in my paper. Firstly, in the case of quantitative data, we

analyze it through cross-tabulation, trendy, TURF (Total Unduplicated Reach and Frequency Analysis), gap, conjointly, and SWOT (Strength, Weakness, Opportunities, and Threat) analysis. It was essential to visibly point out the portion of people using a language, and how so for this TURF analysis was applied. The job of the graphs was to connect the data to statistics. The graphs show the accurate data collected from the Google Form we shared.

Secondly, before starting to analyze my qualitative data, I first needed to organize and align the data with the quantitative ones as the goal was to get a deeper point of view on those questionnaires. The bullet points that were received, were read several times. The focus was on connecting the dots with the questionnaires. Then, the job left to do was to identify the recurring opinions and proceed to findings to join the dots with the opinions of the scholars.

3.6. Ethical Considerations

Ethical issues were handled strictly. In the making of the questionnaires, the decision of not including a slot for names and stuff was there as many skipped and most importantly did not feel to trust the data collection. Moreover, this saved a lot of our time. Same for the qualitative research, all the personal, institutional, and sensitive pieces of information were kept confidential. They were aware they are recorded on Google Meet, taking both the parents' and students' consent. The short interviews were only between me and the participant; no third party was involved.

CHAPTER FOUR: FINDINGS AND DISCUSSION

In this part of the paper, the paper will describe or visualize what the researcher found and later be analyzed. This paper visualized the data collected through questionnaires with graphs and descriptions under them and broke the research question by categorizing the answers by themes. The findings below show the statistical depiction of the opinions of participants who submitted the online form.

4.1. Results From the Questionnaires

1. How much importance does a second language has in enhancing your ability to multitask?
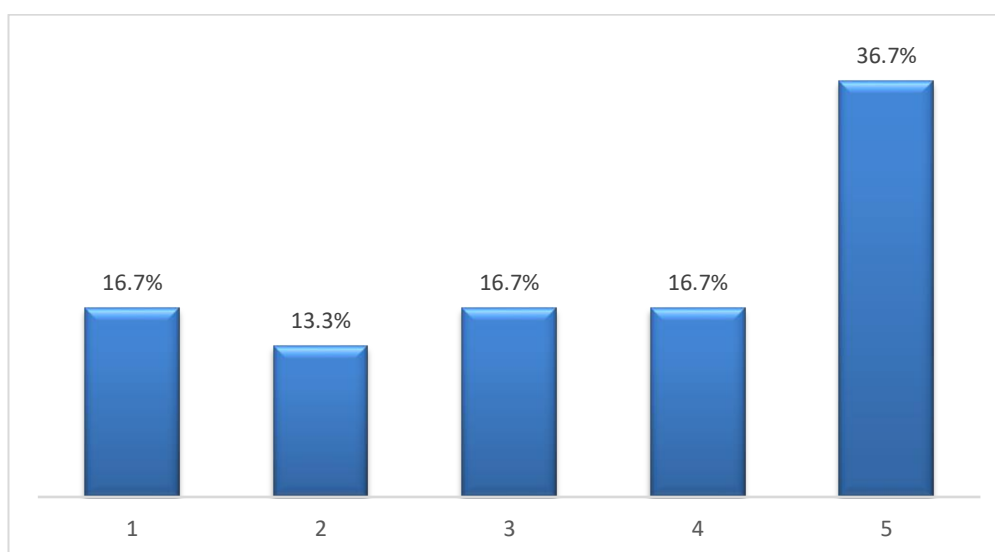
The first question is asked to foreshadow the main thesis of this paper. The questionnaires are designed to make the participants witness the importance of a second language or language. Apart from setting a prosperous career, bilingual skills improve brain functions, memory, and competence in academic areas. As per the responses, 16.7% of the participants completely disagree with the statement. Another 13.3% showed similar concerns, and 16.7% were neutral about the statement. Whereas 16.7% agree and 36.7% of the participants agree with the statement.

**2. How beneficial is it to be a bilingual?**
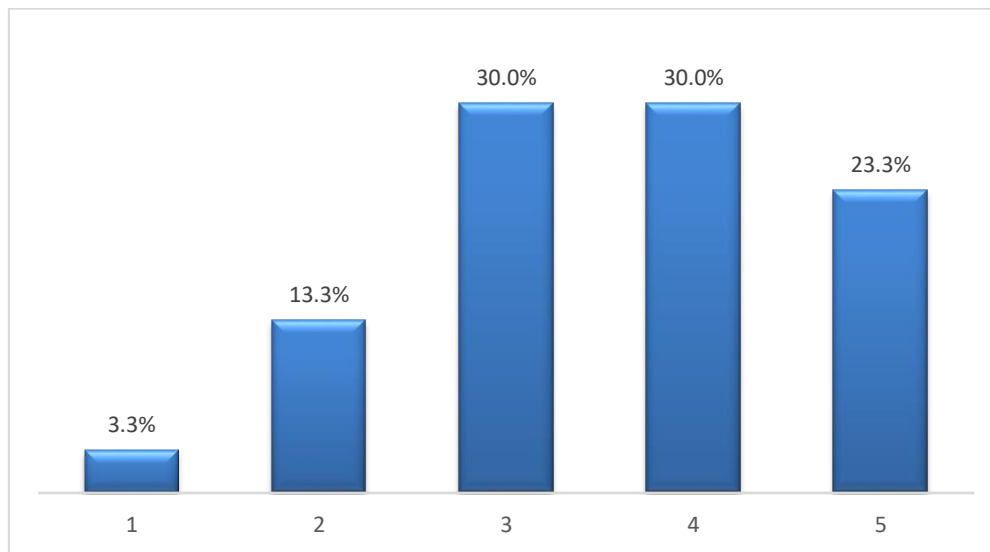
Along with giving someone improved cognitive power, academic advantages, cultural awareness, and an edge in the competitive job market, learning a second language or language can also improve one's social life. As per the responses, 60% of the participants agree on the importance of being bilingual. 23.3% of them think it to be of high importance. On the other hand, 13.3% of them mildly disagreed, and 3.3% of the participants neglected the importance of being bilingual.

3. How much of a bilingual are you?
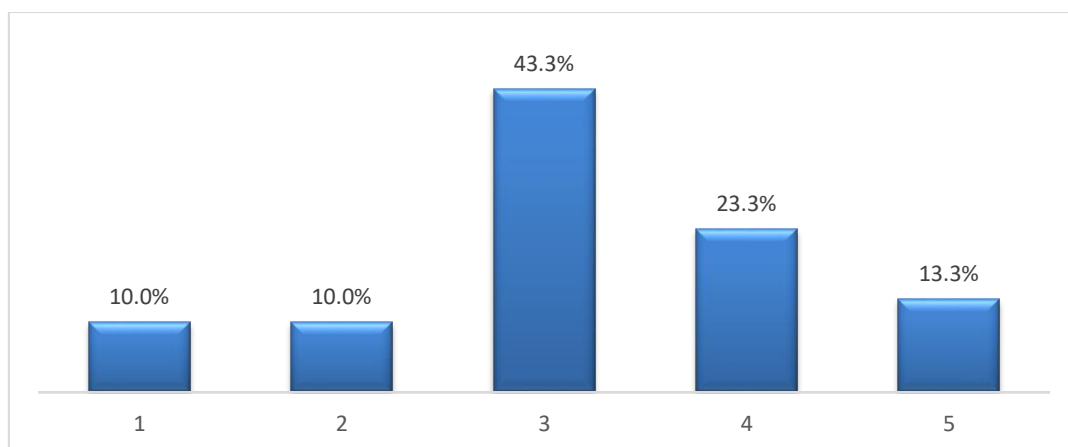
The third is about the level one is bilingual. Those who are bilingual can easily outperform monolingual children. In corporate jobs nowadays, bilingual candidates are given more priority than others. For instance, bilingual skills come in handy when your boss is from Chennai and you have to speak Hindi. A bilingual person is open to new challenges and experiences. The benefits of being bilingual in a foreign country are unparalleled. As per the responses, 43.3% of my participants are so and so bilingual. 20% of them lack or are unsure about their bilingual skills. 23.3% of them have shared their bilingual skills, and 13.3% of them are highly confident about their competence.

4. By learning new languages, you can increase your career opportunities?
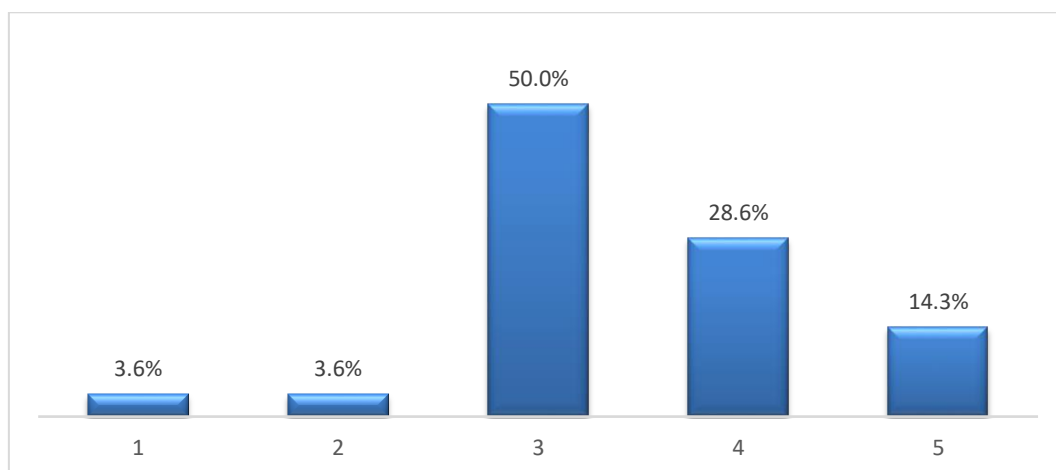
If we talk about bilingualism and career, a bilingual person can open doors across the borders, paving the way for the fact that multilingualism always wins in the job sector. To understand your global customers, this skill is a must. On a side note, bilingual employees earn more raises and bonuses. Increasing communication skills also impact networking. Moreover, job posts like sales representative, flight attendant, brand specialist, finance director, interpreter, finance analyst, and customer service representative require multilingual ability. As we have shown the light the importance of bilingualism, as per our responses,

about 7.2% of our participants disagreed with the statement. 50% had a neutral opinion, but 42.9% of the participants agreed with the statement.

**5. How much important English is in day-to-day life?**
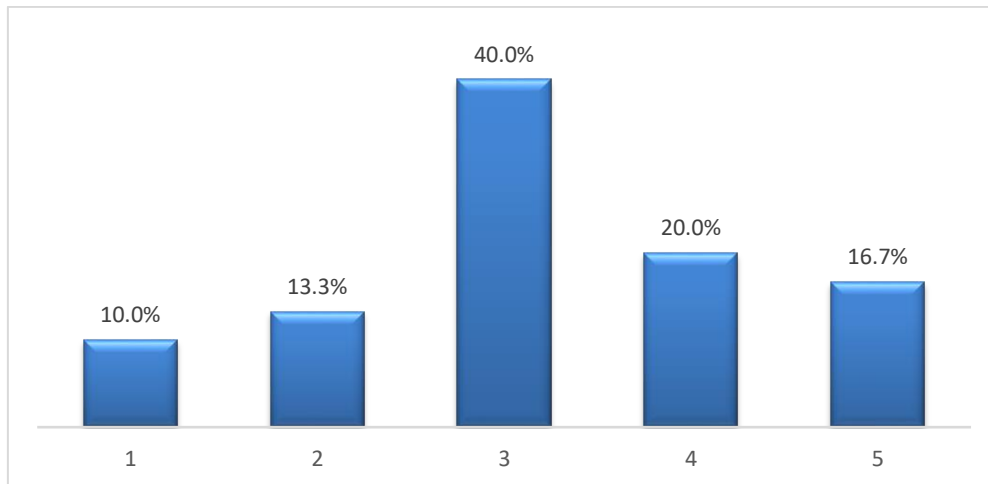
From saying good morning to our dear ones to saying goodnight, we start and end our daily life with English. This language is heavily helpful in today's world as it is spoken in more than a hundred countries worldwide. The usage of English in our country is unparalleled, as we tend to code-switch. We mix-match Bangla and English while saying something these days. As per the responses, 40% of the participants mildly use English on a day-to-day basis. 13.3% use less, and another 10% hardly use English. 20% of the participants use English frequently, while the rest, 16.7%, use English regularly.

6. How much important English is in job life?
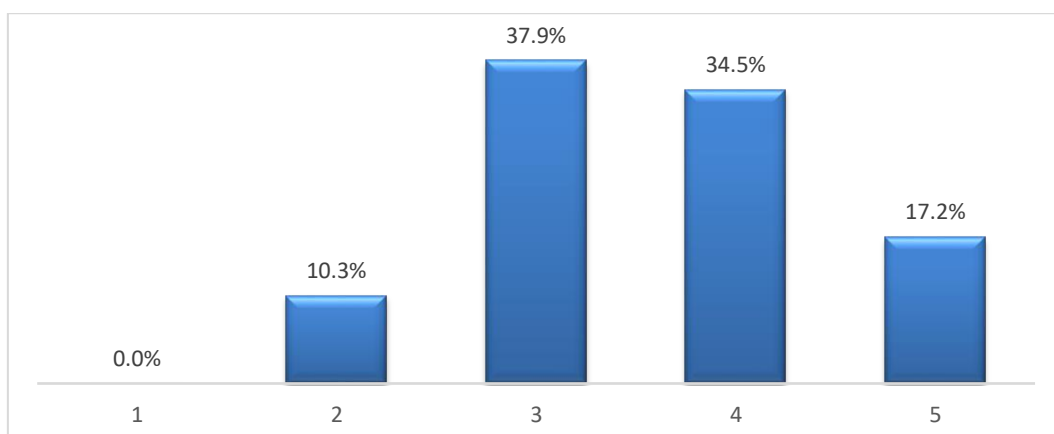
English plays a vital role in job fields, interviews, and after interviews. From writing a cover letter to a resignation letter, English comes in handy always. Efficiency in English in the Job sector is a must. As per our responses, none denied the importance of the usage of English in job sectors. The 10.3% of the participants may have gone with other inter/intra-personal traits in job sectors. Nevertheless, the rest, neutrally or strongly, recognizes the usage of English.

7. **How much does English help in professional conversations?**
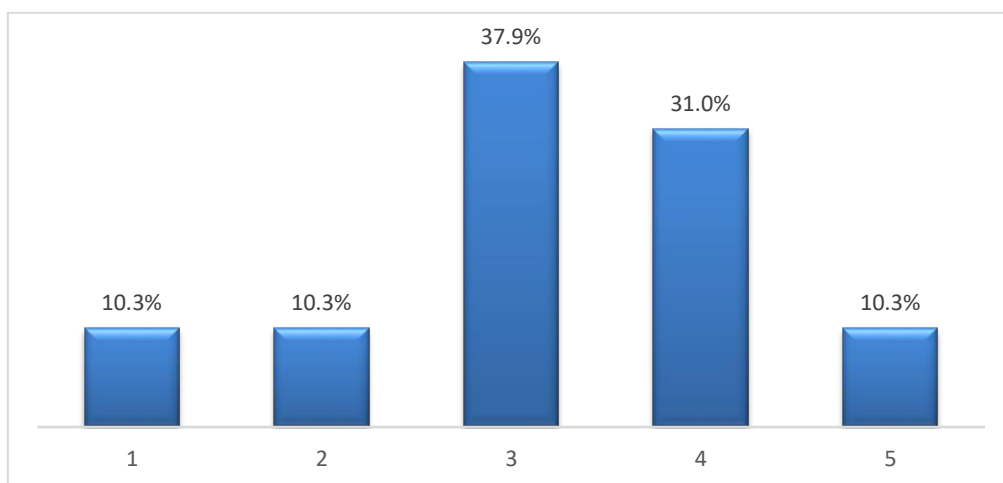
Nowadays, everyone is making their curriculum vitae in English because there is the tag of professionalism with it. English is a standard in official meetings in a room or on online meeting portals. The thesis is written and presented in English. As per the responses, 20.6% of the participants do not use English in professional conversations. 37.9% are neutral in this regard. 31% of the participants usually use English, and 10.3% of the rest use English regularly.

8. **How much does English help in casual/friendly conversations?**
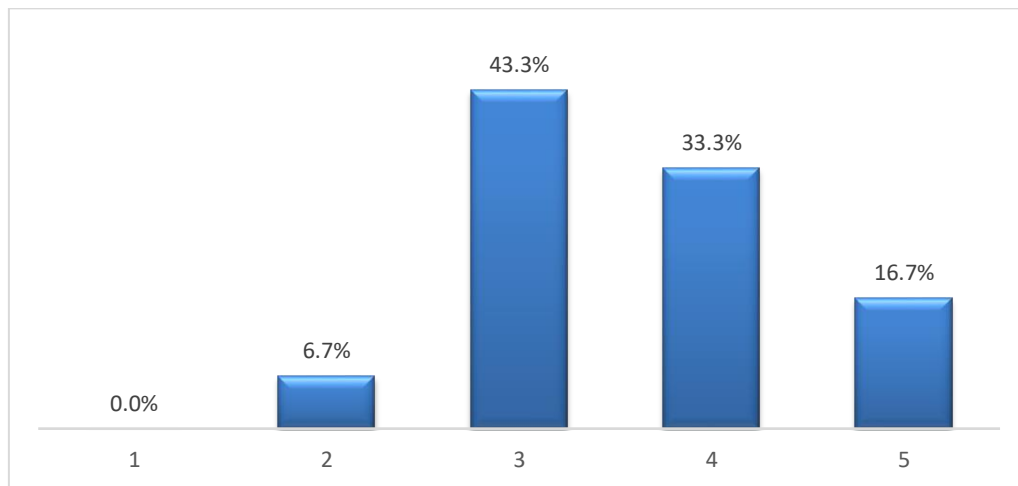
As mentioned earlier, due to our frequent tendency to mix two or more languages to modernize a speech, we use English very flexibly. 6.7% of the participants do not agree that much. 43.3% of them are standing on common ground. The rest of 50% of the participants are heavily assisted by English in casual conversation.

**9. How much excellence does English language teaching process has?**
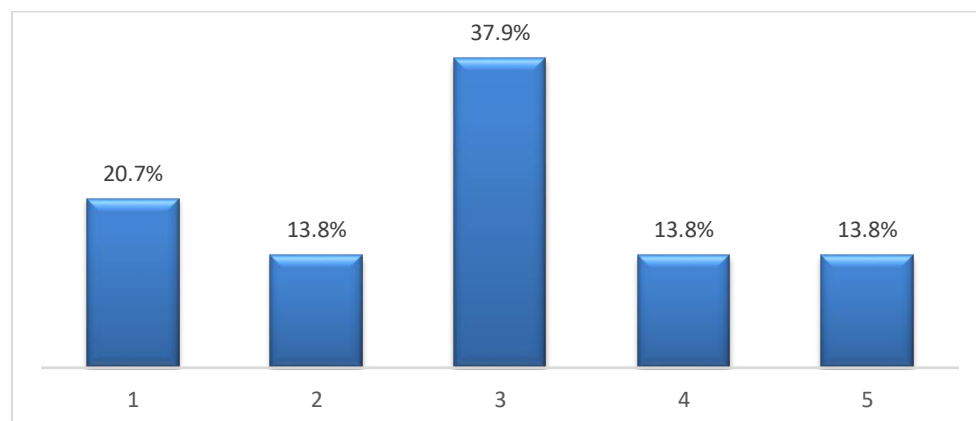
Until now, we have talked about and graphically shown the usage of English in Bangladesh. Now we are going to talk about the English language teaching process. The question was given to know the students' point of view about the current English language teaching condition. 20.7% of the participants were not satisfied with the process. 13.8% also conveys the same message. The process must be doing fine for 37.9% of the participants. The rest are either happy or satisfied with the process.

**10. How much efficient is the teaching method for English?**
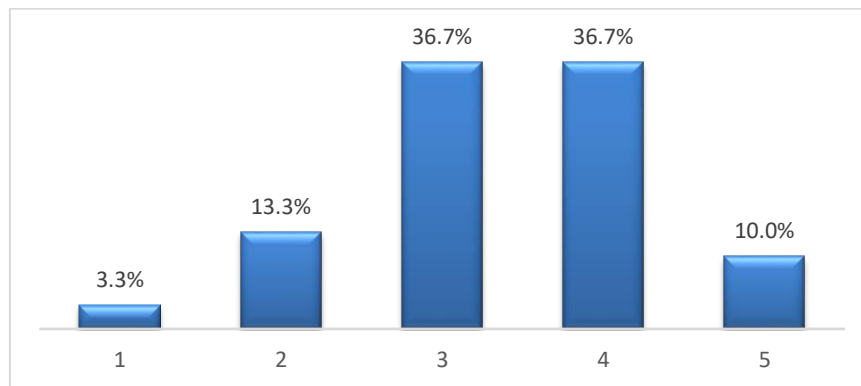
Like any other academic subject, English is also taught through specific teaching methodologies. Such as teacher-centered, small group-wise, constructivist approach, project-based learning, Montessori, etc. In questioning the efficiency of the teaching method, our participants have shown us some hope in the teaching method. 73.4% are satisfied with the methods; 10% are delighted. 16.6% are not that satisfied with the process.

11. On which level do you think Bangladesh's English language condition is ready for the upcoming global challenges?
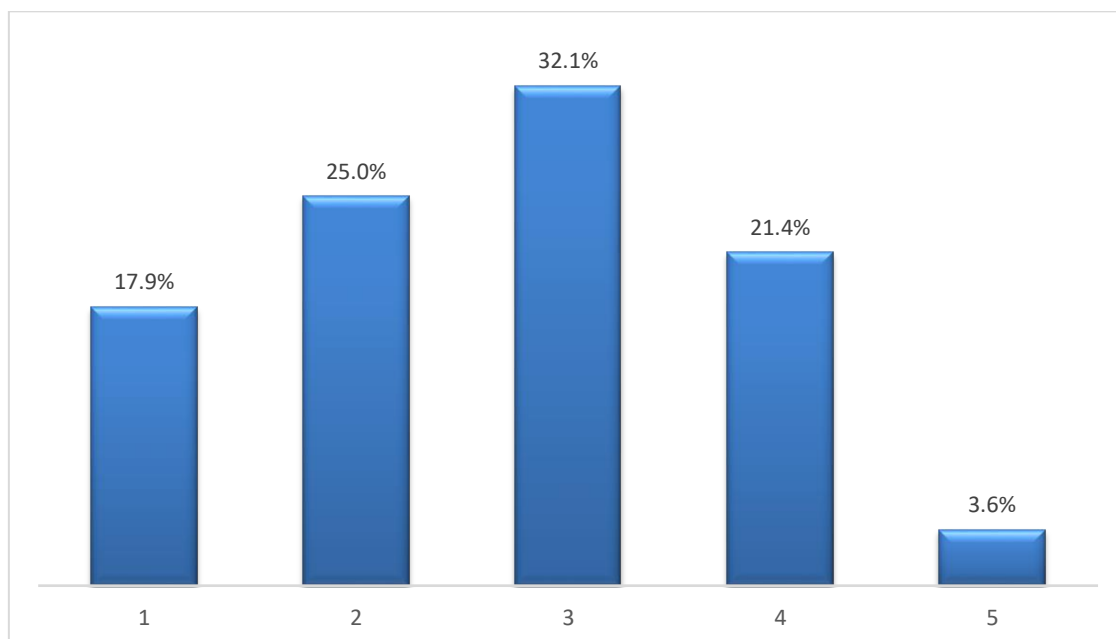
It is not far when English will become the global language. In a developing country like Bangladesh, we get to know the importance of English from the beginning. Fluency in English is the thin line between employment and unemployment. People with higher competence in English are already given higher stature. Bangladesh needs to gear up for the challenges to come. As per the responses, 17.9% of the people think Bangladesh is yet not ready. Another 25% think conveys the same message. 32.1% are hopeful of Bangladesh, whereas 21.4% are satisfied. Only 3.6% of whole participants think Bangladesh is not on the right track.

12. How much important Hindi is in day-to-day life?
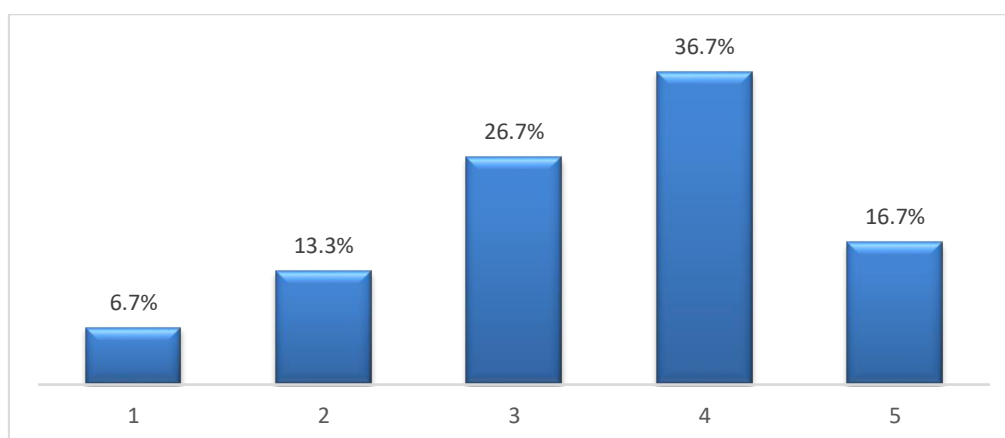
The exposure to Hindi started way back in the late 90s. We frequently use Hindi for casual conversation, singing, dancing, and most noticeably during marriage functions. Some chunks of Hindi words come to our tongue unintentionally. As per the responses, 16.7% of the participants use Hindi in their day-to-day life, whereas 6.7 of them hardly. 36.7% of the participants use Hindi frequently, whereas 13.3% do not. 26.7% of my participants are in the middle ground.

13. How much important Hindi is in job life?
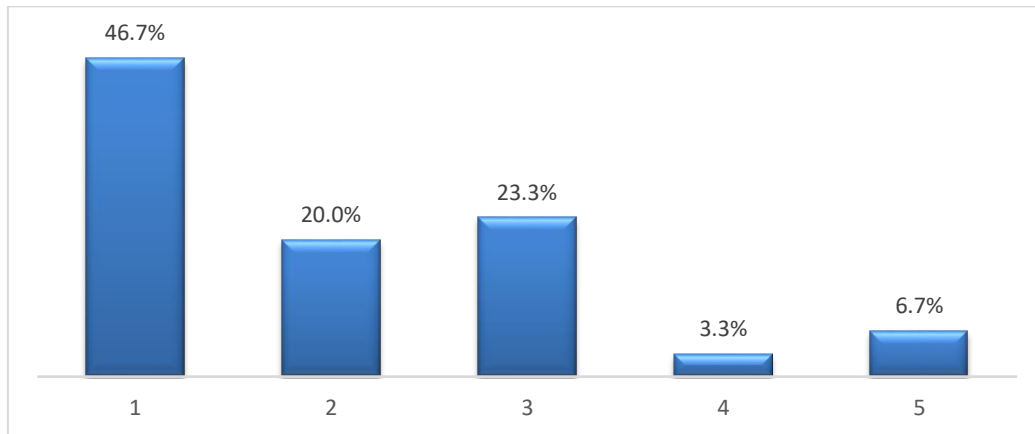
Obliviously in our country's context, we do not need Hindi to get in and survive in a job. The use of Hindi is very casual, so we do not use Hindi in job interviews or meetings. However, things are different in a multinational corporate company. As per the responses, 46.7% of the participants think Hindi is unnecessary in job life. 20% somewhat believe that. 3.3% differs in thinking so. Nevertheless, surprisingly 6.7% of the participants think Hindi is necessary for our country's job life.

14. How much does Hindi help in professional conversations?
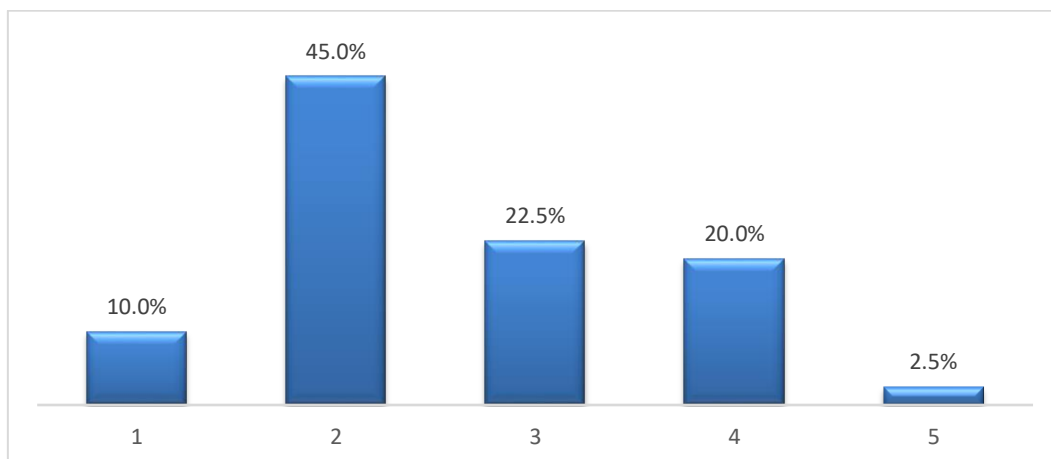
Keeping the topic in context, a professional conversation can be anything on educational and workplace premises. In our country's context, we do not use Hindi while doing a presentation, writing emails, giving examinations, in the viva, or interviews. The less we use Hindi in these regards, the better. As per the responses, 45% of the participants think so. 10% do not support

using Hindi, whereas 2.5% think otherwise. 22.5% think to use Hindi casually, while the rest 20% think of frequent use.

15. How much does Hindi help in casual/friendly conversations?
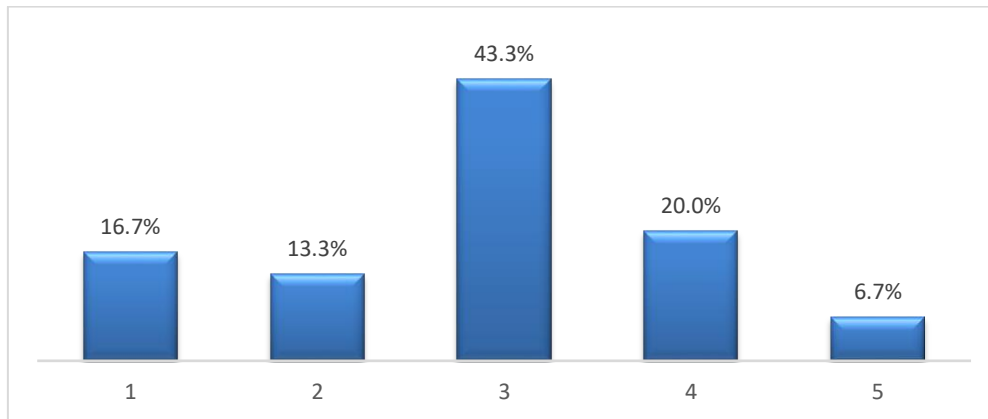
This question may point to the original usage of Hindi as a language. With new Bollywood movies being released, our watch wish list is increasing so is our music player's song quantity. Technically, the use of Hindi is confined to personal and social aspects. Our fluency in Hindi songs comes from a personal space. So, per the responses, 43.3% of participants use Hindi casually, 20% use Hindi frequently, and 6.7% use Hindi in friendly conversations. 13.3% do not use Hindi that much, and the rest, 16.7%, do not use Hindi at all.

16. To which extend do you think the availability of internet and cable TV have ushered languages in our country?
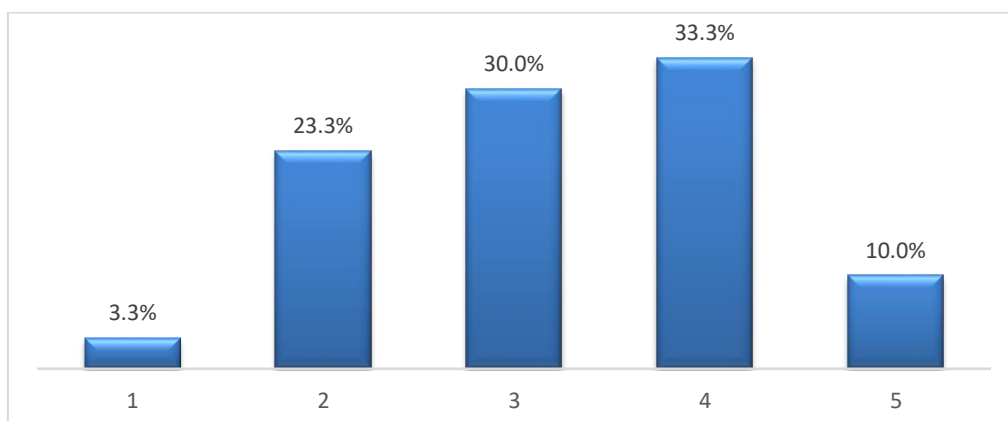
The first outbreak of Hindi started when Bollywood opened its doors to Bangladesh. For the last few decades, due to the availability of the Internet and cable TV, globalization has happened very quickly, and thus, the sudden exposure of Hindi. Millennials grew up watching Hindi serials on Star Plus, Zee TV, and Bollywood movies on Set Max. As per the responses, 33.3% of people agree with the statement, whereas 10% believe it. Even though 23.3% of people did not show any favor on the matter, only 3.3% of people completed the user queries with the statement.

17. **How much do you think Indian dramas have exposed Hindi language in our country?**
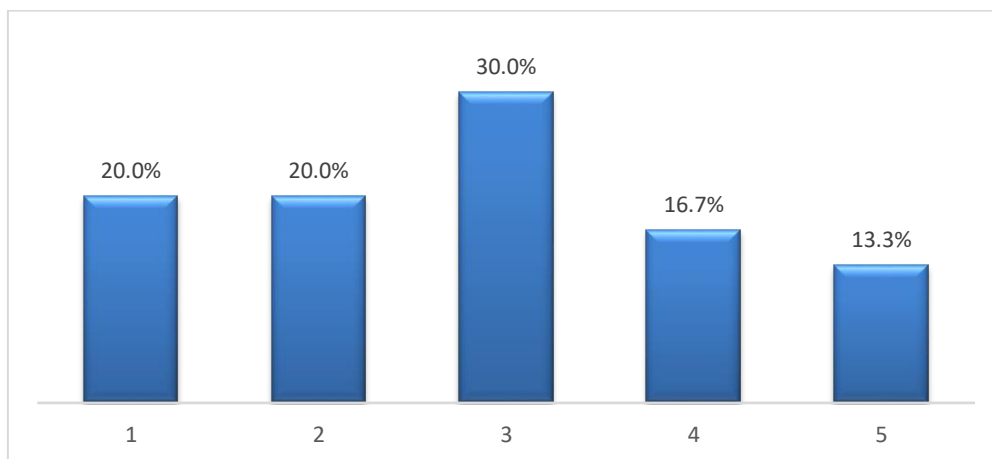
Indian serials like *Kyunki Saas Bhi Kabhi Bahu Thi* and *Kumkum* paved the way for Indian serials to come on Bangladeshi platforms. The main plot of every Indian serial was family values, hard times, and unending love for each other. Moreover, that is why people were so attracted to these serials, and in one way or another, these exposed Hindi to our culture. As per the responses, 30% of the participants think so. 16.7% agree with the statement, and another 13.3% strongly agree. 20% disagree, and the rest strongly disagree with the question.

18. **How much do you think Bollywood has exposed Hindi language in our country?**
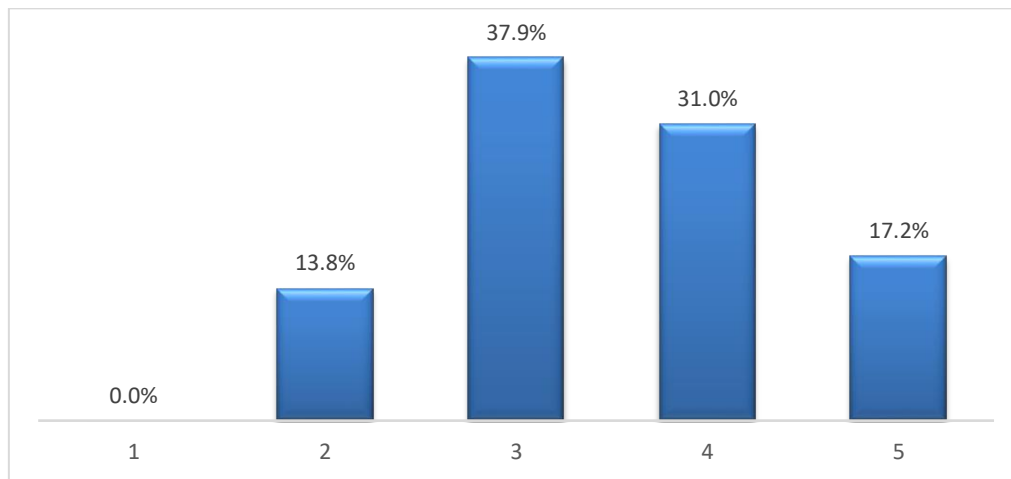
A few moments back, we talked about the influence of Indian entertainment culture. Bollywood offers the same attraction through its stories, visuals, etc. People are more excited about the Indian releases than ours' own. As per the responses, 37.9% of the participants believe so. 31% of them agree on the matter; to add, another 17.2% of participants strongly agree with that. The rest, 13.8% of the participants, disagrees.

19. To which extend do you think Hindi is prevailing in Bangladesh?
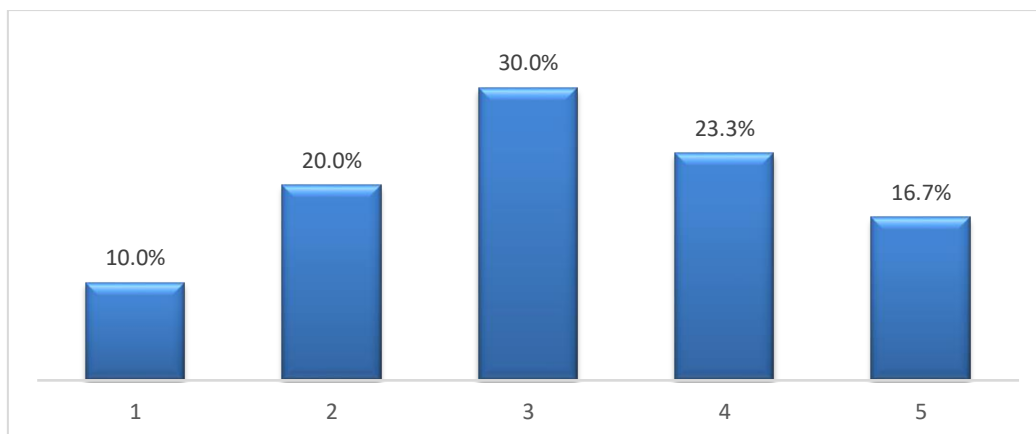
The research started with the question that, despite not getting academic teaching, how can we understand every aspect of Hindi and comfortably reply to it. Along with Bangladesh's own and regional languages, English is considered the official second language; however, its usage almost matches with the likes of Hindi. As per the responses, 30% of the participants

think that Hindi prevails casually. 23.3% are concerned, while 16.7% are highly concerned. 20% of the participants do not think so, just the rest of the 10%

20. To which extend do you think this exposure of Hindi is affecting the young minds?
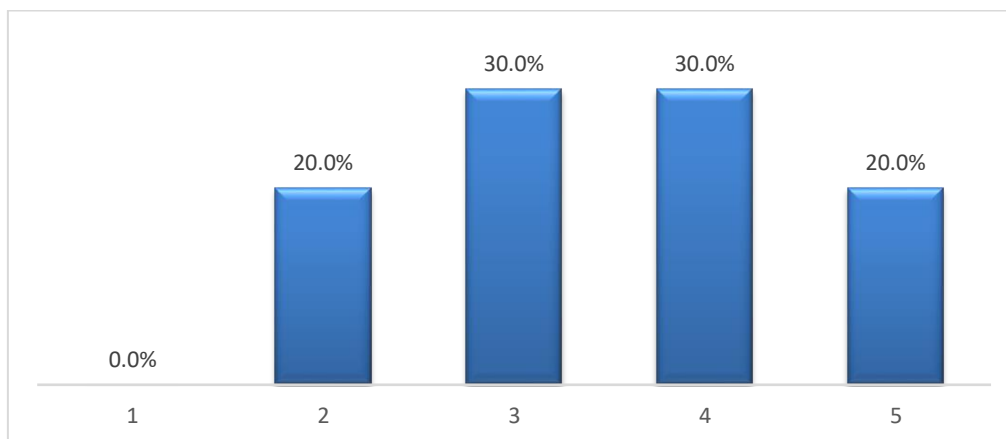
When we look around, we see children singing the opening song of many Japanese animes' Hindi dub series. Eventually, it is not their fault as they were exposed to these from the beginning. There is nothing wrong with getting familiar with other languages, but that should not hamper the flow of learning Bangla. As per the responses, 60% of participants are concerned about the impact; another 20% are highly concerned. The rest, 20%, are less concerned about the matter.

4.2. Analyzing the Results of Both Approaches

4.2.1. Concepts of Second Language Acquisition

First and foremost, the discussion should start by highlighting the concept of a second language and its importance. The first four questionnaires were designed to reflect on that regard. Before the importance, we need to know does it all start. One grows interested in learning a new language out of motivation and interest, something Ji-xian (2001) and

Yokochi (2003) hinted at in their paper. Indeed, interest is the common link between learning the first language and the second. If one learns a language for self-betterment, there is no greater motivation than this. In the educational sector, bilingual students perform better in tasks, easier to learn any other languages. Career-wise, having bilingual skills gives extra weight to the curriculum vitae, as in the current job market, there is a huge scarcity of bilingual persons. They earn more and get more bounces and raises. Bilingualism leads to a healthy lifestyle. Speaking multiple languages can widen the cognitive border, causes the acceptance of other cultures, and improve communicative skill leading to improved social life. The sense of belonging in a foreign land can only be achieved through bilingual skills, thus mirroring the concept of understanding social variables by Abbaspour (2012).

4.2.2. Krashen's Theories of Second Language Acquisition

My first two questions are based on the theme of second language acquisition. Where is the first question asked about the proficiency of the second language, the second question mostly talks about the mediums we acquire these languages. All of my interviewees are proficient in many second languages, such as, English, Arabic, Hindi, Korean, Japanese etc. My paper is a battlefield between the theories of language acquisition and learn. According to Krashen (Stephen Krashen's Theory of Second Language Acquisition, 2022), one gets to know about a language in two ways. It is obvious by now that the point of this paper is to highlight the fact that we have acquired Hindi and learnt English, as in this case the exposure of Hindi balances it off with the formal learning of English.

After talking about the acquisition learning hypothesis, the second question was asked to know about the medium of getting in touch with a second language. From the interview one thing was prominent, and that was from the entertainment sector. One of our participants talk about how she learnt a few Korean words by watching K-dramas. The words she learnt even though was greeting and expressive words, but the impact of globalization should not skip

our eyes. Where is much has been given to English academically, the participants self-taught themselves Hindi, does bring up the notion of the affective filter hypothesis (Stephen Krashen's Theory of Second Language Acquisition, 2022) which emphasizes the value of motivation in second language acquisition. The prime motivation that influenced my participants was the feeling of belonging, which somehow means to be updated to current affairs, not to feel left alone mine their friends were singing. The participants where are aware of the fact that high anxiety levels while learning another language may create mental blocks in language acquisition process.

4.2.3. Usage and Formal Learning of English Language

The second part of my discussion is dedicated to the condition of the English language in our country. For being the standard of eliteness, Bangladeshis are obsessed with this language. We get the formal teaching of English from the very first in kindergarten. Even though the casual use of English goes up and down, however, the professional use of English is necessary. In the coming few decades, there will be more jobs that has ever been heard of. As the use of English is becoming more widespread, so is the want of fluency and competence in this language in the professional fields worldwide. So, Bangladesh's English language teaching should be up for race. The responses collected from the survey indicate the main points of the authors Ainy (2002), Amin (2017), Rubel (2019), and Rahman et al. (2019), where there was a clear mention of teacher-centric classrooms, lack of teacher-student relationship, confusion about the beliefs about effective teaching qualities, dissatisfaction about teachers', students' attitude, and classroom environment. Solutions to this dissatisfaction may come from Imam's (2005) increasing class hours for English, Sohel's (2010) implication of mobile technology, Ansarey's (2012) communicative language teaching programs, Hasan's balance of using both native and target language, and Chowdhury's et al. (2014) reformation of English education policy.

According to the participants, students in Bangladesh learn English in two ways - English as a language and English as a subject. Keeping the part of nursing English for higher education or career opportunities, in the earliest stages of the learner's life, English is also taught like any other subject in the curriculum. The same can be said in case of Bangla as well, as both the acquisition process goes through repetitive practices, assessments, year final examinations. The mention of some teaching techniques was also recognizable in the short interview. There is a slight in of the input hypothesis, that indicates the comprehension level of the learners must be higher from their present level. This challenge excels the language acquisition process.

According to the findings, the prevalence of English in our country mostly depends on the benefits that comes with it. One participant told, "I only use English for public speaking". Casual use of this language may seem rare, but professional use of English is a necessity. Another participant said "English is immortal" and there is no doubt about it. Regardless of getting any way of English language acquisition, proficiency in English has always been the number one requirement in any job hunt. Hindi is just another language that they know, but the value of English is noticeable on every sector of our society.

4.2.4. The Reasons for the Exposure to Hindi

The last part of my discussion gives a crystal-clear image of the usage of Hindi and its exposure to the people of Bangladesh. The exposure to Hindi in day-to-day life and casual conversations may have raised some eyebrows, yet the usage of Hindi in the professional field has mitigated the threat. The use of code-switching in our casual conversation highlights the exposure to the Hindi language. The lion's share of this exposure belongs to the availability of the Internet on cable TV because they have ushered this language into our country. The Indian entertainment industry has done its best to make its content more appealing and attractive to our country's people, resulting in a huge watch time and the

coexistence of another language. Indian daily soaps and Bollywood were the trump card we could not see. Raju's (2008) air invasion or Raju's (2012) Hindianaization do not seem so offputting now. As I mentioned earlier, the problem is not the coexistence of the language but its symbiosis with our culture, and this is what Khanam et al. (2014), Mahbub-ul-Alam et al. (2014), and Mehnaz (2016) warned us about. Nevertheless, as Sultana (2015) stated, most exposures went to conversations rather than cultural practices.

One participant said it, "by the looks of it, our generation cannot pass a single day without consuming any Hindi form of entertainment". This line is heavy because the influence of foreign culture to ours and our mind is a whole vast topic to discuss about. One participant's younger cousin is always glued to the mobile screen watching Hindi dubbed cartoons and Hindi DIY channels. "A holud event without ten or twenty Hindi songs is not a holud", does evoking the thought that current and future generation will be attached to Hindi language from the dawn of their life. We are chained to this language whether we know it or not.

According to the findings, a very big part of my participants life went through and still in in Bollywood phase. It is not fair to judge the kids to consume Hindi at such an early age. Our consumption was not that early but it was there, so if we had what today's kids have, you might have got ourselves in touch with this foreign language. Indian culture is now global and it is not surprising to see a small part growing in our own country. As it seems due to influence, cable network, internet, satellite distribution, the growth of Hindi in our country was inevitable.

CHAPTER FIVE: CONCLUSION

The lion's share of the population of our country speaks in Bangla, and along with its regional languages, like any other country, there are foreign languages residing with us. The base of this paper revolves around two languages that have sprung debates for the past couple of decades - English and Hindi. This paper did not numerically calculate which language exists and is used more. By getting taught in schools, there is no doubt that English bares much importance to our people. Without any academic practice, there was another foreign language that was lurking in the shadows - Hindi. This paper does not suggest that we should stop speaking this language. Nothing has been said as opposed to Hindi throughout the paper. The surge of this particular language has moved some eyes, thus making it a burning topic. Through the advancement of satellite communication, the availability of the chance to learn another language has become so easy. However, proper monitoring of channels and mediums should be enforced. The viewers sure have the right to get the freedom of choosing their desired content. However, the surge of foreign languages can be controlled through restrictions and monitoring.

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APPENDIX A

Questionnaires for Qualitative Research

How much importance does a second language has in enhancing your ability to multitask?				
1	2	3	4	5
How beneficial is it to be a bilingual?				
1	2	3	4	5
How much of a bilingual are you?				
1	2	3	4	5
By learning new languages, you can increase your career opportunities?				
1	2	3	4	5
How much important English is in day-to-day life?				
1	2	3	4	5
How much important English is in job life?				
1	2	3	4	5
How much does English help in professional conversations?				
1	2	3	4	5
How much does English help in casual/friendly conversations?				
1	2	3	4	5
How much excellence does English language teaching process has?				
1	2	3	4	5
How much efficient is the teaching method for English?				
1	2	3	4	5
On which level do you think Bangladesh's English language condition is ready				

for the upcoming global challenges?				
1	2	3	4	5
How much important Hindi is in day-to-day life?				
1	2	3	4	5
How much important Hindi is in job life?				
1	2	3	4	5
How much does Hindi help in professional conversations?				
1	2	3	4	5
How much does Hindi help in casual/friendly conversations?				
1	2	3	4	5
To which extend do you think the availability of internet and cable TV have ushered languages in our country?				
1	2	3	4	5
How much do you think Indian dramas have exposed Hindi language in our country?				
1	2	3	4	5
How much do you think Bollywood has exposed Hindi language in our country?				
1	2	3	4	5
To which extend do you think Hindi is prevailing in Bangladesh?				
1	2	3	4	5
To which extend do you think this exposure of Hindi is affecting the young minds?				
1	2	3	4	5

APPENDIX B

Interview Questions

a. How many languages do you know aside Bangla?

b. How did you manage to learn more than one second languages?

c. How do you view your academic acquisition of English?

d. Do you think English may lose its position of being the prime second language for this country?

e. How much do you think Hindi is prevalent in our country?

f. What are the ways do you think Hindi might have entered our sphere?