

Factors Influencing the Bangladeshi Indigenous Students Attitude towards Learning Bangla as a
Second Language in Dhaka

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Declaration

I declare that this thesis paper is the result of my own work. The contributions of all the sources and information have been cited in the paper whenever they have been used. The following paper has not been previously used in any other thesis paper or report submitted to this University or to any other institution for a degree or any other qualifications.

Signature:

Date:

Dedication

I would like to dedicate this paper to my parents and all the indigenous people who have inspired me to think about their situation critically.

Abstract

This research attempts to find out the various factors influencing the process of learning Bangla as a second language in different communities. Around 50 indigenous students living in Dhaka city have been selected to conduct the survey. Along with that the collected data have been analyzed on the basis of a mixed method which consists of both quantitative and qualitative methods. The results recommend that learners' social, personal, educational, situational factors can make a huge difference in learning the second language (Bangla). It also shows that learning exposure is important to make an effective progression. The analyzed data shows the fact that all the factors related to second language (Bangla) learning can be influential for some learners but for some it can work as non-inspirational. The study is important for all the speech communities in Bangladesh to know more deeply about how the minority people of the country is dealing with languages especially with Bangla language within the country.

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Chapter 1

Introduction

Language is a powerful media by which a society can establish its existence in a broader way. It is a structured system, where human being makes meaningful communication to interact with each other in a given community (as cited in Josiah, 2016, p. 3). A society can have various kinds of language, like- first language which can also be consider as mother tongue, second language which can mostly be spoken because of globalization or because of any broader aspect, dialects and some community languages which can be consider as minority group languages (indigenous language). But the most common scenario of different countries of the world is cultural hegemony through language use within the country itself.

Among all the languages mother tongue is the language in which we all feel comfortable to communicate with ease and express our thoughts and feelings. It is an essential part of any culture, as it is spoken by the ancestors of any speech community and represents their identity. Since Butskamm (2003) said, mother tongue teaches us to think, communicate and believe (p. 29). However, there are a lot of speech communities around the world, which are often seen to use another language (second language) rather than their mother tongue. This higher level of using second language can mostly be seen to be used by the minority people as they are mixing with a large community. Besides, there are some other factors which play influential role for the use of second language like- social factors, geographical, economical, political, and educational and so on (Afreen, 2013, p.1).

As Bangla is the official language of Bangladesh, most of the Bengali people are fluent in standard Bangla. However, most of the indigenous people of Bangladesh speak in their different indigenous languages too. Nevertheless, due to different factors they are using less of their mother tongue and frequently shifting to Bangla language. So the visible fact is language hierarchy where racism triggers for language- Bangla consider as higher language and minority language as inferior. So now it became a considerable fact to understand whether those factors are influencing them to learn the language in a positive way or they are mostly learning the language forcefully. Therefore, this research will explore various factors and its effect on second language learning of indigenous students in Bangladesh.

Chapter 2

Literature Review

2.1 About Indigenous People

A country includes different types of people from different territories. Indigenous people are from a part of the country, mostly living in hill track areas. Therefore, minority group of people or indigenous people are some group of people who tend to have small populations in their groups, usually have their own languages and have a distinct cultural tradition or in specific appearance which they try to maintain within their community (Cobo, 2010, p.1).

There is no definite or exact description of the concept of indigenous people, but there are some different criteria recognized by different researchers by which indigenous people can be identified globally (“International”, n.d., para. 8). The most well-known ideas have been recommended by Cobo and Daes (as cited in IWGIA, n.d., para. 9) report where different factors have been pointed out.

In Cobo’s report it has been mentioned that indigenous people can be recognized by-

- Their inherited occupational land
- Different specific tribal systems
- Different specific mother tongues
- Residence in certain or specific parts of a country (p.1)

On the other hand, Dase has given a different identification for indigenous people in the report where it has been said that ethnic minority people are those who have-

- Residence in the territory of a country where other groups of different cultures exist

- They have their own ancestral customs and traditions which creates similarities to the characterized indigenous.
- They are to some extent placed under a state structure which incorporates national, social and cultural characteristics towards them. (as cited in IWGIA, n.d., p.1, para. 9)

2.2 Treatment and Different Issues for Indigenous People

2.2.1 Treatments in a Country

Indigenous people have been the victims in their every sphere of life. Over the years they are experiencing a strong sense of social, political prohibiting, lack of recognition with fear and insecurity, loss of cultural identity, and social domination. As Anaquot (2008) stated that indigenous people are mainly facing the problem of social and institutional discrimination where they are having the disagreement to their rights in both implicit and explicit way because of different legal and policy approaches (p. 2).

On the other hand, Mai (2007) said, “The indigenous people are kind of people who suffer from socio-economic negligence with the problem of mass replacement of non-indigenous people in the traditional minority areas, which cause language usage problem, land-grabbing, leading to livelihood displacement among them” (p.7). In most of the countries of the world the scenario is almost same for the minority group people. In many countries more than 50% of Indigenous people migrated to the cities to get opportunities for education and employment, whereas others are escaping because of human rights abuses, land rights and the survival of their culture and language use (“Amnesty”, n.d., para 8).

2.2.2 Different Issues

There are some prominent issues which can be seen in the case of indigenous peoples' language use. Like-

Language loss: Every language offers some purposes. These purposes should be served with the sphere of influence or contexts in which they need to function as it should be in order to ensure proper language use within family, friends, religion, employment, education and so on (Kabir, 2012, p.3). Nevertheless, when it comes to reality, in a globalised country it is a common scenario that one culture is getting mix with other culture and therefore the suppressed culture is losing its identity along with language and that is how language loss is happening.

According to Haynes (2010), language loss is a major issue in a language community which can occur at two levels, one is personal or family level and another one is at the entire language level which can be lost when it dies down and this one is the most common threat in indigenous communities. On the other hand, Longman dictionary (2010) specified that language loss occurs where second language has more influence than first language and because of the minimal use of first language individual losses linguistic proficiency in it (p.318).

However, language loss mainly occurs when the language cannot be transferred to the children of the first language and because of that ancestors dies with their own language. Moreover, fluency in the language increases with age and practice but younger generations prefer to speak another tongue, like second language; usually the dominant society seems to be suppressed by that language (Crawford, 1996, p.46). Holmes (2001) on the other hand said that language loss and language shift is similar since language loss occurs when one shifts language

(p. 57). Therefore many other issues are also related to language loss, such as language shift, bilingualism and multilingualism.

Language shift: In a multilingual society, the dominance of the majority's language often takes away the place of the minority language. This situation is commonly known as language shift. In recent days language shift is a common scenario of the world. According to Longman Dictionary of Applied Linguistics (1985), a language shift happens when the users change language from one to another language (p.322). That is to say, language shift mainly deals with the change of using one language to another in daily life.

Moreover, language shift has become a common scenario where a country has migrants from other countries and has minority people of different languages living with the majority people of that country. In this regard Holmes (2001) has pointed out some factors regarding language shift, like-

- The most obvious economic reason for learning another language is to get a proper job and for that reason language can be shift from one language to another.
- Social activities in a community can also plays an important role for language shift as most of the ethnic community people feel the attraction to the society where they can get the knowledge of the second language and they educate less on their own language to their children.
- On the other hand, language shift can be seen in urban areas rather than rural areas and the reason for this can be political power and social needs which can be established by the rural people within their minority group or community by using their language (p. 58-59).

Bilingualism: Bilingualism generally means being able to use two languages. It is the use of two languages either by an individual or a group of speakers such as inhabitants of a particular

region or a nation (Longman, 2008, p. 54). So, it basically refers to the person who can speak two different languages. Linguists Hall (1952) states that bilingualism means one kind of knowledge by which one can have the control of grammar and structure over the second language (p. 65). That is to say, if a person has at least some control over the skills of a second language he/she is regarded as a bilingual person.

In case of children, it can work as an asset if children who are learning to speak two languages together, the sounds of the first language can influence their learning and use a second language and it is also easier to learn sounds and words when the languages are similar (“American”, n.d., p.1).

Multilingualism: Most of the people of this world are bilingual or multilingual. Crystal (2003) says that multilingualism is a term used in sociolinguistics to refer to a speech community which makes to use two different languages (p.305). That means multilingualism refers to countries which have more than one language either used by individuals or by groups.

However, in such a depressing situation for indigenous people, there are some initiatives taken by different organizations of the world gradually. Here global community has given formulated responses to their claims to establish traditional human rights for the preserving of future generation (Wiessner, 2011, p. 2).

2.3 Different Point of Views on First and Second Language Learning

2.3.1 Importance of Language

Language is obvious for communication; not only for human communication, but also for the communication amongst the living beings. However, language is important for human since they live in a society. At the same time, language is the only medium through which

communication attain its best consequence. As Johnston (2008) said that, language is the process by which both sender and receiver can make a meaningful agreement by combining symbols and schemas (p. 1).

The learning processes for first and second language can be done in various ways. Research has shown that children can learn a second language better when they starts from early stage and by doing that he/she can get more knowledge in a bilingual environment and also through second language exposure in a school or home (Early Advantage, 2008, p.2). In addition to that Sadek, et al (2006, p. 62) points out that students at their early stage can pick a language easily if they are given appropriate situation. On the other hand both first and second language can play an effective role for learners during the time of learning. Ellis (1985) has mentioned that, if there are differences between the L1 and L2, the learners L1 can make interference while learning L2 but if there are similarities in between learners L1 and L2, there is a probability of learning the second language better (p. 6-7).

At present, people are mostly exposed to different cultures and different languages as a result of globalisation. As a result, they are learning more than one language and also practicing them for living. Moreover, countries like Bangladesh, India and many other have more than one language in practice as dialect or as minority language. But to think about today's scenario it can be said that many of the languages are being extinct from the world and for that reason some of those minority people are not being able to practice their own mother tongues.

2.3.2 Theories on Language Learning

Learning Theory

Implicit and explicit learning: Learning can be achieved in many ways. According to Bot, Lowie and Verspoor (2005), one can learn a language by implicit way where he/she can get the knowledge of underlying structure in a complex environment where the process can be take place in simple natural without conscious actions (p.9, para 4).

On the other hand, Bot et al. (2005) also talked about explicit learning process where learner learn a language more consciously by searching for proper structures (p.9, para 4). Therefore, implicit and explicit learning process can be seen for both first and second language learning.

Instructed and non-instructed learning: Learning is a complex process. But still there are some routes which have been used in terms of language learning. In many settings, language learning can take place by combining with instructed and non-instructed learning. As Bot et al. (2005) stated that some learning can be done through education; like formal instructed learning and some can be learnt by informal interaction which can be considered as non-instructed learning (p.11-12). They have also given an example of migrant people who have to learn the local language through informal system of education to survive. In this case the migrants can only pickup the language what hear and see and later can learn by learning through any course or by interacting with others (p.12)

Educational Process

Immersion theory of language learning: Language immersion is basically a method developed to teach people a second language. It is the process where language being taught and used specifically for instruction purposes and by this process tutors tries to teach their students about specific culture and traditions and to help them appreciate and understand them (“Teachnology”, n.d. p.1). This process of teaching can be seen in many of the institutions, specifically where the importance of second language learning is higher.

GTM and CLT: In educational institutions there are varieties of methods which are applied by the teachers to make an effective learning for students. According to Haque (1999) the traditional Grammar Translation Method (GTM) is widely used for students by focusing on teaching and learning text book contents, grammar rules, etc. So both teachers and students can find this method effective as the system is based on testing students’ knowledge about text book contents and grammar rules (p. 10).

On the other hand, Communicative Language Teaching (CLT) is the process for language teaching where the main focus is to develop communicative competence. It refers to a diverse set of principles where the communicative view of language can be used to support a wide variety of classroom procedures. Here Dutta (2008) pointed out that CLT is based on the assumption that learners learn a language best by practicing it, encourage students to use as much as possible the target language in the classroom by creating a variety of activities (p. 68).

Cultural Learning

Acculturation and Adaptation: Learning is widely related to a particular culture itself. To learn a different kind of language, it is important to mingle with the culture the language belongs to. Here the dominance of the culture can also be seen. To know more about cultural perspective of learning, cultural theories like- Acculturation and Adaptation can be acknowledged. As Haviland, Prins, McBride and Walrath (2013) have mentioned that acculturation is a process where two cultures come in contact with each other, influence languages and customs in a broader way and this can happen when people of two different cultures live in the same country, there remains a possibility of assimilation (p.355)

Factors related to this point are such as, the extent of differences between the two cultures and the frequency of contact between these two cultures. Moreover, it is important to observe which culture is dominant and which culture is not. Therefore, a culture with variety may incorporate its values, customs, language etc. for the minority culture.

On the other hand, “Adaptation refers to the gradual process of adjusting of organisms to a certain condition where this ability to adopt with the new environment is known as the theory of adaptation. Cultural adaptation means adjusting the existing culture by adopting ideas, technologies and activities from another culture, that will help that culture to survive in a certain environment” (Nanda and Serena, 1987, p. 45).

2.4 Factors that Influence Second Language Learning

Students come from different backgrounds and have different needs and goals. Learners learn a new language because of various factors such as peer pressure, influences from different

sectors and home support. All these can strongly affect the desire and ability to learn a second language. In one research Gardner (1985) has found some factors related to learners influential attitudes towards learning a second language. Those factors are like-

1. Motivation to learn a second language can be depends on having a good proficiency in the language.
2. High motivation can be seen if learners involve themselves to communicate with proficient learners to improve the target language.
3. Learners can be highly motivated and can get the positive attitude to achieve better success in learning the language if they adopt the target language and its culture properly (as cited in Choy & Troudi, 2006, p. 121).

There are some other researchers who have pointed out some internal and external factors regarding learning a second language.

2.4.1 Internal Factors

Age: Language development is even more impressive when it is considered as the nature of what is learned. Regarding language learning Martinez (2012) said that many people believe that children can learn second language more rapidly than adults (p.1). But one study of Snow and Hohle (1982) said that older learners can do rapid progress in second language where they use the language in social, personal, professional or academic interaction (as cited in Lightbown and Spada, 2006, p. 73).

Motivation and attitude: Motivation is an important part for language learning. It can help a learner to reach the higher level of language learning which means it has the power to make learners get proper proficiency fluency as well as accuracy of a language. But in terms of

motivation in second language learning it can play a complex role as Lighbown and Spada (2006) mentioned, motivation can be define base on two factors-

- Communicative needs of second language learners. For example; if the second language is related to wide range of social situation and professional needs they will feel the value of learning it and get motivated.
- The attitude towards the second language community. For example; if learners have positive attitudes towards learning the language as well as to the speakers of the language they can get more contact with them (p. 63).

Consequently, Holt (2001) has mentioned two kinds of motivation for language learning:

- **Integrated motivation:** Falk (1978) stated that, students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have an aspiration to become familiar with or even integrate into the society in which the language is used and this form of motivation is known as integrative motivation (as cited in Holt, 2001, p.2).
- **Instrumental motivation:** There is another kind of motivation base on which learners can learn a language. According to Hudson (as cited in Holt, 2001, p.2), instrumental motivation is the form of motivation generally characterized by the need to get something practical or concrete from the study of a second language. As Gardner and Lambert (as cited in Lighbown and Spada, 2006, p.64) mentioned that instrumental motivation is for learners to get immediate or practical goals.
- **Intrinsic and Extrinsic motivation:** Motivation can also be separated into two different types- intrinsic and extrinsic motivation. According to Ryan and Deci (2000), intrinsic motivation

is for the motivators own satisfaction or own pleasure rather than for some separate result but on the other hand, extrinsic motivation is to do an activity just to get reward after the work (p. 56-60).

- **Experience:** Experience can be an advantage towards learners who wants to learn another language along with the first language. Lightbown and Spada(2006) mentioned that learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who have not (p.30).

2.4.2 External Factors

Regarding external factors, Shoebottom (2012) has pointed out some points which he felt help learners to learn second language. Those are-

Curriculum: For second language learners, their educational experience needed to be appropriate according to their needs. Languages learning for the students are fully covered by the mainstream program without any additional help. On the other hand, they should not be allowed to be part of the mainstream until they have reached a certain level of language proficiency.

Instruction: Some language teachers are better than others at providing appropriate and helpful learning experiences for the students in their classrooms. These students will make faster progress. So to instruct second language, the same process needed to apply.

Culture and status: Students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.

Motivation (extrinsic): Students who are getting appropriate encouragement to learn by their teachers and parents will generally progress better than those who are not getting the motivation.

Access to native speakers: The opportunity to interact with native speakers both inside and outside of the classroom is an important advantage. Here it needed to be mentioned that, native speakers can help by giving linguistic support by giving feedback. But those who do not have such access usually make slower progress, especially in oral learning (p. 1).

Martinez (2012) has pointed out some other external factors, like-

Peer Groups: Most of the learners, especially teenagers sometimes get the influence from their peer groups. In second language learning, peer pressure often undermines the goals set by parents and teachers, especially when it comes to native like pronunciation of the target language.

Classroom interaction: Language learning can be the result of opportunities for meaningful interaction with others in the target language and to do that classroom interaction can play a significant part.

Home support: Support from home is very important for successful second language learning. Some educators have said that, learners should speak only in second language at home. But it is important for the parents that they should make learners understand the importance of both first and second language and according to that they should communicate with their children whichever language they feel comfortable and show support and interest in their children's progress to learn both the languages (p.1).

2.5 Global Scenario: Language and Its Users (Indigenous People)

Mallozzi & Malloy (2007) mentioned that in same geographic spaces, different countries have taken different approaches towards languages, like- in Hong Kong and Singapore, different ethnic groups have been served links in understanding and respect, whereas Nigerian community feel the necessity of different literacy learning. Italian people give importance to the learning of second language for economic and political purposes (p. 436).

In Ramlan and Maarof (2014) paper they have talked about a multicultural, diverse country like Malaysia, where English has been considered as a second language but with a relatively faulty education system. To co-relate with the Bangladeshi context, it can be seen that, for indigenous people, Bangla has been considered as a second language which is used by other community's people as a first language. As a result the indigenous people have to face lots of problems to learn the language because of not getting proper exposure to the language.

The use of a second language is also an important factor for multiculturalism. From Mallozzi & Malloy's paper (2007) it can be seen that, different countries have interpreted those terms differently, like- in Chile and Iran the second language has been considered as a foreign language, whereas in Hong Kong and Singapore the term second language has been considered as a dominant language, but at the same time not as a first language but in the case of Italy, immigrant children face difficulties learning the non-first language of instruction (p. 435-436).

2.6 Language Learning and Its Use in Bangladesh

2.6.1 Language Situation in Bangladesh

In Bangladesh the development of standard Bangla evolved by the literary scholars and became the state language of the country. It became the national and official language of the new

nation. It also has been said that the standard form of Bangla has been the use of the formal communication on the other hand regional variety of Bangla for everyday communication (Faquire, 2010, p.5). Therefore, Karim mentioned that (2012), Bangladesh has no specific or clear national policy of language rather it has some kind of system which compensate language planning and as a result after the Independence in 1971 Government of Bangladesh has promoted promito Bangla as the main language which was developed by the cultural elites of Bengali Renaissance (p.132).

Apart from the state language of Bangladesh there are some ethnic communities and they are having separate languages. This distribution has been done like- Chakma, Tanchangya, Hajong, etc. Furthermore, there are some interior regions, including the greater districts where bilingual situations exist. This distribution can be seen in various parts of the country, like- Chittagong hill tracks, the region of Sylhet bordering area, Mymensingh, Chittagong is bordering on Myanmar, Rajshahi and Dinajpur. Therefore, to show the language usage situation in Bangladesh, Sagar & Poulson (2003) have mentioned the census of Bangladesh (1991) where the proper number of indigenous communities has been identified, like- there are around 1.2 million indigenous people in Bangladesh (1.13% of the total population) and they are divided among 45 distinct ethnic groups (p. 1).

To consider the treatment of indigenous people in Bangladesh it can be said that the problems along with the discrimination in every sphere of life is higher than the improvement ratio of those problems. These are not only because of taking proper initiatives; rather it is also because of surrounding people, lack of awareness, and proper cautiousness within the community and so on. Like other parts of the world, indigenous people in Bangladesh are also been treated in such a way as there are not really have any proper formal policies for them (Mai, 2007, p. 7).

Generally some of the mainstream Bengali communities also think that the indigenous people belong to an inferior culture and society, and their languages are also be recognised by the majority people, properly. However, to think about the issues with the indigenous people and the majority part of the country, one of the biggest issues can be identified is language use, as Karim (2012) stated that Bangladesh government has no precise language policy to take on the issues of structure, function and acquisition of language varieties spoken in Bangladesh (p.131).

Despite all the unconstructive situations for language learning, one educational Program (EIC) has been launched in Bangladesh which is called Education for Indigenous Children arranged by Bangladesh Rural Advancement Committee (BRAC). The main focus of the program is to give non-formal education to every indigenous child in both primary sector as well as education in their mother language (as cited in Sagar & Poulson, 2003, p.1). The importance of ethnic community education has been given priority on the EIC program which is apparently helping the Government by ensuring ethnic community best quality education by providing different education materials, like- education both in Bangla and their mother tongue, books about the indigenous culture and heritage, indigenous legal rights, folklore, etc. (Sagar & Poulson, 2003, p.3). As they have mentioned that EIC program is ensuring proper training system for the teachers and staffs from both indigenous and Bengali candidates to incorporate properly with the program. It is making linkage among the minority communities with government as well as with the mainstream Bengali community (p. 3-4).

2.6.2 Learning Second Language and Its Effects on People

A second language can be defined as a language which can be consciously learned or used by the learner after puberty stated by Lenneberg (as cited in Hasan, 2006, p. 1). So to maintain

two different languages differently is a complex process. According to Snow (1992), learning a second language by language-minority children as well as other children can be based on two different processes, like- children learn a second language and children learn a content through a second language. All these processes are complex as these two contains different conditions of learning, influences on learning, prediction of learners' learning success, etc (Snow, 1992, p. 16).

To consider the situation of Bangladesh, it is basically a monolingual country, but at the same time the usage of other dialects as well as some minority languages can be seen which to somewhat make it a multilingual country (Faquire, 2010, p.2). In the early period of the country's history there were various Aboriginal speech communities. Faquire (2010) stated that the situation of multilingualism came to an end with the birth of Bangladesh as a new independent nation and therefore we have found 30 more speech communities apart from Bangla speaking communities with a number of 16 dialectical varieties. So it can be said that, Bangladesh is a monolingual country with the existence of a certain scale of multilingualism (Faquire, 2010, p. 4)

In Bangladesh, English is the language used by the mainstream speakers as a second language. However, the scenario is different for ethnic-minority groups than other speakers because they are using or learning Bangla as a second language. Snow (1992) stated that learning and understanding of a language is almost similar which contains analyzing of different stimulus and connecting them in different situations. So learning and, at the same time, understanding of a language is important to have a good proficiency in a language. But in the case of the Bangladeshi people, who are learning Bangla as their mother tongue and the indigenous people who have other varieties of mother tongues can feel the differences (p.18). Snow (1992) mentioned that one of the main differences between skilled speakers and the learners is that one can question or reject if

he/she will feel the interpretation is difficult and for the learners it seems pressure to integrate all structures together (p.20).

In a country, its literacy instruction depends on language differences as well as on its available resources in addition to establish a language, dominantly, there must be resources for that language in every country which can be seen in the different training programs for teachers (Mallozzi & Malloy, 2007, p. 431).

Therefore, Faquire (2010) has also mentioned that ethnic speech communities from different parts of the country cannot make a communication with their own vernacular and as a result, they have to use Bangla as a lingua franca which is making them a bilingual. As most of the people take their education in Bangla medium educational institutions, indigenous people also have to learn Bangla for day to day life.

Chapter 3

Research Methodology

3.1 Research Design

The present research is a small-scale study where the researcher attempted to find out different factors that are creating a great impact on indigenous peoples' life, especially students life to learn Bangla as a second language.

3.2 Objective

The main objective of this paper is to investigate the factors which are influencing indigenous students learning Bangla as a second language in Dhaka.

3.3 Research Questions

1. What factors motivate the Bengali urban indigenous students to accept Bengali as a second language?
2. What are the problems that urban indigenous students face regarding learning Bengali?
3. What attitudes do they have towards learning Bengali?

3.4 Significance of the Research

The following research will give an idea about the factors that influence indigenous students to learn Bangla as a second language. Furthermore, the mainstream Bengali people will get to know the main scenario of the minority peoples' language learning situation in Bangladesh.

3.5 Methodology

3.5.1 Setting

The setting of conducting the survey was informal. To conduct the survey, the researcher requested the participants to take part in the survey by sharing their thoughts and ideas. Most of them were eagerly participated. The survey took place mostly in different university premises in Dhaka, some through internet and some in the participants' home.

3.5.2 Instrument Principles for Designing

To conduct the survey, the researcher has used hard copy of questionnaires to collect the data. This form has included 22 close-ended and 9 open-ended questions where respondents were expected to respond.

3.5.3 Instruments

(i) Questionnaires for students: The questionnaire consisted of 31 questions where participants had to mark the appropriate answers—definite 22 questions. In other 9 questions, participants were asked to share their thoughts and ideas regarding their situations (in other words, open ended inquires). (See Appendix 1)

3.5.4 Participants

The research was conducted on fifty indigenous students who are currently living in Dhaka city. All of them are students from different universities in Dhaka. The research maintained the mixture of male and female participants from different ages, ranging from 20-28. In this regard, participants were chosen very carefully to make the result more reliable and representative.

3.5.5 Method of Analysis

A mixed method of analysis consisting of both quantitative and qualitative data analysis was used by the researcher.

Quantitative analysis: Here, quantitative analysis deals with the participants' close-ended questions answers have been analyzed by using different tables, pie charts and bar charts. All the answers have been converted into percentage to analyze those answers. In this regard, Microsoft Excel has been used to organize the raw data and then the tables and charts were presented in Findings and Analysis part of the paper.

Qualitative analysis: To analyze the data, qualitative analysis has also been used. All the open-ended questions were at first organized in Microsoft Excel. After that the percentages have been calculated and presented in the paper.

3.5.6 Limitations

The paper has some limitations. Firstly, this research has been conducted only on a certain group of people aged (20-28). So it does not really show the scenario of the whole minority group people. Besides, it was not possible for the researcher to collect data from the remote areas and that is why data have been collected from the nearest indigenous people live in the city. Another limitation was, in some questions, participants' have given some random answers and as a result some results are not accurate. Along with those limitations, as for vacation some of the Universities were closed. So researcher had to complete the survey within a very limited time and as a result participants did not get much time to prepare for answer. Some of them were surveyed by sending questionnaires to their residences; by emails. Lastly, the researcher was expected to get more participants for the survey but only 50 participants could be managed.

Chapter 4

Findings and Analysis

4.1. Responses to Close-ended Questions

Table: 1. Difficulty in learning Bangla

RESPONSES	NUMBER OF STUDENTS	%
Yes	19	38
No	19	38
Not really	8	16
Other	4	8

The above table shows that 38% of the indigenous students answered that they find Bangla difficult to learn, 38% students answered they did not find any difficulty in learning Bangla language. On the other hand, 16% of the students said they did not really find any difficulty to learn the language and lastly only 8% have chosen the last option where they have mentioned that at the beginning level it was difficult to learn, sometimes felt the difficulty and also it was a little bit hard for learning.

Table: 2. Age of learning Bangla

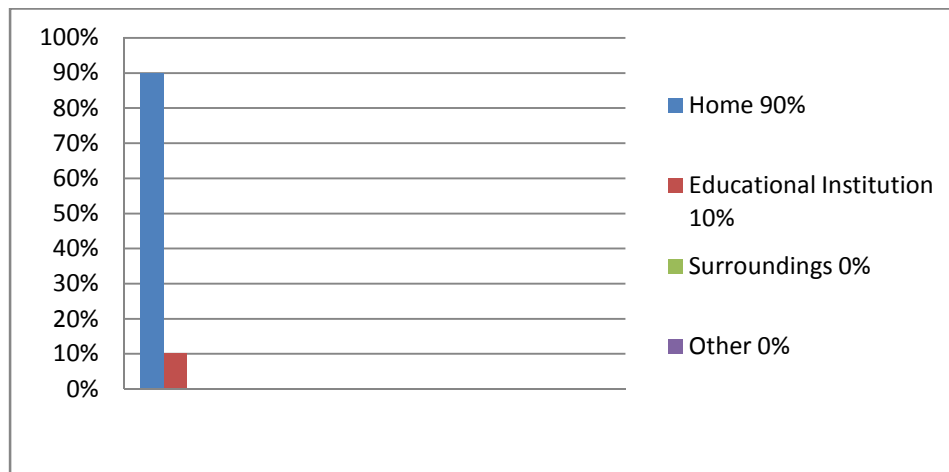
RESPONSES	NUMBER OF STUDENTS	%
Early age(0-15)	47	94
Adolescent (16-25)	2	4
Adult (26-above)	1	2
Other	0	0

In table number 2, it can be seen that, about 97% of the students have learned the Bangla language in their early age which is in between (0-15) age. Than next 4% have learned the language in between (16-25) age which is their adolescent period of time. Only 2% have learned it during their adulthood, where the age level is (26-above). Other than these there was 0% participant who has mentioned about the last option.

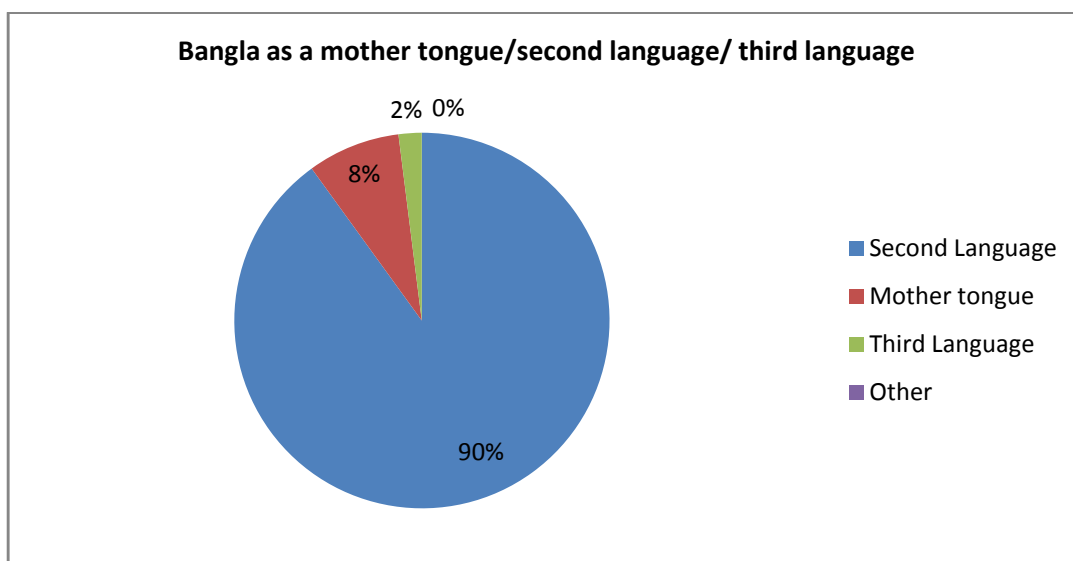
Table: 3. Place from where participants learned Bangla

RESPONSES	NUMBER OF STUDENTS	%
Home	10	20
Educational institution	35	70
Surroundings	4	8
Other	0	0

This table is about participants' responses to the question from where they first learned Bangla. Here it can be seen that, about 20% of the participants have mentioned that they have learned the Bangla language from home. 70% have said that they have learned it from their educational institutions. 8% said from surroundings they have learned it and none mentioned about option (d)

Bar Chart: 4. Place from where learned mother tongue-

The bar chart is about participants' responses to the question where they were asked about their mother tongue learning place. In the chart it is clear that, about 90% of the students have learned their mother tongue (indigenous language) at home. 10% of them said that they learned it from their educational institutions. None of them said that they have learned the language from surroundings or any other places.

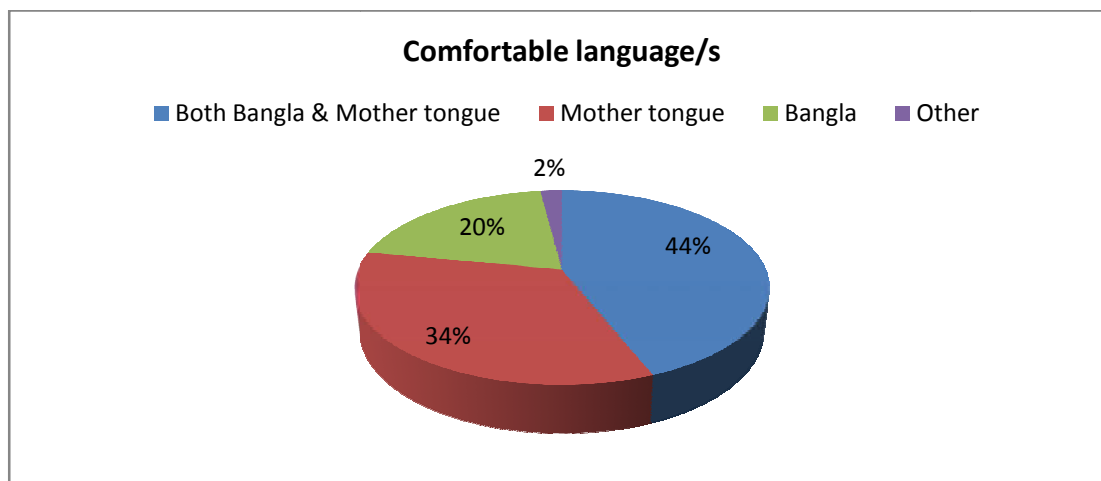
Pie chart: 5. Started to learn Bangla as a mother tongue/ second language/ third language-

In the above pie chart, it can be seen that about 90% of the students answered that they have learned Bangla as a second language. 8% of them have said that they learned Bangla as their mother tongue and only 2% students said Bangla is their third language and they learned it as their third language. Other than this 0% have mentioned about the other option.

Table: 6. Bangla and Mother Tongue learnt at a time

RESPONSES	NUMBER OF STUDENTS	%
Yes	11	22
No	29	58
Not really	9	18
Other	1	2

The table says that about 22% indigenous students have learned both Bangla and their mother tongue at a time. 58% have said they did not learn both the languages at a time. On the other hand, 18% of them have mentioned that, they not really learned two languages at a time and 2% answer is different, like- forcefully learned both the languages at a time.

Pie Chart: 7. Comfortable language/s to communicate with people

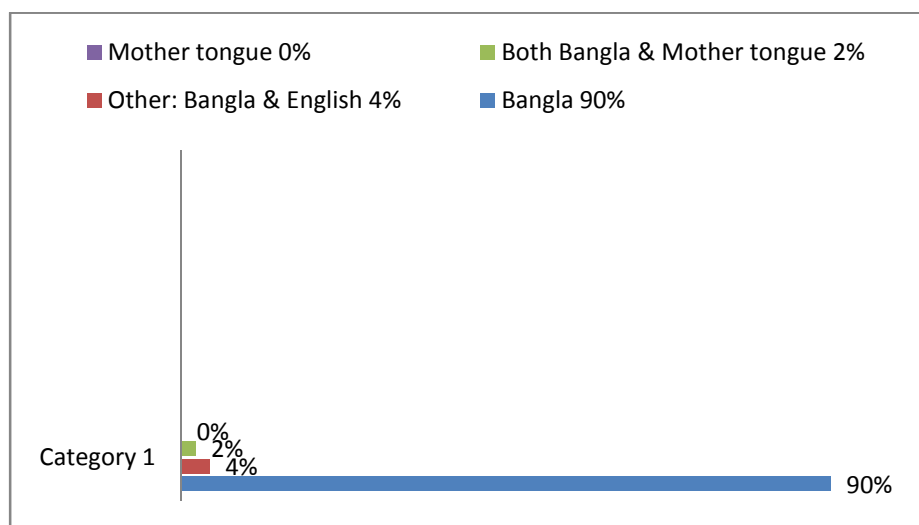
In the above pie chart, students' responses to their comfortable language/s to communicate with people have been shown. In the first place it is visible that 44% students have marked that they are comfortable in both Bangla and their mother tongue to communicate with people. 34% have mentioned that they are only comfortable when using their mother tongue to communicate with people. Around 20% are comfortable to communicate in Bangla language only and 2% is mentioned about the fact that comfortable in mother tongue but have to use Bangla to communicate with other people.

Table: 8. Curriculum that was followed in school

RESPONSES	NUMBER OF STUDENTS	%
NCRS	4	8
NCTB	45	90
NGO	1	2
Other	0	0

The table is showing the percentage of participants' studied curriculum which was followed by their school. According to the collected data, 8% of the participants said that their school curriculum was based on NCRS curriculum. On the other hand, around 90% of them have mentioned that their school curriculum followed by NCTB curriculum. Other than these, 2% participant said their curriculum was based on NGO curriculum and 0% said different curriculum.

Bar Chart: 9. Language of school's educational books

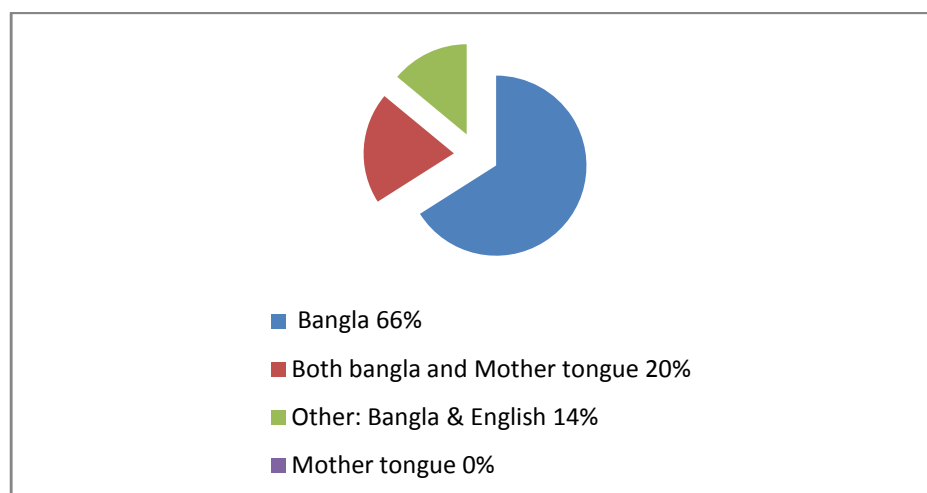


The remaining bar chart shows that, around 90% of the students have mentioned that their school educational books were written only in Bangla language. Whereas 4% have said the books were written in both Bangla and in English language at the same time only 2% have mentioned that their books were written in both Bangla and in their Mother tongue. None of the participants have mentioned any other language.

Table: 10. Instructional language for educational institutions

RESPONSES	NUMBER OF STUDENTS	%
Mostly in Bangla	48	96
Mostly in mother tongue	0	0
Both	1	2
Other	1	2

This table is showing the percentage of instructional language/s for educational institutions. Here it can be seen that 96% participants have marked that their educational instruction was mostly in Bangla language. On the other hand, 2% have mentioned that the instruction was in both Bangla and their mother tongue and 2% have mentioned the other option where it was said that the instruction was in both Bangla and English language. 0% has mentioned that their instruction was in their mother tongue.

Pie Chart: 11. Proficiency in other was of expression, like- reading and writing

In the pie chart, it is observable that 66% of the participants have pointed out that they have the proficiency in terms of other ways of expression; like- reading and writing is only in Bangla language. Others have mentioned about other points too. 20% have mentioned that they have proficiency in both Bangla and in their Mother tongue too and 14% have mentioned that they have proficiency in Bangla and English language when it comes to reading and writing. None of them marked that they only have proficiency in their mother tongue.

Table: 12. Indigenous language's written transcription

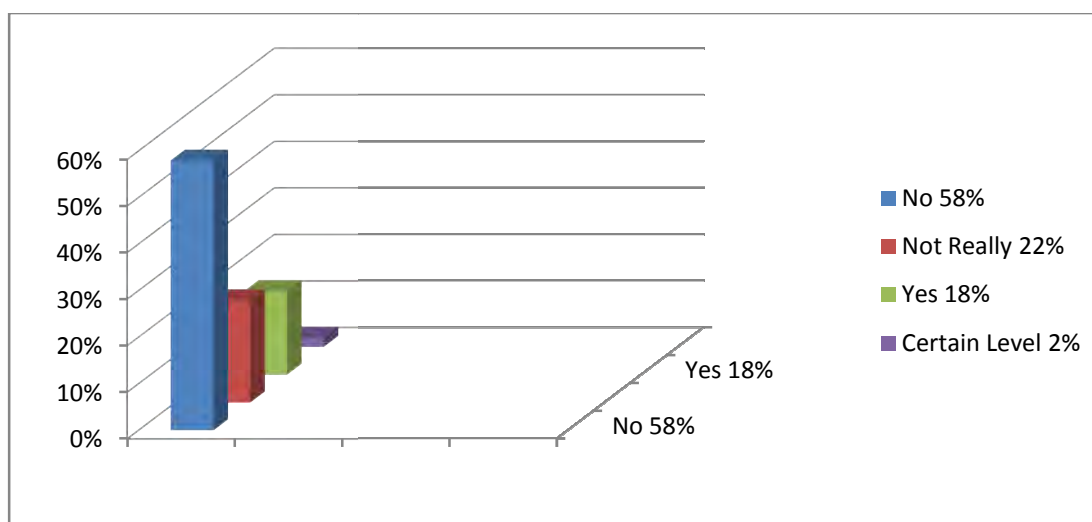
RESPONSES	NUMBER OF STUDENTS	%
Yes	44	88
No	4	8
Not really	1	2
Other	1	2

The above table is about indigenous language's written transcription, where participants were asked whether they have their own written transcription or not. For the question, 88% of them answered that they have their own transcription. 8% said that they do not have any transcription. Other 2% answered that there is no written transcription of the language and 2% mentioned that he/she has no idea about their language written transcription.

Table: 13. Education in proper educational institution

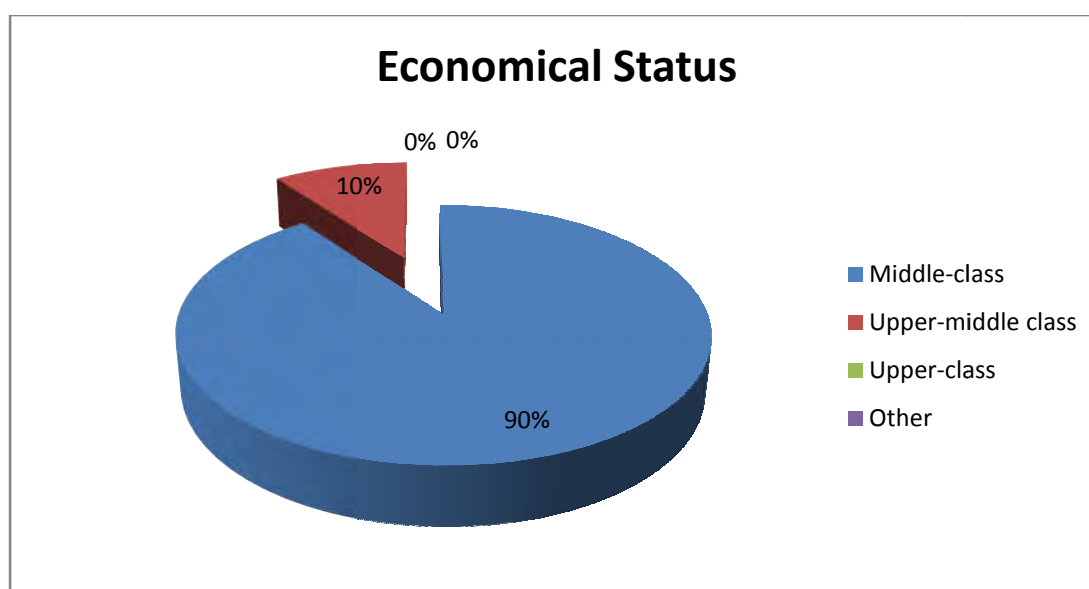
RESPONSES	NUMBER OF STUDENTS	%
Yes	40	80
No	0	0
Not necessarily	9	18
Other	0	0

This table is showing how students reacted when they were asked whether it is necessary or not to get quality education in proper educational institutions as the rural area educational institutions education is not up to the mark. For this question, 80% of them believe that ‘yes’ it is necessary to get education in proper, quality institution. 18% of them answered ‘not necessary’ as they think it is not really needed. 0% of them answered directly ‘no’ and 0% said about any other option.

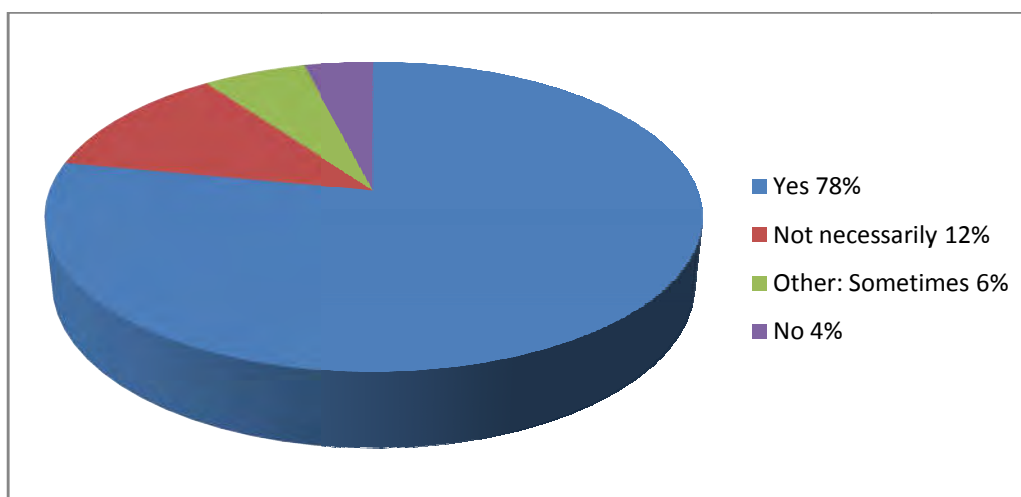
Bar Chart: 14. Learning Bangla through indigenous language

The above chart is showing the percentage of the participants' answer to the question of learning Bangla through their (indigenous) language. According to the chart it can be seen that, 58% have answered they did not learn Bangla through their language. 22% said that they did not really learned Bangla like this. Other 18% said 'yes' they learned Bangla through their mother tongue and only 2% said for certain level they learned the language like this.

Pie Chart: 15. Economical status



The given pie chart is showing different answers to the question on participants' economical status. The blue bar is showing that 90% of the participants mentioned that they belong to middle-class family. 10% of them which is in the red bar showing, they are from upper-middle class family. Other than these, none of them are from any other economical class that is why upper-class 0% and other 0%.

Pie Chart: 16. Fluency in Bangla to get good job

As part of the survey, 50 of the indigenous students were also asked about the fact that in Bangladesh, to get a good job in Governmental/private sector is it necessary to have good fluency in Bangla language. To answer that question, 78% have mentioned that ‘yes’ it is necessary to get a good job. On the other hand 12% of them answered ‘not necessary’ as they don’t feel the necessity to have good fluency. Other 6% said sometimes it is necessary 4% said direct ‘no’ to answer to this question.

Table: 17. Encouragement to speak in Bangla

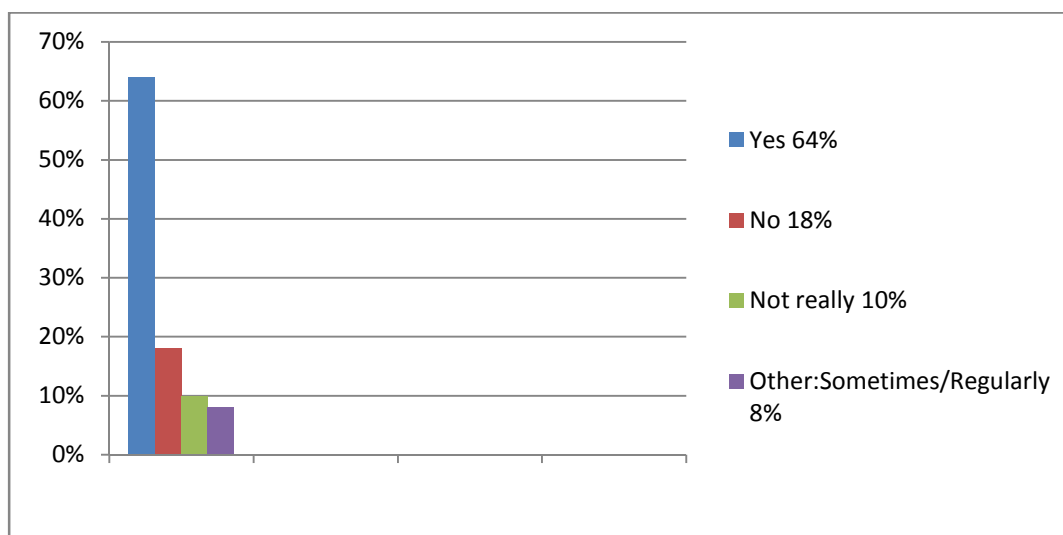
RESPONSES	NUMBER OF STUDENTS	%
Yes	23	46
No	9	18
Not really	15	30
Other	3	6

In table 17. The percentages of participants can be seen. Here the question was whether they have got any encouragement from parents or surroundings to speak in Bangla. In this regard, 46% of the participants mentioned that they have got encouragement to speak in Bangla language. 18% of them said they were not encouraged from anywhere to speak in Bangla. 30% of them said ‘not really’ were encouraged for the language and 6% said sometimes they were encouraged to speak in Bangla language.

Table: 18. Discouragement to speak in mother tongue (indigenous language)

RESPONSES	NUMBER OF STUDENTS	%
Yes	24	48
No	15	30
Not really	6	12
Other	5	10

The above table depicts percentage of students who shared their opinions on being discouraged to speak in their own mother tongue. 48% said that they were discouraged by the surrounding people to speak in their mother tongue. 30% picked the option ‘no’ where they mentioned that they were not discouraged. On the other hand, 12% of them said that they were not really discouraged and 10% said they were sometimes discouraged to use their language.

Bar Chart: 19. Being laughed at because of speaking in wrong Bangla

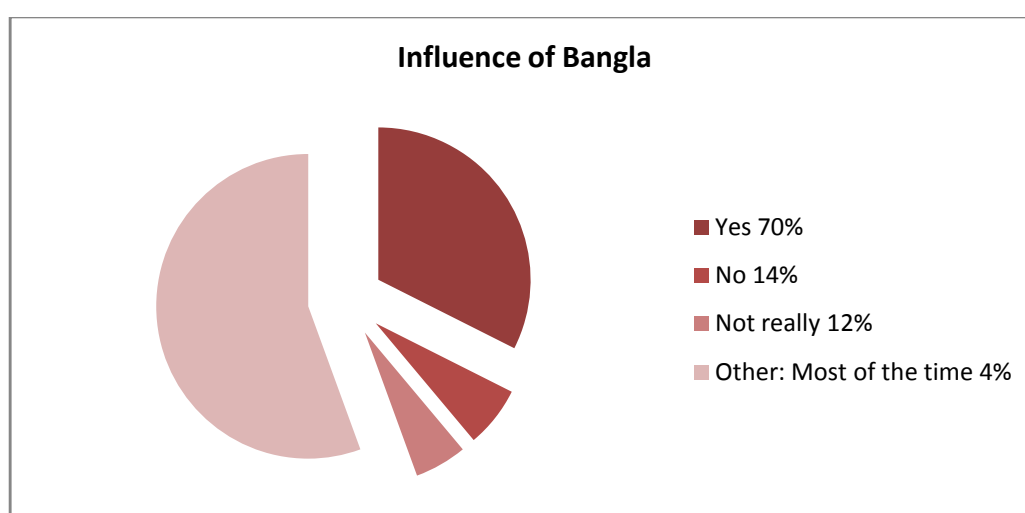
The chart: 19, is stating that 64% of them were laughed at by their peers or surrounding people when they spoke in wrong Bangla, whereas 18% of them mentioned that they did not face this problem. On the other hand, 10% of the participants said they were not really laughed at by others and 8% of them said sometimes or regularly they had to face this when they speak in wrong Bangla.

Table: 20. Frequent use of language in work place/ school/ college

RESPONSES	NUMBER OF STUDENTS	%
Bangla	42	84
Mother tongue	0	0
English	3	6
Other	5	10

The table is showing that, 84% participants have said that in work place/school/college they have to use Bangla frequently. Other 10% have mentioned that their frequently use language is Bangla and English when they were/are in work place or school or in college. Only 6% said that they use English frequently and none of them mentioned that they use their mother tongue in any of those places.

Pie Chart: 21. Influence of Bangla language to adopt Bengali culture



This chart shows that participants have answered differently for the question where they were asked that whether they are influenced to adopt Bengali culture as they are speaking in Bangla. 70% of them said yes they are influenced and adopting Bengali culture because of speaking in Bangla, but 14% said no that they are not influenced by that. 12% marked that they are not really influenced for using Bangla language to adopt Bengali culture as well. Lastly 4% answered differently. They mentioned that most of the time they are influenced of that reason.

Table: 22. Bengali settlers' use of language with indigenous people

RESPONSES	NUMBER OF STUDENTS	%
Your mother tongue	0	0
Only in Bangla	41	82
Both	9	18
Other	0	0

The table: 22, is about the Bengali settlers use of language with indigenous people. To answer that question, 82% of the indigenous students have marked that those settlers only speak in Bangla with them. 18% of them said they speak both in Bangla and their mother tongue (indigenous language) with them. Other than these, none of the participants mentioned that settlers use only their mother tongue (indigenous language) or any other language to communicate with them (indigenous people).

4.2. Responses to Open-ended Questions

In the question no. 2, respondents were asked about their source of motivation to learn the Bangla language. Among 50 participants, 38% of them responded to the answer as no motivation but did not give any explanation for their answer.

20% of them replied with the answer of no motivation along with explanation like- 10% of the participants said that learning Bangla language was not because of any motivation rather they had to or need to learn or was forced to learn the language. It was more about being compelled to learn rather to learn willingly. On the other hand, the highest percentage of the participants that is

14% said that they learned the language to be able to communicate and cope up with the mainstream people of Bangladesh. 8% of the participants said that they have learned the language to get higher and better education and 10% learned the language to get good governmental job in Bangladesh. Other than these reasons, 2% have mentioned the reasons for their willingness to learn Bangla language is to get enrollment in Bangla medium schools, to understand class lectures in the school, because Bangla is the only official language in Bangladesh, sometimes they were mocked by other mainstream people to speak in their language and also their parents wanted them to learn the language.

Alongside these, there are 38% students think that they had the motivation to learn the language and from these 38% of participants, around 12% of them were motivated because there were lots of Bengali people living around them and by communicating with them they have got the motivation to learn the language. 8% of them mentioned that they have got motivation from their friends. The most number of participants, like- 16% said that they have got the motivation from their early school and college and their teachers. Other than these, 4% got the motivation from study materials and from education purpose, 12% got it by watching Bangla TV serials, drama, by listening to Bangla songs, poems, by reading news papers and also by reading Bangla literature as they think that Bangla has beautiful and diverse literature. 4% have got the motivation from their home and 2% learned it from the higher motivation of getting good governmental job.

In the question no. 13, students were asked why and how they have got the proficiency on the language/s they are proficient in. Here in this question among 50 participants, 66% said that they are proficient in Bangla language. At this point they have shown some reasons to get the proficiency in the language, like- 76% of the students have mentioned that they have got

proficiency in Bangla language by starting their schooling in Bangla Medium Schools where the classroom instruction was in Bangla, so they have got motivation to learn the language from their teachers by listening to them and became proficient, they also had to communicate in the classroom in Bangla. Some of them like- 16% of the students said that because of practicing it from the early stage of life (childhood) they have got proficiency. On the other hand, 34% have mentioned that they have got proficiency because they had to communicate, still have to communicate with their Bengali friends and other mainstream Bengali community people. Other than these reasons, 8% have pointed out that they have got proficiency because of watching Bangla TV serials, movies, news and Bangla natok and 16% have mentioned that they have got proficiency by reading Bangla books, novels, and newspapers and also from school text books and other materials.

Therefore, 20% have mentioned that they have proficiency on their mother tongue as well as on Bangla language. Here they have shown some reasons for their mother tongue proficiency, like- 36% of them said that they have got the proficiency on their language by communicating with their family members, their community people and also with their community friends by day to day basis. Some of them, like- 8% said that they have got the proficiency both in written and oral form of their language by their own interest, from internet and also from their local cultural institutions. Other than these, 6% of them said that they have got proficiency by reading their own language written materials.

Some other students, 14% have mentioned that they have proficiency in both Bangla and English. So, for English language, 14% of them have mentioned that they have got proficiency from their educational institutions. Other than this, 4% of them mentioned about practicing the language for educational purpose, 4% said that they have got proficiency by reading different

English language materials, like- novels, books, magazines. 4% of them mentioned about their proficiency getting from different English TV shows and by listening to music and lastly 6% have talked about the reason of getting proficiency in English is for job purpose where they have to communicate with people in English.

Question no. 15 was about language use of indigenous people where participants were asked, to what extent they use their language; either in written or oral form. To answer this question, 80% of them said that they use their language as oral form and 20% of the participants said that they use their language both oral and written form.

While answering the question, they have given some ways to show where and how they use their language orally; like- 66% of the participants have said that when they go to home or with family members or relatives they use their own mother tongue to communicate with them.

On the other hand, 42% have mentioned that they use their (indigenous) language when they are in their locality and find it easy to communicate with their own community's people. But some of them have answered another point. That is, when they are with their community friends they try to or always communicate with them in their mother tongue. 48% of the participants have talked about this point.

Some of the participants have also said that they like to use or they use their language both in oral and written form. Where 12% have given the answer with some ways that how they use their written form but other 8% did not give any particular way of their written form usage. Those who pointed out some ways for written form, 6% said that they use their language in written form when they communicate with their friends by social media or by writing letters, 6% of them said

they have used or learned their written form when practiced at home and other 4% said they have practiced it in their Sunday school and in local cultural institution.

The next question, 16, is about getting education in Bangla from beginning. 50 participants were asked to give their opinion-- whether it is important or not. To answer the question, 66% have said that it is important to get the education in Bangla from the beginning because 8% of them have said that it is helpful to contact with mainstream Bengali people in a proper way. Some others, like- 24% participants have answered that when it comes to the matter of surviving in a society for language use it is definitely important to learn the language from the beginning. Others have said that it is a need for people especially for indigenous people to learn the language to get a good job especially governmental job, 10% said that and 12% participants have mentioned the point of importance in educational purposes. Other than these, 4% have said it is easy to learn from the beginning because one child can learn a language more easily than an adult, 4% have said that as Bangla is the state language in Bangladesh and for them it is the second language, so in any way they have to learn it and that is why they should start it from the beginning. Only 2% did not give any reason for their answer 'yes'.

There are 22% of the participants who have answered that they do not need to learn Bangla language from the beginning. To show some reasons they have said that- 12% of them think it is not necessary to learn the language from the beginning, it can be learned later in life. 6% participants have mentioned to give priority to their mother tongue first because as Bangla is the state language it has to be learned by everyone but before that should have to give priority to mother tongue. Only 4% have said directly 'no' to question and did not give any reason for the question.

Other than all those answers, 12% have given some exceptional answers. 4% have said that language learning should be depend on surroundings and own situation, 8% said that language should not be learned forcefully.

Question no. 20 is about whether the social class determines language learning or medium of education or not. Among all the 50 participants 66% have mentioned that social class determines language learning or medium of learning but from them 10% did not give any reason for that. Other 20% said social class does not determines learning language or medium of education but from them 6% only said 'no' to answer the question. Only 14% have given some exceptional reasons for the question.

By agreeing to the question, 26% have said that a socially solvent, good status people can get the opportunity to have good quality education rather than financially weak people. On the other hand, 14% have mentioned that only high class people in a society get the proper chance to learn standard language rather than minority and poor people. Other 14% have talked about the fact that language is the medium of communication. So in a society, there are some set of rules and regulations for people that which language they would learn for day to day life. 14% have also mentioned that, most of the minority group people are not from high class society. As a result they do not get that much opportunity or scope to practice their language.

Furthermore, 10% talked about the fact that because of social status minority people are more influenced to learn standard language rather than their own language. 4% have said that different status people learn language differently and 4% mentioned that different community people can feel the lacking of not getting proper education.

Those who have answered that social class do not really determine language learning or medium of education; they have also shown some reasons. About 6% of them said that social class or status changes over time and people can belong to various social classes. So language learning cannot be depended on that. On the other hand, 4% have said that to learn language, no one needs to belong to any particular social class. 4% have said that language learning depends on one's own inclination and other 4% said at first language learning depends on family than social class comes. So to learn language from home society cannot really affect.

Some have given exceptional answers; like- 14% said that language learning starts from home. Especially to learn mother tongue social class cannot be a barrier but to get good institutional education social class does make differences. Other 12% said that only to learn recognized and standard language from good educational institutions social class make an affect.

In question no. 28, participants were asked whether or not the increasing number of Bengali settlers is affecting them to shift their language from mother tongue to Bangla and how it is affecting. To answer the question, 68% of them said it is affecting their language shift process. Here 28% did not show any reason for their answer. But 50% have written detailed answer for the question. From those 50%, 24% of the participants mentioned, as the Bengali settlers are increasing day by day, they cannot use their own language outside home and they are getting less chance to practice their language. As a result their language is losing its existence and people are shifting more towards Bangla language use. On the other hand, 14% said that most of the time they have to communicate with Bengali settlers and that's why it became a common language for everyone. As a result they are forgetting their own language and often shifting language from mother tongue to Bangla. 10% of the participants have mentioned that as Bangla is the main language of Bangladesh and the numbers of settlers are increasing near their home, automatically

their language is shifting. Other 10% of the participants said that, children are more influenced to the Bengali people and they do not really show that much interest to learn their mother tongue. As a result they are gradually shifting their language to Bangla. 10% of them also mentioned that because of the increasing number of Bengali people near their home often they are mocked by them because of the usage of their mother tongue and that is why because of under pressure they shift their language from mother tongue to Bangla. Another 8% of them said that, diverse cultures of Bengali settlers are influencing them to adopt both their culture and language. 4% said, inter-marriage domination is making some of them to change slowly their language from their own language (indigenous language) to Bangla language.

Furthermore, 22% said, the increasing numbers of Bengali settlers are not affecting their language to shift from their mother tongue to Bangla language. From those, 10% did not show any reason for their answer and other 12% have shown some reasons. 6% of them said that, they are protecting their language by their own. So, increasing numbers of settler are not really affecting to shift the language. Other 4% mentioned that, they are practicing and using their mother tongue at home and within their territory properly. So their language is not affected by Bengali settlers. Only 2% said that, Bengali settlers use language almost as like them. So it is not really affecting their language.

Question no. 29 is about the importance of media in learning Bangla. Among all the 50 participants, 74% of them have mentioned that it can play a great importance in Bangla language learning. Other 26% stated that it has no importance to learn Bangla language properly.

From the 74% participants, 32% of them mentioned that, in Bangladesh there are lots of Bangla Channels (both broadcasting and telecasting). So it became easy for the people to learn Bangla

through media. Other 14% said, Bangla is the main language in Bangladesh and because of that all the programs in Bangladeshi channels are in Bangla. So it is already influencing people to learn Bangla properly. Another 14% of the participants said, one person can learn a new language through listening and also reading. So in the age of digitalization, learning Bangla language became more interesting as it is getting lots of support from media through different Bangla newspapers, news channels. On the other hand, 10% of them stated that, media access to every house is giving the opportunity to learners educate themselves in learning Bangla properly. 8% have also mentioned that by seeing different shows, like-education programs, news, commercial advertisements, short films in Bangla one can get to learn how to get proficiency on it as well as proper pronunciations and also the proper use of Bangla words in sentences 4% have also said that, any kind of media can help people by producing effective programs, publishing important articles on Bangla language and its usages to create a fruitful bonding in between main stream Bengalis and indigenous people to create good relation and motivate them to learn the language properly.

26% of the participants said that they do not really think that media can play an important role to learn Bangla language properly. According to 10% of the participants, language needs to be learning from childhood by getting proper education. So in the case of learning Bangla, media cannot play that much role for people. Other 8% said, only listening to television or radio cannot help to learn Bangla language accurately. It needs proper exposure to learn properly. Other 5% have mentioned about the geographical fact. They said, due to geographical barriers such as distant location most of the indigenous people do not get proper access to media. So because of that they did not get that much help from media to learn Bangla. 5% have also mentioned that

there are lots of indigenous people who do not really understand Bangla language properly. In that case media do not really help to learn the language.

In question no. 30, 94% of the participants said that both Bangla and their mother tongue is important and they need to learn both the languages. From these participants, 48% said that, learning only Bangla can be enough to survive in the country but learning mother tongue (indigenous language) is more important to hold the indigenous culture, identity and community as it defines their existence in the country. On the other hand 14% of them also mentioned the fact that, it is necessary to learn both the languages to communicate with mainstream Bengali people in Bangla and also with indigenous people in own languages. Other 8% have mentioned that, for survival only Bangla can help, but Bangla language can lead the indigenous people to forget about their mother language. Hence, to preserve their authenticity and to prevent the language death they should learn their mother tongue. 4% have mentioned about the fact that, for own community mother tongue is important but to get a good job in Bangladesh Bangla language is mandatory to learn and 4% have also mentioned that mother tongue is inheritedly built inside one's mind so it can be learned automatically but Bangla is the influential language to express thought and feelings properly. So it is needed to be learned.

From 50 participants, only 6% said that only learning the language Bangla can help to survive in the country. They have mentioned some reasons too. According to 4% of the participants, it is necessary to learn Bangla to survive in the country and only this language can help to progress in day to day life as most of the people in the country communicate on that language. Only 2% mentioned the fact that only Bangla can help to survive in between the mainstream Bengalis and to get a good job.

In the last question no. 31, participants were asked about the factors they have got to know throughout the questionnaire for Bangla language learning are positive or negative. From all the participants, 46% of them said that those factors are negative, 36% mentioned that those are both positive and negative and 20% said that all the factors are positive for Bangla language learning.

According to negative respondents, 18% of them said that all the factors are showing more scope towards learning Bangla language and as a result other languages are losing from society and culture because people have to adopt Bangla language. By these, most of the time people are feeling less motivated to learn the language. 12% also said that, because of the usage of Bangla in everyday life they are using less of their mother tongue. As a result they are shifting their language more often to Bangla. Other 12% said, as they are not getting chance to learn their language properly, some of them do not feel interest to learn the language rather they are learning forcefully as a second language. 4% mentioned that because of more influence of Bangla language they are using Bangla words more often even if they are speaking in their language. For that they are forgetting the usage of their text, not creating more of their texts rather mixing it with Bangla.

The participants who have said that the factors for learning Bangla are both positive and negative have also shown some reasons. Around 14% of them said that, learning Bangla is important as it is the main language in Bangladesh. So it is getting all the positive impact from those factors but at the same time other languages should also be learned first but there is no scope to learn and practice and that is why getting negative view to learn Bangla. Other 8% said that both the languages should be learned. As like Bangla language learning, there should be scope to learn other languages at school level as learning Bangla. As there is not that much ways to learn other languages properly, those factors are playing the role both positive and negative

way. 4% have stated that for them to learn Bangla it should be positive because it is always good to learn a new language. But because the mainstream as well as the policy of Bangladesh is in denial position for other languages there are some negative impacts for learning Bangla language.

Those who have mentioned that factors have positive impact on learning Bangla, 14% said that as they need to learn Bangla, the mentioned factors can play an important role to emphasis more on Bangla language learning. Other 12% said, Bangla is the official language in Bangladesh. So to learn that from childhood can make people capable to speak fluently and use it properly. On the other hand, 6% said that learning a new language is effective and also an asset for a person. So learning Bangla language is making them to be closer to a huge number of people in the country.

Chapter 5

Discussion

In this chapter, the findings provided by the participants are discussed in the light of various theories. In today's world there is no doubt, learning different languages bring a great impact. But to have that impact, the languages should get the priorities according to their convention.

In the case of indigenous people, language use has always been an issue along with other issues in every country of the world. Seeing that Anaquot (2008) mentioned the fact that indigenous people are mainly facing the problem of social and institutional discrimination where they are having the disagreement to their rights in both implicit and explicit way because of different legal and policy approaches (p. 2).

Bangladesh is a multilingual country which contains standard form of Bangla language, different dialects and indigenous people have their own languages too. Alongside of dialects the people of Bangladesh also use English as a second language. So it is clear that most of the people in Bangladesh are bilingual as it has been said that the use of two languages either by an individual or a group of speakers such as inhabitants of a particular region or a nation is bilingualism (Longman, 2008, p. 54). But there is no such option to use language flexibly here since Karim (2012) has mentioned that Bangladesh has no specific or clear national policy of language use rather it has some kind of system which was created after the independence in 1971 by the government of Bangladesh and has promoted Bangla as the main language since it was developed by the cultural elites of Bangladesh (p.132). So here it is clear that the situation for indigenous people is more complex than others since most of the people in Bangladesh speak in Bangla, they encounter multiple difficulties to learn second languages, i.e. (in most cases) Bangla

and English. Here it is needed to be mentioned that in Bangladesh one can survive without knowing the second language (English) but when it comes to survival situation one needs to learn Bangla. At this point the difference in between Bangla and English is the survival situation.

To know more about indigenous peoples' thoughts and ideas on the usage of Bangla language, 50 indigenous students who are living in Dhaka city were asked to participate in a survey. They were asked 31 questions and the results were analyzed based on mixed method. In this section of the paper, the answers are going to be discussed according to the relevant theories and other works done by different scholars.

Learning Progression

Bangladesh is a multilingual country and it is clear that almost all the people are bilingual where most of the people are using Bangla as main language. As like others, indigenous people are also using Bangla as second language as 90% of them said that they use it as second language (Pie Chart: 5). But it has been said that if both the languages (first and second language) are similar, learners might feel easy to learn the second language. As Ellis (1985) has mentioned that if there are differences between the L1 and L2, the learners L1 can make interference while learning L2 but if there are similarities in between learners L1 and L2, there is a probability of learning the second language better (p. 6-7). But for the indigenous participants, the results are showing a very remarkable point which is equal number of participants (38%) have mentioned that they felt both difficulties and no difficulties in learning Bangla language (Table:1).

These answers shows two facts-

- Firstly, though there is no such similarities in indigenous language and Bangla but still they did not feel the difficulties and the reasons for that would be because of early age (Table: 2) exposure when they have that much flexibility to learn a new language properly in different settings (e.g. educational institutions, surroundings, etc).
- On the other hand those who have mentioned about the fact of feeling difficulties probably because of the interference of their first language as there are no such similarities in between the two languages.

Learning Instances

Language learning is an important part of life and if anyone starts to learn it from the beginning of life there is a high possibility to get a productive result. These can be applicable for both first and second language learners. From the results the most attention-grabbing part has been seen is that almost 94% participants have started learning the language Bangla during their early age (Table: 2). Here it can be mentioned that so many researchers have said that children can learn a second language better when they start from early stage and by doing that he/she can get more knowledge in a bilingual environment and also through second language exposure in a school or home ("Early", 2008, p.2). Hence, it can be said that most of the indigenous students have started learning the second language at early stage and got the opportunity to learn it from the beginning which needed to be made them proficient on the language. The result is also showing the fact that-

- Participants are proficient in Bangla language (Qs. No. 13) and the reason is early age learning (Table: 2).

On the other hand, as the participants have mentioned that they have started learning the language from the beginning, they should have learned Bangla language along with their mother tongue. But the results according to the survey have shown different scenario as 58% of them said that they did not learned the language at a time (Table: 6) and the possible reason for highest numbers of participants have given the answer like this would be-

- They did not learn both the languages at the same place as 70% of them said that they have learned Bangla language from educational institutions
- 90% of them mentioned that they have learned their mother tongue from home (Table: 6).

It shows the fact that the making of distinction has been started from their early stage of life in two very important places: home and educational institution, where they can learn languages properly. This situation of learning can be make a similarity with Snow's (1992) statement where he has said that learning and understanding of languages can make similarities which contains analyzing of different stimulus and connecting them in different situations but in the case of Bangladesh, who are learning Bangla as their mother tongue and the indigenous people who have other varieties of mother tongues can feel the differences (p.18).

Influences to Learn Second Language

Motivational facts: Multiple ideologies and factors from various sources influence Bangla to learn as a second language and motivation is one of the important sources. Shoebottom (2012) has mentioned that students who are getting appropriate encouragement to learn by their teachers and parents will generally progress better than those who are not getting the motivation (p. 1). So in the question no. 2, participants were asked about the motivational source/s for learning the Bangla language and to answer that 38% of them said they got the motivation in a

positive way but other 38% said that they did not get any motivation or they got it in negative way.

In this regard negative learners have said that-

- They have learned the language only to communicate and to cope up with the main stream Bengali people as they only speak in Bangla language.
- Frequently they are mocked by mainstream Bengali people to speak in indigenous language.
- Others mentioned that learning Bangla language was not their choice rather they had to learn the language to get good governmental job, to get proper higher and better education and most importantly, to get enrollment in Bangla medium school.

These results show the contradiction with instrumental motivation. Instrumental motivation is for learners to earn immediate and practical goals, Gardner and Lambert (as cited in Lightbown and Spada, 2006, p.64) but the result shows that learners' immediate and practical way of gaining the goal did not really work in positive way. As a result it was not motivational for them rather they have felt the forcefulness to learn the language.

Subsequently the positive learners have got the motivation

- Mostly from their teachers.
- Others said that they got the motivation from their Bengali neighbors by communicating with them, from their Bengali friends, by watching Bangla dramas, TV serials, by listening to Bangla songs and also by reading Bangla literature and finally to get a good governmental job.

These results can make similarities with integrated motivation for learners as Falk said (as cited in Holt, 2001, p.2), students who are most successful when learning a target language are

those who like the people that speak the language, admire the culture and have an aspiration to become familiar with or even integrate into the society in which the language is used.

By seeing the reasons of the participants it can be said that some reasons have worked as motivation to learn the language properly but for some, the very same reason worked as the need for survival; in consequence, some have learned the language properly and some are still struggling with the language.

Educational facts: Like first language, second language is also important to cope up in different sectors of life as Johnston said that language is a structured system by which human being makes meaningful communication to interact with each other in a given community (as cited in Josiah, 2016, p.3). But all the people might not feel the necessity to learn another language other than mother tongue. So in that case they need to get the influences from diverse sectors.

- Influence in second language learning first comes from educational institutions. In case of indigenous people in Bangladesh, 70% of them have (Table: 3) mentioned that they have learned Bangla language (second language) in educational institutions. It shows that from the beginning they have got the influence from educational institutions.

- Learners also need to be aware of the importance of learning the language from the beginning. In this regard 66% participants said that it is important to get education in Bangla from the beginning (Qs. No. 16) and they have said that - it can make an effective result to gain mastery on the language, can survive properly as this language also works as a catalyst to get good governmental job and to get proper education and it would be easy to learn a language from the beginning because a child can learn a new language more easily than an adult

So, here it is visible that Bangla is fulfilling some important requirements of the indigenous learners, and that is why they have got the motivation to start it from beginning. This can be found in Lightbown and Spada (2006) definition where they have said that learners learning motivation can be depend on two factors- one is communicative needs where the second language is related to wide range of social situation and professional needs they will feel the value of learning and another one is attitude towards the second language community where the speakers of the language they can get more contact with them. (p. 63)

- Since education is the important key to success in second language learning, there are some other sub sectors which trigger to make education more fruitful. In Table 8, 10 and Bar chart 9 show some educational information where 90% of the participants said that the curriculum of their schools (respectively was the NCTB (National Curriculum and Textbook Board) curriculum. As Shoebottom (2012) has mentioned that for second language learners, learning process needs to be suitable according to their needs and should not be allowed to be part of the mainstream until they have reached a certain level of language proficiency (p. 1).

Furthermore, as the curriculum was based on second language, the educational books and the instruction was also not different than that. 90% of the participants have mentioned that all of the educational books were in Bangla language (Bar chart: 9) and 96% of them said that their instructions for education was mostly in Bangla language (Table: 10).

These results show that all the students got proper exposure through educational sectors for their second language which is analogous with idea that Shoebottom (2012) has talked about, i.e. the importance of instruction where he has mentioned that students who get proper instructions from their teachers who have appropriate experience on that language can make faster progress (p. 1).

- As long as most of the exposure for learning second language (Bangla) is from educational institutions and also they have got the motivation to learn it from their school teachers, there is a possibility that instructor have used either CLT or Immersion method to conduct the learning process. It has been said that in immersion theory, learners have been taught about specific culture and traditions of the target language to help them to appreciate and understand it (“TeAchnology”, n.d., p.1) and on the other hand, in CLT (Communicative Language Teaching) method which is based on the assumption that learners learn a language best by practicing it, by getting the encouragement to use the target language as much as possible in the classroom setting (Dutta, 2008, p.68).

Other fact(s): Moreover, media can also play an important role to learn Bangla. As it has the power to influence learners. To know participants points of view regarding media influence on learning Bangla (Qs. No. 29), 74% have mentioned that media can play a great importance on learning the language. They have said-

- The increasing number of Bangla channels is the reason they are getting the influence to learn the language properly
- Different Bangla programs like- news, dramas, advertisements, educational programs, reading Bangla newspapers and articles are helping to learn the language.
- By getting access of media is making the motivation to learn the language.

This shows the effectiveness of implicit learning where learners have got the chance to learn the complex structure of second language in a very simple natural setting without any conscious actions (Bot, Lowie and Verspoor, 2005, p.9)

Scope to Learn Second Language

In Bangladesh, though there are policies for different languages but the real scenario is different. Here only the use of Bangla language can be seen as almost all the Bengalis use Bangla as main language, at least for communication. So, there are higher possibilities to get every scope in all the sectors to practice the language.

In the case of indigenous people, they are also getting innumerable scopes to learn Bangla in different sectors, like- educational institutions, by communicating with other people, by media and so on. Since they are getting the scopes, it is necessary to know whether they are getting or using those opportunities properly or not. In this regard the result is showing-

- 80% of the participants have mentioned that it is important to get proper education in proper educational institutions (Table: 13). But due to the geographical and other barriers, there is a possibility for them not to get proper education within their territory. As a result they are migrating to the urban areas. This can make a connection to (“Amnesty”, n.d., para 8) statement where it was said that in many countries more than 50% of indigenous people migrated to the cities because to get opportunities for education and employment, whereas others are escaping because of human rights abuses, land rights and the survival of their culture and language use.

- There is a possible way which is created by NGOs to learn Bangla language through indigenous language as like one of the well-known NGOs of Bangladesh, BRAC’s (EIC) program. Here the main focus of this educational program is to provide education for indigenous children till primary sector and education in their mother tongue (Sagar & Poulson, 2003, p. 1). But Bar chart: 14 is showing different scenario, where 58% of them said that they did not get the opportunity to learn Bangla through their language.

- Since social class can play a big role in learning a language, 66% of participants' believe that social class does determine learning language or medium of education. In this regard they have mentioned that status hierarchy determines the opportunities to get quality, higher or expensive education on standard language. They have also mentioned that minority group people are not from high class society as in Pie Chart: 15, 90% of them said that they belong to middle-class family, and that is why it was tough for them to get proper opportunities to learn the language properly.

- Another discouraging situation comes in front, when they are mocked by the surrounding people or their peer group, more exactly, when they speak in wrong Bangla (Table: 13). In this regard, according to Shoebottom (2012), students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress (p. 1).

- Therefore, in Table: 20, almost 80% of them also said that they use Bangla language more frequently in their school, college or even in work place. So it can play as an influential role to be proficient in Bangla language.

- On the other hand, they are also getting help from nearby Bengali settlers with whom they can communicate in Bangla language as the Table:22 is showing that 82% of the participants have said that they only speak in Bangla with them.

Scope to Learn First Language

The first language learning process is not same for indigenous people as like other first language learners. In Bangladesh, mainstream Bengalis have opportunities to learn and use

Bangla flexibly and extensively, whereas indigenous people do not have that flexibility to use their mother tongue. In this regard it can be seen that-

- From the participants' point of view, it is clear that they have learned their mother tongue only at home (Chart: 4) and around 80% of them said that they can use their language only to communicative purposes with their family, community people and friends. It shows the precise opportunities for them to use their language.

- It is also observable that, for indigenous people only the oral usage can be seen, not the written usage. Therefore, 88% of them said that they have their own language written transcription (Table: 12) but when it comes to the question of the proficiency regarding reading and writing (Pie chart: 11), 66% of them said that they have proficiency regarding reading and writing is only in Bangla because of the early life schooling in Bangla medium schools where the classroom instruction was in Bangla, communicating a lot with mainstream Bengalis, by seeing and listening to Bangla programs. On the other hand, only 20% said they are proficient in their language both in oral and written forms as they communicate with their community people and for written proficiency they got that from home, religious purpose and also from local cultural institutions.

- In table no. 17 it has been shown that 46% of the participants got the encouragement to speak in Bangla by the surrounding people. Subsequently in table: 18 it can be seen that 48% of them got the discouragement by the surrounding people while speaking in mother tongue.

So, it shows that as they got the discouragement to use their mother tongue and the people they have to communicate with are using Bangla, consequently their language shifted to Bangla language and their frequent use language in every sectors, like- school, college, workplace turned to Bangla language (table: 20).

- Even to get a good governmental job they needed to have the fluency in Bangla language which shows in Pie chart: 16, where 78% of the participants said having the fluency in Bangla language is the pre requisite to get a good governmental job. So there they do not really get opportunity to use their own language.

- Cultural differentiation can make a great impact on language learning. Because of the distinct cultural differences and the increasing number of Bengali settlers in Bangladesh is making the changes over indigenous learns languages as well as cultures. 68% participants have mentioned the fact that the increasing numbers of Bengali settlers near their residence is making a great impact because they only use Bangla language and to communicate with them indigenous people need to use Bangla too (Qs no. 28). In this case, Haviland, Prins, McBride and Walrath (2013) statement of acculturation theory seem relevant with the research; where they have stated that it is a process where two cultures come in contact with each other, influence languages and custom in a broader way and this can happen when people of two different cultures live a country, there remains a possibility of assimilation. Moreover, it is important to observe that which culture is dominant and which culture is not. Therefore, the large culture may incorporate its values, customs, language etc to the minority culture (p.355).

- Conversely, they cannot really use their own language outside home. By doing this they are forgetting their language and more often shifting it from their language to Bangla language. It is affecting more to the teenagers and children and therefore language death or language loss is happening. According to Longman Dictionary of Applied Linguistics (1985), a language shift happens when the users change their form of language to another language (p.322). So language shift can happen for many reasons and when it goes to extreme level of shifting, the dominated language started to lose its existence which costs language death as Longman dictionary (2010)

specified that language loss occurs where second language has more influence than first language and because of minimal use of first language individual losses linguistics proficiency in it (p.318). Moreover, Holmes (2001) said Language loss and language shift are similar as language loss occurs when one shifts language (p. 57).

- Additional point(s) has been raised from the survey -- the cultural influence or the distress by the domination of other culture. In the Pie chart: 21, participants were asked about the fact that whether their distinct culture and language is affected or influenced by the Bengali culture and to answer the question, and to answer the question, 70% of them said it is making the difference and they are learning Bangla language as well as adopting Bangla culture. Here adaptation theory can be mention where it has been mentioned that cultural adaptation means adjusting the existing culture by adopting ideas, technologies and activities from another culture, that will help that culture to survive in a certain environment (Nanda and Serena, 1987, p. 45)

Factors that Make Positive or Negative Impact

In spite of having all the difficulties, first language or mother tongue has a separate position in learners' life. As –

- In pie chart: 7 almost 44% of the participants have said that they feel comfortable while using both of their mother tongue and Bangla, whereas, 34% participants have said that they only feel comfortable when they use their mother tongue to communicate with people.
- On the other hand, 94% of the participants have said that for them both mother tongue and Bangla is important because Bangla is the main language and in any way they have to learn Bangla but to preserve their own language it needed to be learn by them. Then again, some have

mentioned that because of the extreme level of the usage of Bangla language, there is a possibility that they can forget the language. Here it can be said that the range of shifting language is higher in urban areas than rural areas because the urban indigenous people tend to have the need to upgrade themselves for betterment (Holmes, 2001, p.58-59). So, under the light of these answers, it can be stated that both mother tongue and Bangla plays a great impact on the indigenous peoples' life.

By making a link with the previous questions, participants were asked whether the factors are working positively. The answers they have given are showing a mixed result where

- 46% of them are saying that the actors are playing negative impact and the reason is- all the factors are showing more scopes towards learning Bangla language and as a result indigenous people are losing its existence and that is why they feel the de motivation to learn Bangla language

- Other 36% are saying those have both positive and negative impact because Bangla is the main language in the country that is why it needed to get all the facilities and scopes to provide the language learning process and the given factors are mostly indicating positive influence towards Bangla learning. But at the same time it is hindering the scopes for learning their mother tongue and that is why making a negative impact.

So it can be seen that it is not that much problematic if Bangla is getting more scopes but it comes to the negative impact when other languages are not getting at all influences or scopes at least to establish its existence.

So to be specific, it can be summed up that -- language learning is a complex procedure in Bangladesh, especially for indigenous people. And, the necessity of learning the language is

making indigenous people to understand the language and giving the opportunity to use it as an advantage to have proficiency in a common language, though, within a country, i.e. in Bangladesh. As a result, the more they know about the advantages, they are making progress on it. To deal with this kind of situations, various kinds of factors are influencing them to make great effort to learn the language.

Therefore, to learn a different language which is not really similar to the indigenous language(s), culture, where there is a lot of problems they have to face regarding the existence of their languages, it is quite obvious to face difficulties while learning a new language as second language. When there is a situation where to learn the mother tongue is a big issue, learning a totally different language and be proficient on it is must be a big challenge for them. It is also difficult for them, because even if the second language (Bangla) is the main language for almost all the people in Bangladesh and there are lots of scopes for them to learn it, hence they are facing trouble to get the education properly.

Consequently, after having all the situations regarding learning the language (Bangla), they are having mixed attitudes towards it. They are attached to their mother tongue emotionally but not getting proper justice for it. Practically to improve their own situation and to survive in the country they needed to have a good attitude towards Bangla language. So the situation is very complex for them and that is why they are having a mixed attitude towards Bangla language.

Chapter 6

Conclusion

On the basis of forgoing discussion with regard to the language situation in Bangladesh, it can be said that indigenous people are mostly using the mainstream language (Bangla) in every sphere of life. Only in their territory and when communicating with the same community people they are using their language. So, from the results it is quite visible that language learning is not an easy process for indigenous people in Bangladesh. Where people are at least having the flexibility for the learning and usage process for mother tongue, like- mainstream Bengali people; indigenous people are not getting that flexibility, not even for their mother tongue. As a result, language learning process is not up to the mark for them.

Consequently, to learn a second language it needs more exposure to get the mastery on it. In Bangladesh, indigenous people are getting all the exposures to learn Bangla but still they are not really able to use those exposures properly. In the study where participants have shown their real life situation by answering the questions, it shows that they have mixed feelings towards learning Bangla language.

At the end, the statistics of the study shows that the indigenous peoples' language learning is depending on some factors. The result also showing that, those factors are not only influencing them to learn Bangla language rather some of the factors are affecting them negatively. As a result, the learning progression became contradictory for learners. To come out from this kind of situation, consequences regarding both the languages (indigenous language and Bangla) needed to be taken under consideration.

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Appendix-1

Questionnaire:

Name:

Age:

Community:

Mother tongue

Sex: Male Female

Choose the best option/options. You can write your own opinion in the blank space if the options do not match your own thoughts: (You can also use Bangla to answer the questions)

i) Personal Profile:

1. Do you find Bangla difficult to learn? (শেখার ক্ষেত্রে বাংলা কি সহজ নাকি কঠিন?)

a. Yes

c. Not really

b. No

d. Other:

2. What motivated you to learn the Bangla language? Explain. (বাংলা শেখার ক্ষেত্রে আপনি কোন অনুপ্রেরণা পেয়েছেন? পেয়ে থাকলে তা কি?)

Comment:.....

.....

.....

3. At what age you have learned Bangla? (কোন বয়সে আপনি বাংলা শিখেছেন?)

a. Early age (0-15)

c. Adult (26-above)

b. Adolescent (16-25)

d. Other:

4. From where did you first learn Bangla? (প্রথম কোথায় বাংলা শিখেছেন?)

a. Home

c. Surroundings

b. Educational institution

d. Other:

5. From where did you learn your mother tongue? (আপনি আপনার মাতৃভাষা প্রথম কোথায় শিখেছেন?)

- | | |
|----------------------------|-----------------|
| a. Home | c. Surroundings |
| b. Educational institution | d. Other: |

6. You started to learn Bangla as a- (আপনি বাংলা শেখা শুরু করেছেন-)

- | | |
|--------------------|-------------------|
| a. Mother tongue | c. Third language |
| b. Second language | d. Other: |

7. Did you learn both Bangla and your language at a time? (আপনি কি বাংলা এবং আপনার মাতৃভাষা একসাথেই শিখেছেন?)

- | | |
|--------|-----------------|
| a. Yes | c. Not really |
| b. No | d. Other: |

8. Which of the language/s do you feel comfortable to communicate with people? (কোন ভাষায় আপনি ভাব আদান প্রদান এ সাহন্দবোধ করেন?)

- | | |
|------------------|-----------------|
| a. Bangla | c. Both |
| b. Mother tongue | d. Other: |

ii) Educational information:

9. Which curriculum did you follow in school? (আপনার স্কুলের পাঠ্যক্রম কোনটি অনুসরণ করতেন?)

- | | |
|---|-------------------|
| a. NCRS (Religious/Missionary Curriculum) | c. NGO Curriculum |
| b. Governmental Curriculum (NCTB) | d. Other: |

10. Which language was used in writing your educational books in school? (কোন ভাষা আপনার পাঠ্যপুস্তক লিখার ক্ষেত্রে ব্যবহার করা হয়েছিল?)

- | | |
|------------------|-----------------|
| a. Bangla | c. Both |
| b. Mother tongue | d. Other: |

11. What is the instructional language for your educational institutions? (আপনার শিক্ষা প্রতিষ্ঠানের নির্দেশনামূলক ভাষা কি ছিল?)

- | | |
|----------------------------|-----------------|
| a. Mostly in Bangla | c. Both |
| b. Mostly in mother tongue | d. Other: |

12. Which language do you have proficiency in terms of other ways of expression, like-reading and writing? (কোন ভাষায় আপনার পড়া এবং লেখার ক্ষেত্রে দক্ষতা আছে?)

- | | |
|------------------|-----------------|
| a. Mother tongue | c. Both |
| b. Bangla | d. Other: |

13. Why and how did you get that proficiency on that language? (কেন এবং কিভাবে আপনি ভাষাটিতে দক্ষতা পেয়েছেন?)

Comment:.....

14. Do you have your own (indigenous language) transcription(s)? (আপনার মাতৃভাষার কোন লেফ্ফ আখান আছে?)

- | | |
|--------|-----------------|
| a. Yes | c. Not really |
| b. No | d. Other: |

15. To what extent do you use your language; either in written or in oral form? (কোন কোন ক্ষেত্রে আপনি আপনার মাতৃভাষা বেবহার করেন? উভয় লিখিত এবং মৌখিক আকারে?)

Comment:.....
.....
.....

16. Do you think getting education in Bangla from the beginning is important? Yes or no? Why? (আপনি কি মনে করেন ছোটবেলা থেকে বাংলা ভাষা শিখাটা গুরুত্বপূর্ণ? কেন?)

Comment:.....
.....
.....
.....

17. Due to geographical and other barriers, the quality of education is not up to the mark. So do you think it is necessary to get the education in proper educational institutions?

(ভৌগলিক ও অন্যান্য বাধার কারণে শিক্ষার মান অতটা উন্নত নয়। এমত অবস্থায়, সঠিক প্রতিষ্ঠানে শিক্ষা লাভ কতটা গুরুত্ব বহন করে বলে আপনার ধারণা?)

- | | |
|--------|--------------------|
| a. Yes | c. Not necessarily |
| b. No | d. Other: |

18. There are some NGOs giving the educational instruction on indigenous language till primary level of school to cope up the linguistic gap in between languages. Did you get that opportunity to learn Bangla through your language? (দেশীয় এন.জি.ও গুলার অনেক গুলোই প্রাথমিক শিক্ষাব্যবস্থায় ভাষাগত পার্থক্য ও আচরনবিধী পরিচয় ঘটিয়ে থাকেন। আপনি কি এমন কোন সুযোগ পেয়েছেন; যেমন- বাংলা ভাষায় আপনার ভাষা শেখার, কিংবা আপনার ভাষার মাধ্যমে বাংলা শেখার?)

- | | |
|--------|-----------------|
| a. Yes | c. Not really |
| b. No | d. Other: |

iii) Economical Status:

19. What is the economical status of your family? (only for research purpose) (আপনার পারিবারিক আর্থিক অবস্থা?)

- | | |
|-----------------|-----------------------|
| a. Upper class | c. Upper-middle class |
| b. Middle class | d. Other: |

20. Does social class determine learning: language or medium of education? Yes or no?

How? (সামাজিক অবস্থা কোনভাবে কি ভাষা শিক্ষায় প্রভাব ফেলে? কিভাবে?)

Comment:.....

.....

.....

21. In order to get good governmental/private jobs a person must have fluency in Bangla.

So do you feel the necessity of having good fluency in Bangla? (ভাল চাকরি পেতে ভাল বাংলা জানতে হয়। আপনি এর প্রয়োজন দেখতে পান?)

- | | |
|--------|--------------------|
| a. Yes | c. Not necessarily |
| b. No | d. Other: |

iv) Society, Culture and Experience:

22. Did your parents or the surroundings where you grew up, encourage you to speak in

Bangla? (আপনার পরিবার অথবা আশেপাশের মানুষ কি আপনাকে বাংলা ভাষায় কথা বলতে অনুপ্রেরনা দেয়?)

- | | |
|--------|-----------------|
| a. Yes | c. Not really |
| b. No | d. Other: |

23. Were you ever discouraged or laughed at by the surrounding people while speaking in your mother tongue? (আপনি কি কখন মাতৃভাষা ব্যবহারের জন্য নিরুৎসাহিত হয়েছেন আশেপাশের মানুষের কাছ থেকে?)

- | | |
|--------|-----------------|
| a. Yes | c. Not really |
| b. No | d. Other: |

24. Did your peers or surrounding people laugh at you when you speak in wrong Bangla? (আপনি কি কখনো ভুল বাংলা বলার জন্য হাসির পাত্র হয়েছেন আশেপাশের মানুষ অথবা বন্ধু বান্ধবের কাছে?)

- | | |
|--------|-----------------|
| a. Yes | c. Not really |
| b. No | d. Other: |

25. Which language you frequently use in work place/school/college? (কোন ভাষা আপনি সবচেয়ে বেশি কর্মস্থল / স্কুল / কলেজ এ ব্যবহার করেন?)

- | | |
|------------------|-----------------|
| a. Bangla | c. English |
| b. Mother tongue | d. Other: |

26. It has been seen that the distinct culture of yours is being affected by Bengali culture. Do you think that speaking Bangla somehow influenced you to adopt Bengali culture as well? (এটা দেখা গেছে যে আপনাদের স্বতন্ত্র সংস্কৃতি বাঙালি সংস্কৃতির দ্বারা প্রভাবিত হচ্ছে। আপনি কি মনে করেন বাংলা ভাষায় কথা বলার কারণে আপনারা বাংলা সংস্কৃতি দ্বারা প্রভাবিত হচ্ছেন?)

- | | |
|--------|-----------------|
| a. Yes | c. Not really |
| b. No | d. Other: |

27. There are many Bengali settlers who live near indigenous peoples' homes. In what language they communicate with you? (বাংলা ভাষাভাষীরা যারা আপনাদের নিকটবর্তী স্থান এ থাকে তারা আপনাদের সাথে কোন ভাষায় কথা বলে?)

a. Your mother tongue

c. Both

b. Only in Bangla

d. Other:

28. As the numbers of Bengali settlers are increasing day by day, do you think it is affecting your languages to shift it from your mother tongue to Bangla? How? (যেহেতু আপনাদের নিকটবর্তী এলাকায় বাংলা ভাষাভাষীর সংখ্যা বারছে, আপনি কি মনে করেন এতে আপনাদের মাতৃভাষাকে প্রভাবিত করছে? কিভাবে?)

Comment:.....
.....
.....

29. Do you think media can play an important role to learn Bangla properly? If yes then how? If no then why? (আপনি কি মনে করেন বাংলা শিক্ষার ক্ষেত্রে মিডিয়া গুরুত্বপূর্ণ ভূমিকা রাখতে পারে? কিভাবে?)

Comment:.....
.....
.....

30. Do you think it is necessary to learn both the languages (Bangla and mother tongue); or, only learning Bangla is enough to survive in the country? Why? (আপনি কি মনে করেন মাতৃভাষা এবং বাংলা উভয় শেখা জরুরি? নাকি শুধু বাংলা ভাষা শেখাই যথেষ্ট?)

Comment:.....
.....
.....

31. Do you think the factors which are mentioned above for learning Bangla as a second language are positive or negative? Why? (উপরক্ত সকল বিষয় বাংলা ভাষা শিক্ষার ক্ষেত্রে কি নেতিবাচক অথবা ইতিবাচক প্রভাব বিস্তার করে? কেন?)

Comment:.....
.....
.....