

Code-switching Tendency in Young Bangladeshi

Professionals: A Case Study

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Abstract

This paper is a small case study on ten Bangladeshi youths who have completed their graduation recently and are working in different private sectors. The researcher tries to find out the role of code switching in their everyday life and their view towards code switching. He has worked on this topic previously as well during his other course works, and wants to incorporate those data in this paper as well. Various books, online journals, as well as printed papers were used as the secondary source of data to analyze the findings of this research. Since, the research was conducted for the partial fulfillment of a postgraduate degree, the researcher tried to incorporate as many variety of subjects with different backgrounds as possible, however availability of the subjects, their willingness to sit for an interview, time limitation of the researcher, and other obligations were there, which resulted the researcher to conduct ten interviews only. The initial plan to conduct a thorough survey was dropped in order to keep all the ends meet.

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Chapter 1: Introduction

English is not just the language of the natives today. It has become a global language and is being considered as a scale of class (status) in many countries. In Bangladesh, It is seen that many people, especially the youth now-a-days tend to switch to English necessarily or unnecessarily regardless of the setting and context. However, Bangladesh cannot be called a fully functional bilingual country as the majority of the population in this country is not capable of using English in their everyday conversation. A person not knowing the minimum Bangla (the native language) would find it very hard to survive in this country. Yet, people are often seen to switch from Bangla to English and vice-versa. It is not just seen in informal conversations; many people tend to do this a lot in formal situations such as TV interviews, public announcements, official meetings etc.

Now, today's education system and job requirements do influence people to give more and more importance to English than ever before, and that might be one possible reason to this increasing "code switching" tendency. Then again, the numbers of satellite channels in Bangladeshi cable network and the number of English movies are shown in multiplexes are increasing every day.

The increasing number of English medium schools in Bangladesh, especially in its capital Dhaka, can be one major factor here, as students from English medium schools tend to have more fluency in English. However, this hypothesis can be wrong as well. Then again, it is undeniable that these schools are contributing in giving more exposure to English to the students.

In addition, today the use of computers is not limited to the tech savvy people only. Almost each and every Bangladeshi office now-a-days have computers on their work stations. Many renowned educational institutions have computer at their classrooms, and try to promote multimedia classrooms by teaching students using computers. Even the two year old children are exposed to computers at their cribs because of their parents or family members. Now, it is known to everyone that the language needed to communicate with computers is again, none other than English. Thus, from the very early age children are getting exposed to more than one language. Important point to be noted, computer games, a huge phenomenon present since the late 80s till today, is not limited to computers is not limited to computers anymore. The mobile phones have become smartphones, and brought almost all the facilities of a computer in a mobile phone, including computer games, that even at a cheap price. Thus, not only the children or teenagers, even the adults are now inclined to play games on their smartphones to pass leisure time. Then, there is the internet and many popular social media sites such as facebook, twitter, instagram, google plus etc. without which today's youth cannot even do their very basic everyday chores properly. In order use all these lucrative features of computer, smart phone, and on the whole, information technology related facilities; one has no other way than to use English on an everyday basis with having the minimum level of proficiency at it.

Thus, on the basis of these above mentioned facts, it is possible that almost everyone, regardless of age, gender, qualification, taste and subject, is getting more exposure to English than the previous generations even without deliberate attempts. Thus, they might have a large vocabulary bank and as a result switch to English whenever they feel comfortable. This "switching" from one language to another very frequently is the main motivation behind attempting this paper. Although the researcher initially wanted to conduct a vaster research

including more people from various other age groups, the limited time, resource and other obligations allowed the researcher to keep the research focused only on the young Bangladeshi professionals. Thus, this paper focuses on the context and frequency of “code switching” tendency of young Bangladeshi professionals on the basis of a case study on ten Bangladeshi youths living in Dhaka. It also tries to get the most frequent patterns of code switching and people’s attitude towards it.

Chapter 2: Literature Review

2.1 Code switching:

According to Gumperz (1982), “Conversational code switching can be defined as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems” (p. 59)

Chui, Liu, and Mak (2014) propose, “Code-switching is the oral or written switching between distinct varieties across sentential, clausal, phrasal, or lexical boundaries. The determination of code choice in a conversation depends on the socio-cultural background of participants.”

2.2 Factors Influencing Language Choice:

Following is a table by Grosjean (1982, p. 136) which shows the factors that influence the choice of language by a user in a conversation.

Grosjean’s (1982, p. 136) List on Factors Influencing Language Choice

FACTORS INFLUENCING LANGUAGE CHOICE

Participants	Situation
• Language proficiency • Language preference • Socioeconomic status • Age • Sex • Occupation	• Location/Setting • Presence of monolinguals • Degree of formality • Degree of intimacy Content of Discourse

• Education • Ethnic Background • History of speakers’ linguistic interaction • Kinship relation • Intimacy • Power relation • Attitude toward languages • Outside pressure	• Topic • Type of vocabulary Function of Interaction • To raise status • To create social distance • To exclude someone • To request or command
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2.3 Reasons of Code Switching

Holmes (2001) shed lights on the reasons of code switching as she says, “People sometimes switch code within a domain or social situation. When there is some obvious change in the situation, such as the arrival of a new person, it is easy to explain the switch.” She also gives examples of situations where a person switch codes to show solidarity with a new person who just joined the conversation. She mentions that people often tries to switch languages or at least tries to use phrases and words from a second language even when they do not have a good proficiency in it, just to show solidarity to a group and to share ethnicity with an addressee. Therefore, Holmes argues that code switching can be related to a particular participant or an addressee. (P. 35)

According to Hudson (2007) code switching is one of the inevitable consequences of bilingualism and multilingualism He further mentions the issue that a person chooses his/her language to suit the comprehension of the other participants of the conversation. Thus, anyone

with the proficiency at more than one language often chooses between those, according to his/her need. Furthermore, the choice of language depends on the situation in which speakers are at, such as: one can choose to use one language at his/her home while switch to a more popular or common one while he is at business place. (p. 51-52) As Denison (1971) mentions (as cited in Hudson 2007, p. 52) that the villagers of Sauris, a northern Italian village, spoke German in the family, Saurian, an informal dialect of Italian, while talking with other villagers and formal Italian with outsiders or at any formal settings such as schools, church, work etc. According to Hudson, this type of code-switching is called situational code switching as the speakers choice of language changes with the external change in their situation.

Hudson (2007) also mentions about code mixing, which is also known as conversational code switching, where two bilingual speakers change their language with any change in the situation, He says, "The purpose of code mixing seems to be to symbolize a somewhat ambiguous situation for neither language on its own would be quite right" (p. 53). Wardhaugh (1992) mentions that code mixing takes place when conversant use both the languages together to a certain extent that might end up using both the languages in a single utterance. (p. 106)

Holmes (2001) says that a speaker might choose to switch to a language "as a signal of group membership and shared ethnicity with an addressee". He further mentions that fluency is not one of the mandatory prerequisites as a speaker having a minimum proficiency at a language can choose to use phrases and words of other language to show group solidarity. (p. 35)

According to Vogt (1954), "code switching is not only natural, but common. He suggests that all languages – if not all language users – experience language contact, and that contact

phenomena, including language alternation, are an important element of language change.”(As cited in Nilep, 2006, p. 22)

According to Wardhaugh (1992), “A diglossic situation exists in a society when it has two distinct codes which show clear functional separation; that is, one code is employed in one set of circumstances and the other in an entirely different set” (p. 90) . Ferguson (1959) also defines diglossia as a situation where one codified complex form of a language, (which is mostly used in formal situations such as offices or in writing of literature) is co-existing in a society with a very simple variety which is usable in informal situations (as cited in Wardhaugh, 1992, p. 90)

2.4 Status of English in Bangladesh:

Rahman (2005) focuses on the points that how Bangladesh has neglected English language because of its relevance with the colonial regime and since its independent in 1971. He also mentions the fact that it is only during the late 80's and early 90's when English was introduced as a mandatory subject in the Bangladeshi schools and colleges. In order to give importance to Bangla, the mother tongue and national language, English was neglected heavily. Only in recent times people are starting to realize the fact that this long period of unawareness towards English has created a vacuum in the education sector and students are getting affected from it badly. He furthermore talks about the present day situation of English in Bangladesh, and how all the private universities of Bangladesh are choosing English as their medium of instruction, at least on paper since there is no direct suggestion by the University Grant Commission (p. 33-34). Banu and Sussex (as cited in Rahman, 2005, p. 34) also mention “Although the charters of the private university have no reference to the language of instruction

to be used, what is interesting is that all these are English-medium institutions....in fact private universities are a natural extension of the English-medium schools". Rahman also mentions the fact that "the deteriorating English standard" in the public universities and the increasing number of English medium private universities with better facilities are "attracting students in flocks, and thus playing a vital role in elevating the number English speakers in the country" (p. 34)

2.5 Code switching in Bangladesh:

Banu and Sussex (2001) talk about the linguistic background of Bangladesh as they show the long tradition of code mixing and show the code switching in the naming of shops and business centers. They also shed light on the fact that Bangladesh was long under colonial regime, when English was considered as a high variety of language. Then again, after independence from British Bangladesh came under the rule of Pakistan (then West Pakistan). Even at that period the Pakistanis declared Urdu as a state language, not Bangla. However, after the blood shedding language movement of 1952 Bangla also got the status of state language of Pakistan. Even after that, the period between language movement and liberation war in 1971, both Urdu and English had great influence in Bangladesh. It is only after the independence of Bangladesh, all of a sudden people started to look at both Urdu and English with contempt in their eyes. Names of shops, roads and schools were changed overnight. Some places were vandalized as well. However, they also mention that English is once again starting to re-enter the lives of former colonial countries (p. 52-53)

Chapter 3: Methodology

3.1. Research Objective

The objective of the research is to find out the different factors which cause the Bangladeshi youth to switch codes frequently.

3.2. Central Research Questions

- a) Which factors motivate people to switch codes?
- b) How do they view code switching? Are they self-aware of this?
- c) Once being informed, how do they feel about it?
- d) What are the most common domains of code switching?
- e) What is the most frequent pattern of code switching among them?
- f) If/How is their professional life affected by it?

3.4 Significance of the Study:

This study is going to be of help to the students who want to work in this field in future. The researcher himself has a lot of interest in this field. He being an English language teacher at a English medium school, finds the effects of English in the everyday life of Bangladeshi people very fascinating. The fact itself that one hand the Bangladeshis are very ethnocentric people, on the other hand they spend millions of taka every year to make their kids be fluent speakers of a foreign language. If the result of this paper can show any fruitful result of spending this much money by parent, it will at least bring a bit sense apart from other material findings, behind

spending that much money in schools, colleges and universities to teach English to the students. Then again, knowing the status of the language use, and language “pollution” should be a great deal in itself. Thus, the researcher believes that this paper will shed light on many aspects such as socio-economic and cultural aspects of Bangladeshi youth generation, and the effects these factors have on their choice of language.

3.5 Participants:

The researcher conducted interviews of ten Bangladeshi youths for this paper. While seven of them are private university graduates, three of the participants are graduates of the National University Bangladesh, which is a government university. Among the seven private university graduates, two of them have degrees from foreign universities. Among the all ten participants, seven participants have completed their undergraduate degree, whereas three have completed their postgraduate degrees as well. Nine of them are working in various sectors, such as advertise firm, television channel, multinational company, English medium school etc. and one participant is a fresh graduate who is doing some independent work. Among the service holders, their profession/job area varies as well, as some of them work in marketing, while the others work as teachers, IT professional and education and career counselors.

They are known to the researcher personally. The researcher selected them because of their diverse academic background, and their present participation in different job sectors of Bangladesh. Their availability and interest in the research area also played a major role in their selection.

3.6 Instruments:

The researcher used a pen and a notepad to take notes while conducting interviews of the participants. Voice recorder of a mobile phone was also used to record important portions of the interviews. The interviews were conducted on the basis of a set of questionnaire which is attached in the appendix section of this paper. However, the researcher also asked improvised questions while he felt the need on the basis of the answers provided by the interviewees.

3.7 Data collecting procedure;

The researcher called the participants individually over phone to set up meetings. They were researcher's choice for this case study from the very beginning, and none of them declined to give interviews. Before the actual interviews took place, they were given a hint about the research, and the type of interview they might face. Once they showed interests in the topic, the interviews were conducted.

3.8 Setting:

All the interviews took place in informal settings. While three of them were conducted at the researcher's place, two were conducted at the participants' individual houses and the rest were conducted in neutral places such as coffee shops or mutual friends' place. In case of the interviews conducted in the houses, there was no third person present in the room during the time of the interviews. While there were other people present in the coffee shops or restaurants; schedule and locations were selected keeping the time in mind to keep the environment as quiet as possible. The interviewees seemed very relaxed and answered the questions with interest. Thus, the researcher believes that the participants were comfortable in answering the questions

and no external factor played any role which could make them uncomfortable or dishonest in answering the questions of the interview.

3.9 Limitation:

The paper only consists of the case study of ten youths, as the researcher conducted the research for the partial fulfillment of his postgraduate course work. Thus the time allocated for the research was very limited, and the collected data does not necessarily represent all the professionals, neither does it represent all the age groups. Then again, all the participants belong to more or less the same socio-economic background. Therefore, there is a high probability of a skewed data. However, keeping all the factors in mind, the researcher tried his best to keep the research as neutral as possible. Had he been allocated more time, more interviewees from different sectors, socio-economic background and from various other parts of the country could have incorporated in the research.

3.10 Delimitation:

Although this is just an small attempt towards measuring and understanding the existence of code switching in Bangladesh, the research area is actually very specific and thus gives a measurable data, and created the path for a vaster research in future along its ways. It can also be considered as a secondary source of data in future. More importantly, the qualitative data analysis system used to collect and analyze the data is something which tends to give a more information based data comparing to the quantitative data analysis process. Therefore, the researcher hopes that this paper will at least serve its purpose of gathering and analyzing data on code switching.

Chapter 4: Findings and Analysis

4.0 Introduction

This chapter focuses on the findings of the interviews conducted by the researcher to find the type and reason behind code-switching among Bangladeshi youth. The interviews were conducted using an interview questionnaire. Therefore, qualitative method was also used to analyze the data properly. The researcher conducted the interview of total ten young Bangladeshi professionals, who are in their late 20s or early 30s. Their profession, job sector, and educational background vary from each other. Thus, the data retrieved from the interview should give the researcher a good sample of the young Bangladeshi professionals' perspective.

4.1 Overall Analysis:

In response to the question no 1 "How would you grade your proficiency in English in a scale of 10?" The minimum grade the participants gave themselves was 6 and the highest was 9. Considering their fluency and their choice of vocabulary during the interview, the researcher believes that the grading was pretty fair.

Question no 2 was "Do you use English language in your daily conversations? How often? In which type of conversation?" The most common answers given by the participants for this question were respectively, "rarely, only in formal situations", "not very often", "yes, sometimes with foreign friends", "while at job, teaching in classrooms, with colleagues, sometimes with friends as well" and "while conversing with foreign delegates and clients at job, not so much with friends"

Question no 3 was “Do you mix English and Bangla sentences/words in your speech?”

Seven interviewees answered that they sometimes switch choose to use English sentences and also shift to Bangla sentences depending on the context and the participants of the conversation, they also sometimes mix English words in their Bangla sentences but do not do the opposite. On the other hand, the rest of the three interviewees answered that they switch from Bangla to English or vice versa depending on their needs both on sentence level and word level.

Question no. 4 was, “While you choose to switch to English, which of these four situations happen the most? “Only English sentences”, “Bangla sentences + English sentences” or “English words/phrases in Bangla sentences” “Bangla words/phrases in English sentences”?” The participants’ responses were- four interviewees’ said they use “only English Sentences” while they choose to use to English in a conversation, whereas three interviewees said they tend to use both “Bangla sentences + English sentences” as their most common form of English language use. On the other hand, only two interviewees said they mostly use “English words/phrases in Bangla sentences”. However, none of them said that they use “Bangla words/phrases in English sentences”

In response to question no 5 where they were asked about the context in which they do this type code switching the most?, all the participants said that they do this in both formal and informal conversations depending on the need. While they were asked to elaborate their view and to give examples, Four interviewees said that they have to speak in English at their work places during their office hours, and rarely use Bangla there but they also use English to communicate with their friends. However, they tend to use very informal English in the latter case, and tend to use more Bangla sentences. One participant also mentioned that among friends,

while speak in English, if they need to use any Bangla words for which they do not have the exact synonym, they use “” (quote-unquote) marks in the air to say the words. Upon asked why, her response was, “just like that, never thought of these in deep, that’s just something we do in groups” She was also asked if she has done this in a formal situation? She could not remember any exact instance, but said she might have. On the other hand five participants said, they do not have to use English as their official language at their job, but switching English gives them an edge at their office, and clients/partners tends to get more impressed towards them if use some phrases from English language in their Bangla sentences. While with friends, they mostly choose to speak in Bangla, unless of course there is not an exact Bangla synonym available of an English word. The last interviewee said, he does not really switch to English, unless the other participant is using English continuously in his speech or if s/he is from a different country.

Next, they were asked if they do this code switching intentionally or unintentionally. In response to these all the participants seemed unsure. However, they replied that they do this most of the time because of the need of the situation, to make their statements more clear, and while they are unable to find exact translations or meanings of phrases or words in the language they are using, that is when they switch to the other. Some of them also felt that it has become more like an automatic system for them; they do not really have to give an conscious effort to switch from one language to another. It just happens

Question no 7 was, “Do you feel using English sentences in between Bangla makes you seem smarter or superior to the others?” The participants gave various replies to this question, as the first two participants believe that it does not really make any one smarter than the next person, however sometimes it helps a person to get the necessary attention in a crowd. Three

participants did not give any direct reply to this question. Three other participants believe that it depends on the context, and it certainly gives a better impression of a person in posh restaurants, while facing interviews and in an office environment, but not so much while sitting among close friends who might make fun of it. The next participant does not believe that mixing Bangla and English make anyone look smarter and intelligent. Instead, she said, "I'd rather use full sentences in English if I want to show my education or status, but then again it will totally depend on the settings and context I am in. I will not just go and talk to my housemaid in English to show my good education". The last participant replied, "It does. Especially with people you just met and need to impress them on the very first meeting. Going with full English might just not work, instead putting phrases, sentences or words in between here and there just gives them the idea that you know your trade and you can sell in anywhere."

The next question was, "Do you think your previous education has any role to play in that?" All the ten participants replied affirmatively to this question, while one participant mentions that "if I had an English medium background I'd use English way more correctly and frequently than I do now." Another participant responds, "I have studies in both English and Bangla medium schools during my childhood, although the transitions were not easy, I eventually got used to the English medium setting. Then again I studied at one of the few full-fledged English medium universities of Bangladesh where I had to attend almost all my classes in English and many of my friends hailed from outside Bangladesh, so it sure plays an important role in my English language proficiency and use."

Question 9 was, "Have you ever felt that your clients/students/colleagues/supervisors at job are more inclined to you because of your use of English in your speech?" While the first two

participants were not so sure about the answer, the third participant gave a very interesting reply. He said, "I don't know about clients, but the students I used to give tuition during my undergrad days showed more interest if I could mix up a little bit of English in my talk. Plus, not using English at all is considered kind of *khet* (uncultured) in today's society." The fourth participant said that she has never felt that in her job experience, whereas the rest of the six participants strongly agreed with the point that use of English certainly helps him getting clients'/supervisors' attention easily.

The last question of the interview was, "Do your parents mix Bangla and English during conversations at home? Most of the interviewees said their parents do mix English and Bangla occasionally at home, mostly when the exact Bangla synonym of any one word is unavailable. One interviewee mentioned, "my dad will switch to English whenever I do something bad and he starts calling me by name formal name". Another interviewee mentions that her father (who is an Engineer) tends to use a lot of English phrases in his everyday conversation.

4.2 Relating Hypothesis with the Theory:

The first question of the interview tries to get the participants' self-assessment about their proficiency in English. In response to this question, none of the participants graded themselves below 6 out of 10. It shows the present day condition of English in Bangladesh, and how more people are getting concerned about the importance of English. It also shows that not only they have efficiency in English; they have the confidence as well. The answer of the second question also shows the amount of English they use in their everyday conversations. While all the participants agrees with the point that they use English for their official and personal purposes, the last two participants showed special interest and mention how English plays important roles

in their jobs. The answers of these two questions resonate with Banu and Sussex's (2001) argument that English is re-entering the lives of the Bangladeshis in many spheres (p. 53).

The researcher wanted to identify the participants' most frequent form/pattern of code switching. Among the ten participants, three said they use English words or phrases with Bangla sentences most of the times whereas the rest two said they are more comfortable in using full sentences in both the languages. They also mention that they switch from Bangla to English or vice versa depending on the context. Four interviewees' said they use "only English Sentences" while they choose to use to English in a conversation, whereas three interviewees said they tend to use both "Bangla sentences + English sentences" as their most common form of English language use. On the other hand, only two interviewees said they mostly use "English words/phrases in Bangla sentences". However, none of them said that they use "Bangla words/phrases in English sentences". An interviewee mentions that he would try to use English phrases or words in a posh setting whereas would rather stick to Bangla when he is with friends. Now, Holmes (2001) also mentions that solidarity and the feeling of belong to a group works behind the switching of codes. Thus, the participant selects English (as a high variety of Language) while he is with outsiders and then again switches to Bangla while with his friends. It also relates with Grosjean's (1982, p. 136) table that Location/Setting, Presence of monolinguals, Degree of formality, Degree of intimacy works behind a person's selection of code in any particular station. Analysis of question no 5 sheds more light to the fact that context, participants and setting plays a major role in the code switching tendency of the youth.

Question no 7 tries to focus on a very important point. It talks about the status of English and its influence in present day Bangladeshi society, and its relevance with smartness. The

responses show that the participants do believe that in certain contexts being able to use English is considered as a marker of “smartness”. People do get more attention than others, while they are using English in sophisticated crowd. As Rahman (2005, p. 34) mentions in his paper that English is attracting people’s attention recently and more and more students are getting enrolled in the English medium private universities. The fact that smartness and getting attention of a crowd is being related to the use of English is certainly a marker of the fact that people are starting to consider English with more importance as a language and as a marker of respect. The answer to the question no 8 and 9 also show that the education background of a certain individual plays important roles in the use of English in his conversation. The last question of the interview questionnaire shows that none of the participants of the interview belong to a family environment where they are exposed to a complete bi-lingual situation. They were only exposed to conversational English in their home environment, that to a very minimum amount. Yet, all of them are pretty fluent in their use of English, because of their exposure in their previous educational institutions, job environments and need in certain situation.

Chapter 5: Conclusion

This case study brings out some interesting points about the role of code switching in Bangladesh. Firstly, not everyone is eager to switch codes in their conversations, secondly, many feel that switching from Bangla to English gives them a better identity in a sophisticated context such as offices or restaurant, but not in informal setting where they are known by other people and share a solidarity with, thirdly, code switching occurs both consciously and subconsciously by Bangladeshi youths, and finally, today's youth switch code for their personal use and to express themselves in a better way. The historical importance of English in Bangladesh does not really seem to bother them much. They are more interested in prospering in their jobs and getting up in the socio-economic ladder. The amount of code switching done by them is directly proportional to the exposure to English they had got in their previous education and the necessity of English in their present job. Moreover, In present day Bangladesh, not knowing English or more importantly not using English in daily conversations is somewhat considered as a sign of being uncultured and belonging to a lesser socio-economic class.

Being said that, it is safer to say that the code-switching tendency of Bangladeshi youth is increasing day by day. In most cases, it has become a part and parcel of their life, as they are not even doing it consciously any more. Moreover, English being the status symbol for the elites, is also working in the favor this. The researcher wants to conclude his paper mentioning a small experience he faced while working on this paper. While he was contacting many of his friends for the purpose of interviewing them, he met lot new and old friends. Among the new friends, He met someone who has a pet dog. The dog is a breed of hound, which is living with their family since its very birth. Now the thing that attracted the researcher's attention was that, this dog

would only respond to English command such as “sit”, “run”, “go” etc. So, he asked the owner that who trained the dog. The owner said that he himself has trained the dog. The researcher’s asked him, then why he is trained in English? It took him a few seconds before he could actually answer the question. However, his answer didn’t really satisfy the researcher, as the answer was “because it is a foreign bred dog” After all; it was with him since its birth. This simple story once again shows us how English is playing a major role in the lives of Bangladeshi youth. Even a “foreign bred” dog is making its owner to switch to English, whereas the owner him did not really seem that much of a fluent English speaker himself. Had he been interested in the research and be available to give an interview, the researcher could have been able to shed some more light from his perspective as well, keeping his socio-economic perspective and educational background in mind.

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Appendix – 1

1. How would you grade your proficiency in English in a scale of 10?
2. Do you use English language in your daily conversations? How often? In which type of conversation?
3. Do you mix English and Bangla sentences in your speech?
4. While you choose to switch to English, which of these four happens the most? “Only English sentences”, “Bangla sentences+ English sentences” or “English words/phrases in Bangla sentences” or “Bangla words/phrases in English sentences”?
5. When do you do that most? In formal or informal situations?
6. Do you do that intentionally?
7. Do you feel using English sentences in between Bangla makes you seem smarter or superior to the others?
8. Do you think your previous education has any role to play in that?
9. Have you ever felt that your clients/students at job are more inclined to you because of your use of English in your speech?
10. Do your parents mix Bangla and English during conversations at home?