WHAT INFLUENCES STUDENTS IN BANGLADESH TO USE ENGLISH: A TERTIARY LEVEL STUDY

By

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A thesis submitted to the Department of English and Humanities in partial

Fulfilment of the requirement for the degree of

Master of Art's in English

Department of English and Humanities

BRAC University

January 2021

Declaration

It is hereby declared that

1. The thesis submitted is my original work while completing my 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

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4. I have acknowledged all the main sources of help.

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Approval

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of fall, 2020 has been accepted as satisfactory in partial fulfillment of the requirement

for the degree of M.A in English on January 19, 2021.

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Abstract

Due to the global spread of English, the use of the language is no longer confined to its native speakers but to an overwhelming majority of non-native speakers. In Bangladesh, people use English in different spheres of life, which is increasing their interest in learning English. The researcher has observed that the tertiary level students use English for various functional needs. In a developing country like Bangladesh, people consider academic results and a successful career to measure an individual's success that demand for English proficiency. Therefore, achieving English proficiency has become a need for the students. To conduct this research, the researcher has followed a qualitative method where she interviewed ten students from different universities to collect data with a question set. The researcher has collected data from ten tertiary level students to make a sociolinguistic profile of using the English language, recognizes students' points of view in this regard, and examines learning English. This study's findings show different dimensions of using English and English functions in academia, career, personal, and social life. Students possess multiple points of view towards English; therefore, the study examines students' attitudes to English learning.

Keywords: Uses of English, English language learning, functions, university students, attitude towards English, English proficiency, education, etc.

Dedication

I would like to dedicate this dissertation paper to my parents.

Acknowledgment

First of all, I want to thank the Almighty Allah for giving me the strength, patience, and determination to conduct the research. Then I would like to thank my beloved parents, family members, and friends who encouraged me with their support. My special thanks to my friend Shahidul Islam, Iffat Rebeka Bristy, and my teacher Dr. Al Amin who were supportive throughout my thesis.

I am thankful to my participants who helped me with their valuable experience, ideas, opinions, which made this research possible.

I want to express my utmost gratitude to my supervisor, Mr. Mohammad Mahmudul Haque. He helped me with his guidance, support, and supervision. His supervision allowed me to develop every part of my thesis and an insight into my research and complete it successfully.

Lastly, I convey my thanks to all who supported me in many ways during the study.

Tamanna Islam

19 January 2021

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Chapter 1

Introduction and context of the study

1.1 Introduction

The English language is spoken and taught widely all over the world. In the social and cultural factors of Bangladesh, English is used in multiple stages. In Bangladesh, English has expanded its growth extensively. According to Rashid (2014), English and Bangla may be used simultaneously in various sectors in Bangladesh. Students need English almost in every step at the tertiary level of education. Besides, all forms of teaching and learning at the tertiary level are performed in English. Also, in private university, the English language is known as a medium of education. The situation of using English is massive. Though the people of Bangladesh use English as a second language, it affects our social attitudes tremendously, so it is essential to focus on the English language functions in various sectors and look into the necessity of using it at the tertiary level of education.

Here, the researcher will investigate the aspects of using English in Bangladesh's circumstances in various factors like education, job, personal life, media world, etc. This study will explore the English language's role in university students' education, career, personal lives, etc. Students possess multiple opinions regarding the use of English. Therefore, the study aims to explain those attitudes towards English in the contemporary socio-culture of Bangladesh. The importance and use of a language get affected by the country's inhabitants' social behaviors and attitudes. Therefore, this study looks into the role the English language plays in university students' lives and their views towards social influence on learning English and how it affected

their use of language. The research demonstrates how various social needs influence students' perceptions, beliefs about learning the English language and how they inspire them to use English in every sphere of life.

1.2 English language learning and use in Bangladesh

In Bangladesh, the English language possesses an unofficial status as the second language of the nation. Also, English is an extensively used language in the context of education, office, and others. There is hardly a consistent English language policy in Bangladesh (Hamid & Erling, 2016). As a result, English language education endues various limitations. Bangladesh is a country that struggles with its overpopulation and socioeconomic condition. Consequently, a large number of students are studying in an overpopulated and inconvenient learning classroom. After entering into the tertiary level, they face unsatisfactory language competence. They are also expected to join the workforce and to contribute to socioeconomic development after completing their graduation.

In Bangladesh, the researchers paid much attention on language practice ideologies of tertiary level students. Those researches demand that public and private university students have different language preferences and practices. This constructs a hierarchy of language across educational institutions (Hamid et al., 2013). Therefore, this research looks into the functional aspects of English in multiple domains, explores the varieties of using English, and examines students' attitudes towards using English.

1.3 Problem statement

English is used in parallel with Bangla in Bangladesh. Though Bangla is the first language, the English language plays notable functional roles for many purposes in Bangladesh. Consequently,

the language has achieved an essential part of the social and cultural factors of Bangladesh. Therefore, the researcher has found the importance of investigating the functions and uses of English in various situations of Bangladesh.

In Bangladesh, English language education always seems a problem despite all the reformation. Various government and international organizations have taken multiple initiatives to develop the English language's present situation in Bangladesh. English language learning is necessary for using it effectively. From an early stage of education, English becomes a prominent subject to students. Later at the tertiary level, they have to conduct their study and many activities in English. Also, the language has a significant functional role in university student's lives

Therefore, it is significant to explore the need for English and figure out English uses in students' lives in education, job, and beyond. There is considerable valuable research regarding the popularity of English among the young generation, the growing need for the English language in Bangladesh, code-switching between Bangla and English by Sultana (2014), Banu & Sussex, Basu (2016), Ahmed and Tinny (2013) and so on. The researcher paid less concentration to explore the uses and functions of English at university level students. Moreover, the amount of research on English use that inspires students to learn English is quite a few. Furthermore, the researcher finds it essential to explore Bangladeshi English in this age of world English. Therefore, this study will look into the functionality and uses of the English language in the academic, career, and regular lives of students and their attitudes towards learning English, which influence their beliefs and opinions regarding learning and using English.

1.4 Purpose of the study

The research will investigate the various dimensions of English. The study will develop a real scenario that points out the role, use, and function of English in Bangladesh and students' perceptions and attitudes towards using English. Hence, this research attempts to determine the reasons influencing students' beliefs and perceptions of learning the English language. Moreover, the research will contextualize how students' ability to use English affected their socioeconomic status. Also, it will look into the social factors which shape students' opinions about using English. Furthermore, the study tries to draw the actual scenario of the English language using and learning in the context of tertiary level students.

1.5 Significance of the study

In order to understand the present atmosphere of English language learning among university students, it is necessary to conduct a study which will shed light into the real function, role, use of English in Bangladesh. The researcher will portray a sociolinguistic profile of the university students with the discourse of "world English". The researchers and linguistics will find out the importance of it as it is related to World Englishes. Also, the research will be valuable since it discusses the actual scenario of English in Bangladesh. Apart from this, the findings' data can be helpful for the policymakers in Bangladesh for language planning. Besides, future researchers might get helped from the results of this research.

1.6 Limitations of the study

While conducting the research, the researcher struggled with some minor obstacles, along with a significant barrier. Firstly, the researcher could not manage face-to-face interviews, and she could not manage to gather the participants to a particular place. Due to the global pandemic of

COVID-19, all the educational institutions remained closed, so the researcher could not visit universities to collect data. Moreover, the researcher did not visit participants' place because they did not allow it as it was risky during the current epidemic. The interview session occurred virtually, which needed a quiet environment.

Most of the time, it is not possible to make a virtual interview friendly environment for both sides at the same time. Hence, the researcher had to struggle with the participants' preferred schedule. For this research's quality control, the researcher tried to collect some factual data by talking with students by visiting some Dhaka city regions. Unfortunately, the environment was not in favor of her. The researcher funds the research, so she could not manage to go outside of Dhaka to collect data. Yet, she tried to collect a diverse range of data by emailing various people, asking for their opinions. However, the researcher tackled all these challenges by making compromises for the sake of this study.

Chapter two

Literature review

2.1 Overview

The current chapter will discuss the previous research on World Englishes, the use of English in the global context, and the arrival of English in non-native zones. The chapter will also focus on linguistic imperialism in the Indian sub-continent and how social behavior and attitudes mixed with the English language created its empire. The researcher will perform a "narrative review" (Bryman, 2008) that will critically analyze the previous literature in the English language, the

arrival of the English language in non-native countries, and the particular role English plays in the socio-cultural context of Bangladesh.

2.2 World Englishes

The English language is used as a language of education, bureaucracy, law worldwide. On that note, Jenkins (2003) stated that English is used as a first and second language in around 75 zones. All of the speakers of English are not native speakers. According to Kachru (1996), there are minimum four non-native speakers for every native speaker. The number of native speakers might be 8% of the world population (Graddol, 2003). English is a language of dominance and high status, and there are two particular reasons behind this (Crystal, 2003). Firstly, the British Empire has its' language legacy around the world. Secondly, in this era of economic growth and technological improvement, the United States of America is leading the world (as cited in Jenkins, 2003).

The three-circled model of Kachru draws the actual spread of the English language worldwide, wherein the countries like USA, UK, Canada, Australia, New Zealand English are known as a native language, and these countries are considered as Inner circle or "norm providing." The "norm developing" or the outer ring consists of the countries such as India, Singapore, Malaysia, Philippines, which were British colonies, and they use English for education, law, administration, etc. Finally, the expanding circle, also known as "norm dependent" such as the middle east, Japan, China, where English is not so prominent, only uses it for international communication.

Through this model, Kachru sheds light on World Englishes. This circle does not recognize the reformation of language in various communities and societies. The writer himself

agreed that this three-circle model is not enough to discuss "the multilingual reality of communities" (1997). Regarding Kachru's failure to show the diversity of English dialects worldwide, Bruthiaux (2003) pointed out that it is impossible to demonstrate every cultural sociolinguistics position in one model that explains language complexities diversity worldwide.

Apart from this, Kachru shows the difference between 'range' and 'depth,' where 'range' portrays using English in various estates. On the other hand, the term 'depth' shows different degrees of using English within multiple social classes. Kachru also demonstrates the concept of "linguistics schizophrenia" between the target representation of language and the product diversity of language.

2.3 Spread of the English language in non-native circumstances

The British colonial legacy is mainly responsible for giving birth to English in non-native contexts. Numerous English varieties have emerged with their particular environment of consumption and purposes (Kachru, 1986). The people of England migrated to America, Australia, and New Zealand, which created new varieties of native English and considered "new Englishes." Another one is "New englishes" due to Asia and Africa's colonialization, where English is used as a second language (Jenkins, 2003). They use English as ESL and are known as the double diaspora of the English language.

In non-native contexts, English is spoken and used by the vast population, and the education system develops it. A particular cultural artifact hugely influences English in a region. Their particular usages function to reform English language features such as syntax, phonology, lexis. In this regard, Bambose (1998) mentioned five specific factors that determined English as

a New English, i.e., usages, demography, geographical perforation of English, power of English, the codification of English, and receipt of English.

In Africa and South Asia, English has spread after the end of the colonization era. South Asia and Africa's cultural and linguistic pluralism contributed to English reservation in these regions (Kachru, 1986). English is a language of education, administration, and a medium of communication internationally and nationally in India, South Asia, and some parts of Africa. Since colonizers' style, attitudes, and dialects are attached in these regions, linguistic and cultural "neutrality" (p.8) has been acquired. As a colonizer's language, English endures unnoted forms of various implications in these circumstances (Kachru, 1986). Many multilingual or bilingual countries that use English as a second language have developed institutionalized varieties of English. In India, Pakistan, Bangladesh, Malaysia, Singapore, Nigeria, Kenya, Sri Lanka, we see those English varieties. These English varieties are tagged as "interference," referring to semantic and cultural interference in the context of native and non-native. The geographical diffusion, numerical strength, and diverse use of English created second language variation. Nevertheless, English can get more varieties through the localization of English (Kachru, 1986).

According to Crystal (2003), there are three levels of English varieties. The family dialect is known as the primary level, the secondary level is the quality variety of English, and the particular type of international communication is at the third level. On this note, Crystal himself thought that a global standard variety of English could emerge soon. In the native context, there is a model called the "exo-normative model," which refers to teaching and learning, preferably in the local context; the name of the model is the "endo-normative model," which relates to education and emulation (Kachru, 1986). It is not easy to separate these models because they can co-exist. Apart from this, Schneider (2007) gave another model that sheds light on the

postcolonial Englishes assessment. According to him, postcolonial Englishes develop because of their formation, discuss their similarities. This model incorporates two different perspectives with five phases: the view of colonizers and another is of the colonized mindset.

Schneider (2007) introduced "Foundation" (p. 33) as the first phase of this model where non-native territory got familiar with English but native speakers. "Exonormative stabilization" (p. 37) is the second phase of this model where foreign political dominance helps stabilize the colony. In the third phase of this model, "Nativisation" (p. 40) contacts both linguistic and cultural transformation. "Endonormative stabilization" (p. 48) is the fourth phase of this model, which happens in the independent state. This dynamic model's final and last step is "Differentiation" (p. 52), where newfound nations got victim of linguistic uniformity. A new variety of language with different linguistic, structural, phonological features emerged (Schneider, 2003).

2.4 Linguistic imperialism and the role of English

According to Macauly (1835), British colonial power and the USA's economic power are two main factors for the English language's linguistic imperialism. British tried to establish its legacy in literature and in the language in the Indian sub-continent. To make sure of that plan, British officials selected some psychologically British but physically Indian natives who had British taste, morality, and intellect. Their linguistic domination made an acceptance of the English language's imperialism in the Indian sub-continent (Macauly, 1835)

In that process, English has achieved the most used International language status by leaving French and German behind (Tomilson, 1991). According to Kachru's concentric circle, the peripheral countries' languages are being replaced. According to him, the center countries

Britain, Australia, North America, on the other hand, the peripheral countries are India, Bangladesh, Pakistan, China, etc. Deformation, hybridization, and extinction can easily affect the language of those countries.

According to Mcleod, the British ruled the so-called Indian sub-continent from 1757 to 1947 when Bangladesh was under India (Rahman et al., 2010). The British established some schools, colleges in this sub-continent. Their motives were apparent. They wanted to make human resources here who will understand their masters' demands and orders. Most importantly, people with a good command of English got government jobs. Later, in the middle of the 19th century, the British decided to extend their business and made this continent a stable racketeer business source. They made English education mandatory in this sub-continent (Mcleod as quoted in Rahman et al., 2010). According to Kumar, British high officials wanted Indian people to learn English and explore English, literature, science, and technology (as cited in Rahman et al., 2010).

British had a hidden agenda to create some British elites who would continue British customs through language and culture in this sub-continent (Macauly, 1835). Thus, the English language seeded its' linguistic imperialism through social power, politics, economy, and education. At the beginning of the 19th century, English education became established in this arena. English is included as a mandatory subject in the primary, secondary, higher secondary levels of education. With time, English has achieved its' massive glory and spread its power throughout the country.

Moreover, a special kind of education system calls 'English medium," which conducts all activities in English. Furthermore, at the tertiary level, all the activities and education perform in English. There are few departments in public universities where the student can still find the use

of Bangla. On the other hand, in private universities, English is the only language of education. Consequently, students get to know the significance of English and get used to using it.

According to Phillipson, linguistic imperialism means the dominance of one single language over other languages (1992). English is used all over the world in an extensive matter. The importance of English and its' domains of uses make the language is potential. English is means as a language of communication and contact, which is known as functional English. English came out from the East India Company for the prime purpose of "material advancement" (Choudhury, 2001). Modiano (2001) observed the English language as "Anglo-Americanization" for the non-native speakers of the English language. Ambiguously, English took the most used communication language after the nationalist movement, which revolved around linguistic reasons. Soon after that, English became the language of administration, politics, law. Consequently, English started to rule local languages even after the colonization (Kachru, 1986).

Bangladesh is a monolingual country where people do not need another language to communicate internally. Though they do not need English for communication, they have to excel in the English language. English is widely practiced in the corporate sectors of Bangladesh. Many reputed corporate organizations rely on English as their day to day activities and communication (Hasan, 2006). Their corporate culture demands an equally good command of written and speaking English. Because every form of corporate activities such as emails, presentations, sales, marketing, and even corporate legal documentation happen in English (Hasan, 2006). According to Choudhury (2001), English acquisition and uses are potent instruments for gaining prestige. Also, English is used in the 95% necessary and reference books. English medium education is restricted to upper-class people only (Banu & Sussex, 2001). The curriculum and the textbooks of this education system follow the British Council. Phillipson

(1992) states that English medium education provides the attitudes, ideas that are supposed to be the center model of peripheral countries. The frequent use of the English language determines higher status in Indian-subcontinent (Jenkins, 2003).

The use of English in social media has a significant impact on the status of English. It creates an individual's identity, and it differs one's identity from another. The uses of language determine one's ways of life, and at the same time, it creates a diverse range of social identities (Thomas and Wareng, 2000). According to Leung (2010), language uses are not fixed; instead, it changes the basis of situations and demands. Kachru believed that English is performing in various stages nationally and internationally. However, language can create a new linguistic ecology by blending with its' functions. Before perforating this sub-continent, some steps got over by the English language (Amin, 2001).

English became the established language of administration, social advancement, higher education, and government language. English plays a notable role in the Indian sub-continent, and it is considered the biggest English-speaking community except the USA and UK. People use English for legal, financial, educational, and business purposes. It has become a language of everyday use. (English in the Indian sub-continent, 2018)

English serves two purposes in this sub-continent. Firstly, it uses a linguistic tool for administrative cohesiveness. Secondly, it uses a language of wider communication. English is widely used in parliament, court, the press, and the education system in South Asian countries. English permeates the daily life of city dwellers. Since English has achieved the objective standard, English has become famous for education, communication, and business worldwide. Knowing English is indispensable, and currently, it is widely used in modern communication, videos, journals, and newspapers on the internet. This prevailing view warns students about the

necessity of learning English to obtain good quality jobs (English in the Indian sub-continent, 2016).

The impact of the English language is increasing rapidly with the growing need for it. It is essential to cope up with advanced technology, medical knowledge, etc. If students want to achieve a degree in higher fields of study, knowing English is necessary. People use English as a link language in India since it is a country of multiple languages. English is used as a medium of communication with one another. English has become the language of the latest business management. People have started using English for education and business in India. Being attracted to the enriched field of literature and lifestyle, people send their kids to English medium education (English in the Indian sub-continent, 2016).

Bangladesh is a south Asian country regionally, and its' English goes to south Asian variety. At the same time, the English of Bangladesh goes to institutionalized type functionally. As a language, English was used only for functional purposes in Bangladesh after independence (Jenkins, 2003). English has become a prime language in academia in Bangladesh. Considering the English language demand, universities have an individual department calls the English department where students get BA, MA, M. Phill, even Ph.D. degrees. It also offers different majors, such as English literature, language, and English language teaching (Dutta, 2001).

As a developing country, Bangladesh dreams it further success economically and technologically. It aims to cope with the global market, which requires English language proficiency (Rahman, 2005). There is no need to say that the English language education policy in Bangladesh influences its history, culture, and economic background (Hamid, 2016). Bangladesh has multiple mediums of education, Bangla medium, English medium, and madrasa medium. In every medium, English possesses its dominance. First, the education policies to

regular communication English are essential for people (Basu, 2016). English has functional importance in people's lives. For education in school, college, and university, English proficiency is needed (Sultana, 2014).

Private universities of Bangladesh operate all of their academic activities in English. English medium education uses English and promotes western culture and lifestyle. Nowadays, students get hugely influenced by the FM style of English. Also, 70.5%-80% of them consciously and unconsciously pronounced English in that manner (Ahmed & Tinny, 2013). Young students mix English with Bangla and frequently use them. English medium madrasas have also launched considering the significant role of English.

English is the dominant language in the job sector. Every job circular asks for enough English proficiency in English. All the recruitment exams occur in English, and interviews are performed in English. In this competition, candidates with high ability win the race and leave behind the candidates with low proficiency, a familiar scene in both government and the private job market. People even join coaching classes to improve their English proficiency.

According to Basu (2016), English is dominating the world of media. From the daily newspapers to periodicals, magazines, TV shows are conducted in English. Reading English newspapers is a matter of social status and class (Al-Quaderi, 2001). Bangladeshi authors write in English, which is a confirmation of the "nativization" of English. Again, in Bangladesh, people use English with a Bangla-like mixture known as "Englishisation." This Englishisation has massively come from the media, which is highly condemned (Basu, 2009, 2016). There are other terms like Banglish and Anglicisiation are used by young students. Banglish is code-switching between Bangla and English. On the other hand, pronunciation Bangla like English

pronunciation, is known as anglicization (Basu, 2009). In Bangladesh, Bangla and English code-switching happens naturally and spontaneously in speaking (Sussex, 2001).

According to Basu (2016), English can replace Bangla gradually because of its' popularity. Bangladesh got the English language as a colonial legacy. The immense popularity of English seems a threat to Bangla to a group of people. Consequently, that group of people tried to downgrade English language education because they found English responsible for some kinds of wrong things. Though Bangla is the state's first language, people soon felt the growing need for English and urged them to use the English language as a second language. Consequently, English has reached a higher position in education globally, and Bangla also maintains its national education policy status.

Moreover, Bangla is the language of a large population, and its' heritages, literature have high prestige. In this regard, the Bangladeshi government is trying to advocate Bangla as an official language of the UN. Nevertheless, to come about this dream, the United Nations has shown no interest (Askani, 2018). On that note, Bangladesh's supreme court has outlawed the awkward mixing of Bangla and the English language, popularly known as Banglish. Moreover, to ensure the proper use of Bangla, the court also has been instructed to use Bangla in every TV commercial, billboard, personal nameplate, and transport registration plates, etc.

Furthermore, all kinds of government, semi-government institutions have to use Bangla. According to Bangladesh's constitution, but foreign relations issues are out of this regulation (Haque, 2015). Therefore, using English in Bangladesh, there is uncertainty and anxiety. Despite all of them, English plays a significant role in official sectors, newspapers, and media, national curriculum where English proficiency is required. The desire to enhance English proficiency increases with time due to its' utmost dominance (Basu, 2016).

Going through this narrative review of relevant existing literature, the researcher has found out that there is an inseparable connection between society and language. Language cannot function without society and vice versa. English is very functional for teaching and learning and in multiple sectors as the English language is known as "lingua franca."

2.5 Research gap and research questions

Throughout the years, there have been multiple research attempts in ELT regarding cultural aspects of learning English in Bangladesh and English status in Bangladesh. The researchers pay much attention to figure out the English role in some sectors like education and profession to show the growing need of Bangladesh and English power in contemporary Bangladeshi society. Though the Bangladeshi researchers explore a lot about the powerful status of English in society, then focused on the significance of culture behind learning the English language. There is a need to explore the factors which encourage learning English from the very early beginning of education and their personal feelings and experiences about the language. The researcher seeks the gap in the existing literature, which this research tries to fill.

Consequently, this particular gap requires reporting the lifestyle and way of thinking of Bangladeshi people, influencing students to learn English. It focuses on the specific attitudes that make English a dominant language in parallel with Bangla. Unfortunately, there is no considerable research related to English language learning and using with "world English" discourse. Moreover, a thorough investigation about the people's lifestyle that shapes students' beliefs about learning English, their English proficiency, their language background, educational background, and demand for the English language for professional life also need to explore.

Therefore, the researchers can hardly find these factors in the Bangladeshi research field. Consequently, this study explores the functional need and demand for English language learning in the context of university students and their involvements, beliefs, experiences about education, and being proficient in the English language.

To know the present atmosphere of using English among university students in Bangladesh, to conduct research that provides students with learning the language is essential. Moreover, the factors enhance the emergence of learning English and their previous educational background. It is needless to say that English proficiency is a stairway to success in Bangladesh. Therefore, the research talks about the factors that constitute a culture of learning and using the English language and developing proficiency. Furthermore, this research will be valuable because it pays attention to the students' beliefs about using English correctly and how their socio-economic and previous educational backgrounds affected their English competence.

This research will be an eye-opener for the researchers because it refers to specific social factors that influence students' opinions and perceptions about learning English. Besides, it will be significant because it shows the English language's role, which affects English use in students' lives. This research will help the policy-makers use its' data for language planning and other policy-making in Bangladesh.

Broadly, the research marks the following question, and through this study, the researcher tries to answer them:

1. What is the function of English in the socio-cultural factors of Bangladesh?

2. How do social behavior influence students' beliefs and involvement in learning and using English?

3. What are students' attitudes towards using English in the socio-cultural factors of Bangladesh?

Chapter 3

Methodology

3.1 Overview

This chapter will investigate the overall design of the research. Next, this section explains a theoretical framework that gives a detailed view of the chosen methodology. Most importantly, it will discuss data collection, procedures, and data analysis, participants, and instrumentation in an elaborate manner. Moreover, the researcher will explain the ethical considerations contemplated while performing the study and the barriers experienced during the research work.

3.2 Research design

A research design is fundamental for research work because it helps to understand its overall structure (Leavy, 2018). The researcher would like to shed light on the framework properly because the researcher believes that methodology is very rigid since it helps the reader follow the whole thing properly. This research will be a qualitative focused one because it reveals "why and how questions of human experience, feelings, thoughts….(not just what, where, when or who)" (Given, 2008). This research follows the "grounded theory design" (Creswell, 2005) to collect and analyze data. The form of "grounded theory" qualitative research implies "design of inquiry" where the analyst obtains "a general abstract, a theory of a process, action, or interaction grounded in the views of participants" (Creswell, 2018, p.50). Predominantly, the research is descriptive exploratory in nature, which follows interviews for collecting data. Then it developed

and related findings and information from where the codes come out, which explained the solutions to the research questions.

The researcher has used secondary resources such as online academic journals, student research papers, and researchers' own opinions to discuss the literature review. Juneja (2008) defines it as "secondary data refers to data collected by someone other than the user." This particular study explores the English language functions in the socio-cultural context that influences students' beliefs and experiences about using English.

This study is designed to investigate English's purpose in society and figure out the university students' attitudes, which are significantly responsible for shaping students' opinions and perceptions about the importance of learning and using English.

This particular study demonstrates the answers to the following questions:

1. What is the function of English in the socio-cultural factors of Bangladesh?

2. How do social behavior influence students' beliefs and involvements in

   learning and using English?

3. What are students' attitudes towards using English in the socio-cultural factors

   of Bangladesh?

3.3 Participants of the study

The researcher gathered data through structured interviews for conducting this research. The interview process is a flexible way of collecting qualitative data because it can be performed face-to-face and over the phone. For taking the structured interview, the researcher used a set of

open-ended questions. Generally, researchers use open-ended questions because it starts with "What or How," which helps knowing participants' opinions, ideas, concepts in a detailed manner. For quality control of the study, the researcher used some documents (blogs, journals, articles, students' papers, etc.) as secondary data.

The researcher has gathered the primary data of this study from 10 stakeholders. The participants studying in universities are from different areas. The detailed qualitative data has been collected from those 10 participants through structured interviews conducted with a set of questions. The open-ended nature helps to maintain the naturalness of the research in the time of data collection. The researcher found data related to different contexts because of participants' previous academic experiences and the context of using English in university's using educational setting, using English further in university activities, social gatherings, and social media.

Moreover, the researcher has added her own experience and involvement to use English in different contexts, and her beliefs played a valuable role in coding the data for analysis. The participants are the primary source of data, so the researcher looked in-depth at their social background. This research was conducted with the help of 10 participants. All of them are university students, but they belong to different educational experiences. Now the table will give detailed information about the participants.

Pseudonym	Educational standard	Educational institutes (also pseudonym)
Iffat	Masters	A university

Nabila	Masters	A university
Sunehra	Honors-2nd year	A university
Mahin	Honors-1st year	B university
Anika	Honors-1st year	B university
Abdulla	BBA-4th year	C university
Badhon	Engineering-3rd year	D university
Zinia	Bachelor-2nd year	C university
Touhid	Bachelor-1st year	C university
Shishir	BBA-1st year	E university

Table 1. Participant's overview

The identities of the participants will be closed to ensure their privacy in this research. The researcher used pseudonyms for their names and their institutions, so their privacy would

not be disclosed. The participants belong to a different age, sex, educational qualifications, and social backgrounds, so that this study gets various spans of data.

3.4 Sampling

The researcher has chosen the individual participants of the study purposefully to recognize the leading phenomenon. Therefore, the "purposeful sampling (Creswell, 2005, p.206) has happened in this research. For this study, the researcher has selected these participants (university students) who have experienced the research's actual phenomenon. Apart from this, the participant's knowledge and their "ability to express, to communicate articulately" were different reasons to select the participants (Palinkas et al., 2015). The individuals differ based on their age, sex, education, and profession, which perfectly fulfills "maximum variation sampling" (Creswell, 2005, p.207).

Initially, the researcher wanted to interview more than twenty students and have a group discussion. Due to some unexpected circumstances and shortage of opportunity, the researcher could only interview 10 participants. Moreover, interview sessions were taken over the telephone due to the current pandemic though the researcher planned to take face-to-face interviews previously. Purposeful sampling is the "identification and selection of information-rich cases for the most effective use of limited resources" (Palinkas et al., 2015, p.1). for fulfilling the purpose of the research, the researcher has selected individuals who are knowledgeable about affecting English language learning by various social issues.

Therefore, the individuals willingly shared their experience and knowledge, which enriched with diverse data. The researcher sought help from her friends and family to find capable participants who would participate in this research willingly.

3.5 Instrumentation

The researcher has collected data from two stages for conducting the research, firstly structured interview and secondly, different types of artifacts and personal documents. The researcher could not manage to interview face-to-face, so she had to email the interview questions to the participants. Then the researcher took the interview over the mobile phone to record participants' opinions and perceptions. The researcher has tried to answer the central research questions by directing the interview with a set of pre-planned questions. Nevertheless, the interview sessions were not limited to the intended questions. The researcher asked some extra questions to draw out more information.

The participants have provided enough elaborated data and examples to fulfill the queries of the researcher. The whole interview session had been recorded using the android application voice recorder by taking the participants' permission. The time of each interview session was around 15-20 minutes. The researcher made sure to create a comfortable and friendly atmosphere to speak their minds. Moreover, the researcher remained flexible and unbiased to the responses of the participants.

Since the interview sessions were recorded, the researcher ensured that the atmosphere was quiet and heard, pleasing both sides. To avoid unexpected disturbance of the participants, the researcher paid great care. More importantly, the researcher asked for the time whenever they would be interested and relaxed and could participate without an interruption. The researcher gave her best to ensure the same atmosphere for the participants, ensuring the reliability and the validity of this study. As mentioned previously, the researcher had emailed each participant the questions to be familiar with the actual process.

Moreover, the participants explained the significance and necessity of their participation through a consent form before the real interview began. Consequently, the researcher was acquainted with the participants to reduce the "observer effect" (Gordon, 2013).

3.6 Procedures for data collection

The researcher collected her primary data from her selected university participants. Furthermore, to support the primary data, the researcher went through various artifacts and personal documents. The researcher needed many students and much time to conduct a survey, which was not possible because the educational institutions remain closed due to the "COVID-19" lockdown. To ensure the research's validity and reliability, to collect data from different sources is important.

The participants were from different universities. At the time of taking the interview, all of the participants were current students. The researcher took permission from every single participant. Moreover, the participants signed a consent form, which confirmed their agreement of providing data. Furthermore, the researcher informed them about recording the interview, which they agreed not to disclose personal information. The researcher designed a set of open-ended questions by following the research questions. However, it was ensured by the researcher that a set of intended questions would not restrict the interview session.

The participants always got the freedom to ask questions if needed, giving related examples, and leaving out questions whenever they felt. Therefore, this type of interview creates the scope of going beyond the opening questions. Here, to extract more information, the following questions will be used, which are known as "probes" (Creswell, 2005, p.221). The data collection process took almost half a month to complete. On that note, the researcher could not

visit the participants due to the unavoidable situation, so she had to seek time over the phone call and email to every individual. Though it does not seem time-consuming to take the interview over the phone, it is actually because most of the time, the interviewee cannot manage time to talk. The researcher interviewed one participant at a time, known as a "one-on-one" (Creswell, 2005) interview session.

For this particular research, the researcher has performed the research following the five stages of qualitative data collection counseled by (Creswell, 2005), these are: participants' identifications, getting their consent, selection of types of information needed to be collected, instruments, and administering the study practically. The researcher mainly elicited participants' personal beliefs, perceptions, and experiences about English language learning and social influences on using English and tried to extract their educational and socio-economical background, which influenced their language learning. However, the researcher kept a friendly communication with the participants even after the actual interview sessions were over because she needed them to clear confusion in the time of data analysis.

3.7 Transcription

Transforming the recording into a written form of text is called transcription (Creswell, 2005). According to Creswell (2018, p.115), transcription is important for a researcher to know how recording and data collection may take multiple shapes. Most of the participants preferred Bangla as a medium of the interview session. The responses were translated and compiled in written form for conducting the research since all of the interview sessions happened by phone. Therefore, it was necessary to transcribe them as written data. Then the researcher chose transcribed data for further analysis instead of listening to the audio record again and again.

3.8 Data analysis

The researcher will follow the "simultaneous" and "interactive" process for analyzing data advised by (Creswell, 2005, p.238). In this process, the data collection does not end right after it is started. During the data analysis procedure, the researcher can collect more data, if necessary, for the research. The researcher has also used the 'interpretive' (Creswell, 2005, p. 238) data analysis system to get the freedom to use her judgment to interpret collected data. The researcher has also used documents and various artifacts analysis living literature that has been worn to explain the data. The researcher has arranged the recorded data based on interview questions. Later, there have been organized multiple separate codes according to the finding of the interviews.

Then, themes have been created from the findings with the help of these codes. Those themes will answer the central questions. The researcher has interpreted the findings of the research in her way. Moreover, living research has helped her to interpret the research findings. Furthermore, to collect more data giving back up to the interpretations from time to time, the research has gone backward whenever it demands. There is no need to say that, up to date data helps to continue the study's validity.

Regarding this, the researcher has followed Creswell's (2005) six stages of qualitative data analysis, such as: arranging and preparing the data, dividing them into codes, creating themes and explanations, narratively presenting findings, using personal point of view and existing literature to interpret the impact of the results, concerning the validity of the result. Nevertheless, this is not mandatory to maintain the sequence of these steps to analyze data all the

time (Creswell, 2005). It is usual to blend or make the absence of sequence while investigating the data.

3.9 Ethical considerations:

Each participant willingly took part in sharing their contribution to this research. Moreover, the researcher made sure that all the participants knew enough information regarding the study. The participants signed a consent form acknowledging their permission to use their data formally without disclosing their personal information to the researcher. Their contribution to the research was voluntary without compensation. The researcher made sure to create a healthy and comfortable atmosphere since she did not manipulate their responses. The participants thoroughly spoke their minds and shared their ideas, thoughts, and points of view without hesitation.

Chapter four

Findings and Analysis

4.1 Overview

The researcher has followed a qualitative method for conducting this research. For collecting the data from the participants, the structured interview happened with a set of questions. In the methodology chapter, the researcher has already discussed it. The researcher will show how she grouped the data, coded them, and how themes have emerged from them in the current chapter. Then, in findings, all those themes will be elaborately discussed by the researcher.

4.2 Emergent Theme one: Functions of the English language in the socio-cultural factors of Bangladesh

Questions	Codes (labels assigned to the data)	Emergent categories of themes
1. What is your previous experience regarding using and learning English? To what extent your school, college need English? Please Elaborate. 2. After admitting to university, do you need to use English to what extent? Share examples with personal experience. 3. Do you think that English helps in educational perspectives? If yes, then how? 4. What is the position of your university about learning and using English? 5. What does inspire you the most to learn and use English? Do you have any plans to go abroad for higher studies? How is English related to higher studies?	School, colleges, English textbooks, university, academic needs of English, teachers' lectures in English, assignment, presentation, speaking English, writing English, teachers do not use Bangla, study resources in English, abroad, higher studies, foreign culture.	-English in academia.

6. Do you need to learn English for career progression? What are those, and how do you need them? 7. Why does someone need English for job purposes? Share your thoughts.	Job market: recruitment test needs English, ask for good speaking and writing skill at English, office culture of using English	- English and employment. -English in media and entertainment.
8. What are the other purposes you need to learn and use English? 9. What kind of motivations do you feel to learn and use English?	Social media are full of English, Facebook, Instagram, you-tube, English news on television, watching an English comedy show, reading English newspapers. Social get together, friends, family, speaking English, prestige, social value.	-English in personal and social life.

Table 2: Interview questions, emergent codes, and emergent themes

In this section, the researcher shows how she analyzed the data, further coded them, and the process of emerging the themes from it. The emergent themes from table 2 are given below:

- English in academia

- English and employment

- English in media and entertainment

- English in personal and social life

Further, the researcher has merged all these themes under a broad theme, "***The functions of English in the socio-cultural factors of Bangladesh***." Now, the researcher will discuss all those emergent themes under this broad theme.

4.3 Functions of English in the social-cultural factors of Bangladesh

4.3.1 Overview

The current chapter is going to draw the significance of English in the Bangladeshi contemporary socio-cultural context. This chapter aims to channel out the English language's uses and functions in different situations and contexts. Specifically, this chapter tries to answer the first question of the study. Though English is used as a second language, English has made its' place in multiple domains described by the participants in this research. This chapter will discuss elaborately and try to highlight every context and situation correctly.

4.3.2 English in Academia:

In Bangladesh, English works as a dominating force in tertiary level of education. According to interview data, English is a passport of success in all educational sectors. Iffat has stated that she finds the importance of English from her school life. Her English teacher always emphasized memorizing grammatical rules of English and reading texts accurately in her school life. Moreover, she has stated that in the secondary level and higher secondary level, she had to write some structured items such as essays, paragraph letters, which depend on memorization. But in the classroom, they did not have to talk in English frequently.

To demonstrate the significance of English in the Bangladeshi education policy 2010, Kabir and Chowdhury (2014) said that to make creative and innovative, technologically updated, and knowledgeable human resources, English education is of utmost importance.

Students study English as compulsory from class 1 to 12 over the decades (Sultana, 2018). On the other hand, the National Curriculum Textbook Board (2012) stated that English is a subject to learning effectively from the very early schooling stage. English textbooks have been designed in an effective manner that contains all the exercises and practices needed to learn the language effectively. Nabila has stated that she did not use English frequently while studying in school and college, but she has to perform many activities in English at university. Sunehra has mentioned that at university she has to conduct her study in English, communicate with teachers in English. She has also added that without having good command in English, to survive at university is difficult. Anika has mentioned that,

> "After admitting to university, I feel the importance of English more. Since many of my friends are very good at speaking English, they participate in the English debate."

On the other hand, Shishir is from English medium background and has mentioned that he has been using English for academic purposes since his school life. He did not use Bangla since it was a rule to use English in school time. Moreover, all of their subjects' textbooks were written in English, and English was a separate subject. He has also added that English was the only means of communication with teachers and friends in school. Shishir has also said that he never faces problems using English; instead, he feels comfortable using English at university.

English is the only language in private universities, and there is no room for Bangla. Every course material, such as books, articles, lecture slides, and other academic materials, is written in English. Furthermore, communicating with teachers, writing research papers, giving a presentation, reading books and other educational resources, and participating in various conferences and workshops, English is the ultimate language. Touhid, points out that he feels

forced to learn and use the English language, because every academic activity happens in English, so he is bound to learn and use English out of necessity.

Zinia has shared her experience that she did a course where she once used Bangla to communicate with the teacher in her first semester, which embarrassed her. Moreover, she has shared that she had to sit for exams, submit assignments and presentations which occurred in English. Even contacting the course teacher is supposed to be in English. All of her books are written in English, and teachers deliver a lecture in English. Therefore, she has to grow her English skills to pursue her study effectively.

Agreeing with her, Badhon has added that maximum time students hope to achieve a foreign degree after finishing a bachelors' or masters' degree. The maximum books of higher studies are written in English. And English is a dominant language all over the world, and it is a shared medium to get connected to the world. Therefore, learning English is not a joke. It is necessary. According to Naiki (2018), English is the language of science and technology. As an engineering student, Badhon has mentioned that he has to learn English efficiently because he has to make software and English applications. That is why he prefers the universities which focus on using English. Along with him, Abdullah, a business student, has agreed with the importance of learning the English language. He has said that English proficiency is a must for performing well in every course. He has added that the English language is the most necessary one to get connected with the world. Therefore, the English language's limitless necessity makes him believe that English proficiency is a must.

4.3.3 English and employment:

The English language works as a dominating force in Bangladesh's job market, whether it is a personal business or corporate job. The English language is considered as one of the stairways of success in this sector. In this global village era, to communicate with the organization and various companies, people need English to expand their job opportunities and local business. The participants have shared mixed comments about the demand for English in the workplace. Some of them think that only job recruitment examination needs a good command of English. As much they need English in education, this much they might not need in professional life.

Some of the participants grow their mentality in a way that they have to become fluent in English to build their career successfully. Regarding this issue, Sunehra has mentioned that her teachers always emphasize learning English and using grammatical form because they think it will help in the future job recruitment test and get a better job. Agreeing with her, Shishir has stated with a smile that even his family thinks that a good command of the English language helps building a successful career. Nowadays, English proficiency is an essential requirement to be established in corporate and multinational companies. Consequently, his family got his admission to an English medium school. Therefore, he will be proficient and effective in English, not only in writing but also in speaking as well, and in the future, she will be able to secure a demandable job.

Another participant Touhid has mentioned his father, a retired government officer. He did not use English with his colleagues while interacting with them. But with his boss and foreigners in his work, he had to use English. Since his father worked as a customs officer, he had to read various tax-related resources and books in English, and all the paper works had to be performed in English. Touhid has also added that once his father told him,

"I was not proficient in English at an early stage of my job. But with time, I improved a lot out of necessity, and my colleagues helped me a lot. So, I want you to achieve English proficiency in student life, which will help you to do well at your workplace."

However, Iffat has mentioned that her mother teaches Bangla in an English medium school. Though she teaches Bangla, she needs English for multiple purposes, such as she needs to communicate in English with her students since it is mandatory in her school. Moreover, she has to interact in English with the principal and has to make a lesson plan and other teaching objects in English. Iffat's mother always needs English for her work.

Abdullah is currently trying to get a job in a multinational company. One of the crucial requirements of this job is having good skill in English. The employee has to deal with various colleagues from multiple countries. English proficiency is a must in this sector. Even he will need to use English while interacting with Bangladeshi colleagues. Employees of this company have to communicate and deal with their supervisors and clients about different issues that occur in English.

Moreover, they have to share their concepts in meetings, make presentations and advertisement content. In a word, English serves a lot for an employee of a multinational company. He thinks that,

"To work for a multinational company, I have to make content for the advertisement which will be watched by the whole world. So, I have to be very careful while making them reach the target audience. I have to research customer's demands, needs, and do so, I must read from various sources. Without being proficient in English, it is impossible."

Zinia wants to be a banker, and that is why she wants to pursue her MBA degree. She has stated that a banker needs English for several purposes, such as greetings, giving a presentation, holding meetings. Being successful in the corporate world, English is essential because it helps to maintain a corporate atmosphere. Badhon is a future computer engineer whose life is full of English. He says that,

> "I have to make software which will be used by the whole world. English is the ultimate language of the computer, which is why I have to achieve that effect in English because there is much scope to be a failure due to lack of English proficiency."

Finally, Nabila wants to be an English teacher in the future. According to her, she needs to learn English effectively to build her career. As a teacher, she would have to read subject related books, journals, articles

Students get a high motivation to learn English from professional perspectives. (Kabir,2015). Though English is not our first language, it is considered the priority for participants' professional life. Due to the massive spread of technology and the internet, numerous job facilities are being created in other countries. And to get that facility, it is essential to be effective in English because English is the Lingua Franca.

4.3.4 English in Media and Entertainment World:

In Bangladesh, English is significant in the media and entertainment world. All participants confirm that they all need English to browse the internet and watch English movies, news, and programs. Abdullah, Touhid, Zinia, and Badhon have said that they frequently watch English movies and series. Shishir even does not have any idea about Bangla movies' songs. He is fond of English songs. All of the participants agreed that they watch Hindi and English movies and

TV series. More importantly, in this era of the internet, all participants are fond of social media, such as Facebook, Instagram, and YouTube, which need English for using them.

Touhid has revealed that his favorite app is YouTube. He watches English content, English programs, movies, talk shows to improve his English skill. Agreeing with him, Zinia has mentioned that she gets some of her academic resources from YouTube, which helps her a lot. Moreover, she has a passion for cooking, she watches various recipes and decorations on YouTube, and most of them are in English. She has revealed that she enjoys the language and has no problem with understanding and the subtitle helps her a lot when she struggles with listening.

Nabila has stated that she enjoys watching English cartoons. Every day she watches English cartoons for about 2 hours. She has also revealed that she can understand English better than before, which is excellent. Two of the participants Shishir and Abdullah, have reported that they read English newspapers daily. They like reading it because it helps their English capability. Badhon is fond of English Classical songs. He has stated with a smile,

> "I love English Classical songs. Earlier I used to struggle with understanding the lyrics, and then I took help from the subtitle. But now I can understand English lyrics without even subtitles. I enjoy English songs a lot, and I hardly listen to Bangla music."

Mahin and Anika have shared that they read English books such as comics, novels, and short stories, helping them learn the language immensely. Sometimes they also try to read English novels and stories. In this regard, they have said,

> "English comic books are delightful, and the language is too easy. There is no difficult word to understand. When we face difficulties with understanding some words,

we take help from a dictionary. But reading novels is problematic because most of the words are unknown to us, and we have to find out the meaning, which destroys the interest in reading. So, we prefer reading English comics."

To sum up the interview data, it is clear that English is completely working as a media language. In the entertainment world, the English language performs several purposes. Most importantly, English functions in Bangladesh are changing day by day through frequent consumption of English entertainment items.

4.3.5 English in Personal and Social Life:

English is a language that is supremely significant and multi-purposeful. The participants have used English for several purposes and various situations apart from given contexts.

Shishir has mentioned that sometimes he mistakenly uses English whenever he does not need to use it. Since he is from English medium background, he always speaks in English, and many times he unnecessarily uses "hello there" for calling taxis and rickshaws. Also, sometimes he uses "How much" while paying the bill. On the other hand, Touhid has given an example of English's role in social context. Sometimes when he attends friends' get together party, many of his friends interact in English. Touhid also tries to keep the conversation in English because it is a matter of prestige. If he fails to continue the English discussion, he will become a matter of joke.

Therefore, English maintains his social status. Moreover, Abdullah has shared one of his experiences since he is trying to get an excellent multinational company job; he often attends some corporate parties with his senior fellows. Once, he felt ashamed because he struggled with English vocabulary while talking to a corporate personality. He has also mentioned that

sometimes people use English unconsciously with food bearers and peon who might not understand, but they pretend to understand it.

Mahin has stated that if he can use English while talking to his friends, relatives, and cousins, it increases his value. According to him, the English language has a unique appeal that increases social class and status. In Bangladesh, if someone can speak English fluently, people automatically hold the idea that he/she must belong to a higher class. And people give him/her more priority instantly and start bubbling in mind, "S/he must be a genius."

4.4 Emergent Theme two: Social influences on shaping students' opinions and involvements in learning and using English

Questions	Codes (labels assigned to the data)	Emergent categories of themes
1. Do you need to use English at university all the time? For what purposes you use English? Explain with examples. 2. Can you share the other areas of life you use in English? Answer with your personal experience. 3. Do you feel any pressure about learning and using English? If yes, Why? 4. "English has a higher status than Bangla in Bangladesh" what is your opinion	Communication, using English at university, outside at university, interaction with teachers Value in the academy, job market, social media, societal attention, prestige issue with friends at university, Dhaka,	- functional in daily life and regular communication. -Enhances social value, class, status.

regarding this statement? 5. What is your current proficiency in English? Do you feel to increase your ability in English? Why do you think so? 6. Share your feelings about English conversations. How do you feel when you get involved in English conversations? Do you personally like to have an English conversation with people? If yes, then why. If not, then why? 7. Have you attended or currently attended any special courses for learning or improving your English language skill? If yes, how does it help to fulfill your demand? If not, what is your plan to improve your English skills?	family, friends get together, parents' expectations, Speaking English is a matter of nervousness, feeling less confident, grammatical errors, running out of vocabulary, special courses for speaking, writing, university English courses, various private coaching center, improving writing skills.	 - involvement and participation in language courses.

Table 3: Interview questions, emergent codes, and emergent themes

In table 3, the researcher again shows how she analyzed data, coded them, and finally developed the themes from them. The emerging themes are:

- Functional in daily life and regular communication

- Enhancing social value, status, and class

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- Involvement and participation in language courses

These themes have been merged under this broad theme "***Social influences on shaping students' opinions and involvements in learning and using English***." The researcher will discuss these emergent themes in a detailed manner.

4.5 Social influences on shaping student's opinions and involvements in learning using English

4.5.1 Overview

The chapter portrays students' beliefs and involvements, which are being shaped by various social influences. This chapter also reports some social beliefs and influences that make the participants interested in learning English, using English, and being proficient. Most of the situation, the participants tend to use English, though they can use both Bangla and English. This chapter focuses on those issues which are inspired by the second research question.

4.5.2 Functional in daily life and regular communication:

According to interview data, the English language is becoming the most used language for communication regularly. According to interview data, they like to talk in English with their teachers and fellow students. Touhid has said that all of his friends speak in English with the teacher in the classroom and outside. He has also added that he uses English while interacting with his teachers in the classroom, but he doesn't feel comfortable using English outside the classroom. If he needs any assistance or has any discussions with his teachers, he uses Bangla most of the time. On this note, he shared with a shyness that once his teacher asked him to speak in English while discussing an assignment.

Regarding this issue, Abdullah has stated that he always interacts in English with his faculty members. In class discussions, giving formal presentations requires the English language, and Abdullah competently does them. Even in informal conversations or discussions, he uses English, and he feels comfortable about using English. Moreover, he is a member of some university clubs, and he uses English while performing club activities and interacting with other club members.

Furthermore, there is an English-speaking club in university for freshers and weak students, and Abdullah is the president of this club. He has also added that, though he prefers the English language for interacting with teachers, he hates speaking in English while gossiping with friends or having informal discussions with his fellow students.

Zinia has mentioned that she is not much strict about using English or Bangla. English is not the only language of Bangladesh, and people can use either Bangla or English. To maintain university rules, she uses English while interacting with teachers, and she uses English in group study because she feels easier to explain artifacts in English. She thinks that English helps them while discussing study issues or anything that is course-related because English can hold the significance of the discussion. She has also attached that she uses both Bangla and English with her friends. She does not find any importance in using English to discuss informally with her friends. Though sometimes English comes out frequently while talking as a habit of using English.

Badhon has voiced that using English is not always significant, and it depends on the situation. According to him, whenever the situation demands English, he competently uses it, but he talks in Bangla whenever the situation does not demand it. On the other hand, Shishir enjoys

speaking in English. He does not feel comfortable using Bangla. He also uses English in home, school, road, and friends' circle on that note he has said,

> "Even I use to talk in English with my family members. My parents force me to do it, that is why I get used to it. Also, I live in an English-speaking atmosphere, which is why I got habituated, and sometimes English comes through my mouth while talking to rickshaw puller or taxi driver unintentionally."

Mahin has commented that he tries to continue speaking in English inside the university, but outside he enjoys Bangla, as the mass population cannot talk in English. Nabila and Iffat have asserted that they use some common English words and sentences frequently, such as:

"Hello, how are you?"

"What's wrong?"

"Amazing, awesome, joss."

"Let's hangout."

'Have fun."

It is needless to say that the Internet has become a massive platform of communication nowadays. All participants have agreed that English is the ultimate language of social media communication, but people use Bangla. Surprisingly enough, they have declared that English is easier than Bangla for communicating on social media. The dominance of the English language in communication is enormous in university. Using English while interacting with others is a matter of prestige. It increases social status.

4.5.3 Enhancing Social value, status, and class:

As a language, English has much more important than any other language. It has functional importance in the formation of an individual's social status and value. In this section, the researcher has also shared her own experience, along with the interview data. All the participants have agreed on the issue that English possesses a special space on human minds. Surprisingly enough, it determines social class and status. The people who can speak in English automatically get others' respect and attention. Therefore, it works as quantification of an individual's educational background, social class.

Abdullah has affirmed that English is vital in social gatherings and events as a medium of communication. As a future corporate man, he takes part in various corporate gatherings and events. He has added that nowadays, most public events and meetings are hosted and conducted in English. Moreover, English proficiency gets huge importance, and people with good English always get good treatment from multiple companies and media. Fluent English speakers always get preference when recruiting hosts for any corporate or international programs.

Badhon has shared his idea of the English language and its' position in our society. According to him, the idea of superiority for speaking English is not that prevalent in today's society. Because most people are now aware of English's significance as a global communication medium, they try to learn English anyhow. English speakers' superiority complex will be almost insignificant in the coming decades as the world would be more and more saturated with English speakers, be it native or second language users.

Zinia has also voiced her perception that the mass perception of English speakers worldwide has also changed drastically. In general, English speakers can communicate with any authority anywhere within the globe if any emergency arises, which is a big advantage. In third world countries, speaking English can give an extra edge to people in any competitive field. She

also added that teachers and friends in her university give her importance when she speaks in English. But if she shares her problem in Bangla, people show a casual approach. When she can be fluent in English, she gets attention from everyone. And people think that maybe she is from English medium background and rich.

4.5.4 Involvement and participation in language courses:

The English language's several needs play a powerful motive behind participants' mentality behind learning and using this language. Iffat did an English writing and speaking course to enhance her English proficiency. In contrast, Nabila has said that she has not participated in any English course. Rather, she practices a lot at home. Also, she watches English cartoons and movies with a subtitle which improves a lot of her vocabulary.

Mahin thinks that the only way to improve English is practice. He also has mentioned that he plays video games and watches English movies a lot. It helps him immensely to learn the language. According to him, he feels pressure from teachers and parents to use English everywhere.

Shishir has shared a very different story about him. He likes to use English and feels no struggle or fear in his mind about English. Touhid has spoken his mind and voiced that, in his university, it is tough to survive without English. Since his English proficiency was low, he has currently admitted into an English coaching center to learn the language effectively. He has claimed that he is learning grammatical structures and forms and practicing speaking fluently in English. He has very low confidence in this regard. He has also attached that English is an international language; it needs not just communicating with the outer world but also a notable success trait in education and career.

Badhon is trying to shift abroad for his higher studies. He just has given his IELTS examination, but he did not go to any coaching center. He has claimed that he learned English in school and college, which is enough to sit for an IELTS examination, and he has much confidence in himself. He has confessed that he has a weakness and a shyness of speaking in front of others. He did practice speaking as he has a lack of confidence.

According to Zinia, she knows English but not effectively. She feels confident where lectures are given in Bangla. She can participate in class discussions in Bangla, and she has voiced that her schooling shaper her capability in English. Her school teachers had maintained the Grammar Translation Method (GTM) though the curriculum emphasizes developing the necessary four skills of a language. Therefore, all the skills did not get equal importance and were ignored, which was a significant obstacle to learning English properly.

Consequently, she hardly practiced English speaking during school days. Whenever she got admitted to the university, she has taken the initiative to improve her English effectiveness. She always tries hard to make her English proficient, but she never joined any coaching class to learn English.

Abdullah's story is a different experience of Bangla medium school. He has learned English in school very well. He has said that his schooling was the main factor for him to learn English. His teachers were competent and helpful, and he learned a lot from them. He has further added that teachers gave equal emphasis to all the four English language skills in his school. Also, they made students active in communicating with others in the classroom. They inspired the students in debate and discussion in the school. Consequently, his basic is strong, and he does not have to struggle a lot with the English language. Though he is still learning the language to be proficient in it, he is confident and does not look back.

4.6 Emergent theme three: Students' attitudes towards using English in the socio-cultural factors of Bangladesh

Questions	Codes (labels assigned to the data)	Emergent categories of themes
1. How is English functional in your regular life? How do you use English regularly? Share examples. 2. What influences you the most about learning English?	Preferences of English in education academy, academic criteria, lectures in English job demand, higher studies, social values, corporate world	-Inspiration behind learning and using English.
3. Which language is more significant for you, English or Bangla? Why so? Please explain. 4. Do you like using English over Bangla? If yes, then why? If no, then why? 5. Do you think that using English offers advantages in different spheres of life? What are they, and how? 6. Do you think it is necessary to be proficient in English in Bangladesh? Why do you think so? Share your thoughts.	Using as the first language instead of Bangla, Bangla gets ignored, societal pressure of using English. Colonial legacy, societal preference, bureaucracy, education, law, English is everywhere, mandatory subject in school college, higher education in English, family pressure, mental	-Preferring English over Bangla. -Significance of English everywhere -Superiority of the English language

	satisfaction, get ignored for	
7. What are the effects of using English in Bangladeshi society?	poor skills at English	

Table 4: Interview questions, emergent codes, and emergent themes

With the help of table 4, the researcher describes analyzing, coding the data, and emerging the data themes. The themes are:

- The inspiration behind learning and using English

- Preferring English over Bangla

- Significance of English everywhere

- The superiority of the English language

The researcher will discuss all these themes under the broad theme "***Students' attitudes towards using English in the socio-cultural factors of Bangladesh***."

4.7 Students' attitudes towards using English in the socio-cultural factors of Bangladesh

4.7.1 Overview

This chapter will discuss the contributors' viewpoint on utilizing the English language in university students' lives. This chapter will figure out the causes of learning and using English of the participants. Moreover, this chapter will emphasize the English language's perception by focusing on the participants' preferences. Furthermore, it will inspect the significance and position of the English language among students of universities. This chapter will answer the third question of the research.

4.7.2 Inspiration behind learning and using English:

According to interview data, the most common and important cause of learning English is education and career. Also, educational institutions' restrictions and parents' expectations influence the participants to learn and use English. According to the participants, they have been learning English since the primary stage of their schooling. They had to learn and memorize English rules to get good grades in English at secondary and higher secondary levels.

According to Shishir, family and society put pressure on learning and using English. Abdullah has said that his parents ask him to improve his English proficiency as it is considered a massive qualification for an excellent job. He has also added that his father was rigorous during his school days about writing English correctly, and his mother used to make him habituated to speaking English. His parents wished for him to achieve language proficiency. Touhid has also added that his family also wants him to be proficient in this language. Even his parents did reprimand him during his childhood because of his poor performance in English.

Touhid has mentioned that he struggles to communicate with teachers and other students since his university's first language is English. He faces humiliation and some suffering from a lack of confidence for not being fluent in English. Consequently, he has done some courses on English speaking so that he could acquire his expected fluency. Badhon has viewed that it is tough to survive in university without knowing English. Also, in the current circumstances, a person needs to know English even to get a good job. Moreover, there is no alternative to learning English if someone dreams of going abroad for higher education. There is no need to say that there are multiple valid reasons for learning English and primary reasons like education and a good job.

Zinia has shared her idea about the reasons for learning and using English. She thinks that good English helps to maintain an excellent academic status as all the university-level books are written in English. Everyone needs to learn English, at least for reading the books and know the context. Along with books, other academic resources are also in English.

She has further shared her dream of going abroad to acquire a higher degree. Therefore, there is no stone left behind for improving her English because it is the ultimate requirement of pursuing a higher degree in a suitable foreign university. Also, she has to sit for the IELTS or TOEFL exam to prove her proficiency in English. Sometimes students get ignored for higher education from overseas universities because of having to low a grade in English. They do not get the chance, although they have excellence in other functions.

All of the participants have agreed that everyone should learn English because it is an International language. If anyone goes overseas to study higher education, s/he needs English for communication. Even English works as a medium of communication in native and non-native countries since it is considered Lingua Franca. Some of the participants think that people should not give much importance to the English language in Bangladesh.

Sunehra has mentioned that sometimes she tries to use English while talking to their cousins and classmates, increasing her prestige. Also, practicing with someone helps to do it better. Shishir has voiced that he is obliged to use from his school life. His living atmosphere is English, which is why he can use English frequently at university and outside. Moreover, he loves using English while gossiping with fellow students.

Abdullah has shared his ultimate motives for utilizing the English Language. He has to read many articles, blogs, and notes online; they are in English. Mainly he uses English for

educational purposes. All of his educational resources are in English. Moreover, he is very close to starting his professional life, so he needs to attend corporate events where he needs English for speaking. As a junior fellow corporate man, he assists some of his senior in their works where he has to utilize English correctly. Because every corporate employee must have a good command of English to use English with international and national customers, Bangladeshi corporate persons should use English correctly to attract domestic and multinational corporations. (Naik, Sood). He also uses English for presentations, writing assignments, and papers, and obviously for communicating with teachers.

English for communicative purposes is the common issue of utilizing English. English is used as a common language for interacting with people from different regions of the whole world. Regarding this issue, Badhon has said that as a computer engineering student, he has to study software technology that is why he uses various websites; but there are no websites in Bangla. As a future computer engineer, he has to practice developing software, where he needs to use English. He uses English to communicate with others whenever it is required. He always makes sure that he uses the English language whenever the situation demands it. He never uses English with people who feel uncomfortable. But sometimes, some English words and phrases come out of him while speaking unintentionally. It happens because of using English frequently. The thing also happens to Shishir very often. Even with the street people, he uses English sometimes because English automatically comes out from his mouth.

The researcher has observed that the increasing demand for an upgraded education and career participant belief thoughts is getting English oriented. Although individuals' choices differ, they consciously choose English, and their involvement in English is increasing.

4.7.3 Preferring English over Bangla:

According to participant data, English is mostly a matter of need rather than any particular preferences. Most of the participants have admitted that they use English out of necessity. But sometimes, they also use English because they prefer English over Bangla. Since the country was a colony of the British Empire, the English language enters its vain and root. It has taken the form of a British legacy. The need for English is everywhere, such as education, job, interviews, and dealings with other people in the office or within the company. An individual has to prove himself/herself by showing his/her English proficiency in any competitive situation.

Zinia has mentioned that she had to learn English very dedicatedly for the 'X' University entrance examination because the 'X' University authority emphasizes mote on the English section. If someone does good at English, he/she can get a chance of gaining admission to 'X' university though he/she might do bad at other subjects. Therefore, everyone focuses on acquiring English competency. They focused on grammatical rules, forms, structures, vocabularies, synonyms, antonyms, analogies, English word spellings, etc. Here English is a demand, a need for preference.

Badhon has said that English is a necessity of our millennia. English is the only language of the international form of business. His father is an export-import businessman, which is why he knows the situation of it. All of their contracts, deals take place with various countries. And the English language plays a role of mutual ground for them.

Moreover, he has also added that he uses English over Bangla very often out of his preference. He prefers using English, mostly on social media like Facebook. He points out in this regard,

"I usually give a post on Facebook in English because I find it easier than Bangla. Bangla has joint words a lot, which is problematic to write. Moreover, people give much attention to English writing. I feel confident to write about a serious issue in English."

Here English serves an individuals' preference over Bangla. Abdullah has asserted that English uses have become our popular culture. Sometimes English gets preference over Bangla in terms of communication. In every corporation, he has to communicate with corporate men. He likes English because people listen to him attentively when he speaks in English or uses English words and phrases while talking to others.

Touhid has mentioned that using English is a matter of capability and smartness in his university. Therefore, he prefers talking in English with university fellows. Otherwise, they would treat him as unsmart and classless. Regarding this issue, Mahin has also mentioned that he loves speaking English at his family get-together and with his cousins. His uncle and aunty give him importance if he talks in English and his parents feel proud. More importantly, his prestige increases by using English with his cousins. It helps him to look smarter and more confident.

Therefore, the interview data says that participants prefer English over Bangla when they need to look confident and look smarter. They have also admitted that English is a situation demand. The researcher herself can acknowledge the necessity of the English language in international business, education in this era. The preference of using English is a kind of role of the English Language itself in an imperialistic manner.

4.7.4 Significance of English everywhere:

The entire concept of having a significance of the English language came from the age of colonialism. The countries that went under colonial rule faced the extremities of the importance

of this language. Back then, it was more of power dynamics and political control, and that was how the English treated the colonial nations. English speakers were given better jobs and were treated with much dignity than those who did not have good English proficiency.

English possesses much significance in Bangladesh, and all of the participants have agreed with that. According to the participants, the English language has value mainly for its necessity and needs. In Bangladesh, English speakers get multiple opportunities and in other countries as well.

The English language's significance is higher than Bangla in Bangladesh, though Bangla is the native language. English gets priority everywhere, especially in the job market. In a job interview, the participant has to show their English fluency over Bangla proficiency. Moreover, the English language is a prime key to a good education. It helps to maintain prestige in society. Zinia has shared an exciting story about her elder sister, who had to attend a party with her husband, where everyone talked in English. The wives of officers used unnecessary English words to sounds so-called 'posh' or 'high class.'

Anika has added the same issue that the English language divides social class. English is sought after as someone of a classy and smart citizen. Today, English's importance has become so prominent that one would lag in social and global communication without learning and using it efficiently. Therefore, efficiency in English is almost an essential skill today everywhere.

Touhid has maintained that one of his classmates speaks in English with a foreign accent. He is fluent, like native speakers. When he talks in the classroom, everyone gives attention to him, and everyone thinks he must be from a higher class. Therefore, English becomes a marker of social class. Mahin has voiced that English is a kind of language which is highly recognized in

Bangladeshi society. Badhon has pointed out here that English is a powerful indicator of higher social status and elitism. But today, English is no more the language of only the rich or the elite ones. It is a global language and is a must-know language for any individual. Having good command in it would ensure access to many international platforms.

The researcher observes that as a language, English gets much importance to university students in Bangladesh. English is needed for its functional significance, not national but globally.

4.7.5 Superiority of English Language:

Globalization has shortened the world. People are now more conscious of what is going on in any corner of the world. English has become a global language. It is so widely used today that it would be almost impossible to find a state without English-speaking citizens.

In Bangladesh, English has perceived higher status than Bangla. The participants have expressed mixed reactions about the high status of the English language. Most of the participants seem unhappy regarding the massive fascination with the English language. According to them, they have to expend more time, energy to learn English. Apart from this, they think that the higher position of English is fair because it is a Lingua Franca. If a country wants to cope up with the world, English is a must. Even they think everyone should focus more on learning the English language efficiently.

Even after all these, the researcher can find certain social superiority instances from English speaking in underdeveloped nations. In such countries, people with fluency in English are still sought after as someone of a high-class citizen. Today, English has become so prominent that without learning and being able to use it efficiently. One would lag in social and global

business communication. Thus, efficiency in English is almost essential still today everywhere. Considering these factors, the researcher has observed that the English language stands in higher position in many countries worldwide. Therefore, in Bangladesh, the English language is a marker of social prestige and high class. Thus, English proficiency is highly needed to have social prestige and high class.

Chapter 5

Discussions

5.1 Overview

The chapter summarizes the research's overall findings in the light of learning English and using English from various perspectives.

5.2 Discussion of the findings

The society of a country constructs with the values, beliefs, and actions of the people. The people of the country have to maintain those values and beliefs. Society makes the way of behavior, perspectives of the people of a nation. Also, peoples' attitudes and behaviors shape the point of view and actions of that particular society. Sometimes, a community has to adopt a new thing for the sake of development. On the other hand, the socio-cultural atmosphere changes with time progression, and so many new things become an integral part of people's lives. Learning a new language and using it frequently is a similar idea in this regard. In Bangladesh, the English language has been mixed with everyday life, and it is used everywhere. Presently, learning

English and becoming proficient in it, and using English become integral parts of students' lives in Bangladesh. From the academic context to personal life, English usage is everywhere for university students.

Conversely, the ardency of learning the English language influences the status of using English massively. Because of the position of the English language and English speakers are higher in society. This research has already figured out how an individual's linguistic acquaintance determines his/her social status. Because the participants were from the tertiary level, they described the necessity of using and learning the English language from every perspective. All of them have to learn and use English daily. This study has told about the academic and professional setting of using English and English becomes necessary regarding academic and professional needs.

Students with high English proficiency can build a promising career. Also, International and multinational companies seek an employee with high English proficiency. In Bangladesh, maximum job recruit advertisements ask for candidates with good command of English. English has a very high esteemed status in the academic setting and the job fields as a language. If someone wants to make an excellent academic record, he/she must do well in English at every level. Also, to get a highly paid job, an individual has to be proficient in English and other qualifications.

This study's findings demonstrate the real picture of using English and English's functional aspects of university students' perspectives. Moreover, the research illustrates students' perception of using English and the English language functions in university students' perspectives. This research's significant findings include students' English language needs beyond their educational and professional desire. English gets mixed with society's attitudes, and

it becomes the students' necessity daily. Also, the findings describe the functional needs of the participants, which derived them to use English. Also, it shows the scenario of the necessity of using English rather than the mere desire to use it.

Chapter 6

Conclusion and recommendations

6.1 Overview

The chapter sums up the research paper's whole discussion and makes some recommendations for further studies about the English language teaching-learning in Bangladesh.

6.2 Conclusion

To conclude, it can be said that this study investigates how university students' lives in Bangladesh are getting English oriented gradually, and English language learning gets much importance regarding the needs of education, career, and social life. The researcher has performed a qualitative study to demonstrate the English language uses from Bangladesh's socio-linguistic perspective. To generate qualitative data, the researcher has interviewed ten university students who have shared their ideas, concepts, thoughts. The findings of this study have been inspected in qualitative nature and then presented through different themes.

The research culminates that the English language is very functional in university students' lives in Bangladesh. This research's findings have been scrutinized quite diligently through maintaining the qualitative nature of collecting and analyzing data. Though the participants of the research are limited, the quality of the study is ensured. Consequently, future

researchers can take an idea from the findings of this research. Further research can portray a complete profile of using the English language in Bangladesh with more finance and time.

6.3 Recommendations

This study emerges the particular reasons and beliefs of the students toward learning the English language. The participants have spoken their minds about society's influence and system, which inspires them to learn and use the English language. The findings include how high English proficiency is required for students in education, career incentives, and regular life. The social attitudes and practices in Bangladesh influence the teaching-learning situation of the English language. Moreover, the participants have explained that high English proficiency becomes a matter of social status and prestige among fellow students and fellow workers and how English has become so functional in their regular life.

The research has investigated the actual scenario of learning English and using the English language in tertiary level students' lives. In consequence, the researcher has tried to answer the research questions through the findings. Hence, it can be said that Bangladesh's social beliefs, actions, values, and socio-economic conditions ask students to learn and gain competence in the English language for economic incentives. However, the researcher has tried to incorporate future researchers with her further research recommendations:

A. Further research may occur about the functional attitude of English from the perspectives of secondary level students.

Because English is not the language of only university students, the student has to learn English at every level of education. To find out the functionality of the English language in their

lives is necessary. Since the secondary level is a prominent stage of building an individual's capability, it must look into it.

B. Future researchers can explore the relationship between culture and English language learning.

English is not just used as a second language in Bangladesh, and it is getting mixed with Bangladesh's culture. Hence, the researchers can explore how English develops its' own culture in Bangladesh or how Bangladeshi cultural scenario shapes the state of English learning.

C. Research can be done to figure out the English features in Bangladesh and how it differs from other native diversities of the English Language.

There is no need to say that every individual wants to gain English proficiency like British or American English. However, acquiring pronunciation and accent like native speakers is not possible for non-native speakers. As a matter of fact, a country has its style of using a language, and it differs according to the context and setting of a nation. Consequently, the researchers can look into English's social features and differentiate between Bangladeshi and native English. Moreover, the researchers can emphasize learning English with their style, not like following others.

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