

An Exploratory Study of Imperialism and English Language in
Bangladesh

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
Bachelor of Arts in English

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Declaration

It is hereby declared that

1. The submitted thesis is my own original work while completing degree at Brac University.
2. This thesis does not contain the material that was previously written or published by a third party except where it is properly cited through proper and full referencing.
3. This thesis does not contain the material that has been submitted, or accepted for any other degree or other institution.
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Abstract

This research explored the existence of linguistic imperialism, intentionally or unintentionally, in different sectors of Bangladesh. This study discussed how majority of the sectors of our country are invaded linguistically by English, and it is ultimately encouraging intrusion of foreign or western culture in our culture. Therefore, by mingling to our culture it is deteriorating our cultural traditions and values. The study also explored the reasons that are triggering this linguistic imperialism by showing different aspects of the education system of English Medium Schools and how it is affecting the Bengali Medium Schools' students as well. Moreover, it also explored various experiences of the professional people who stated that this invasion of English creates difficulty for a huge number of people. Qualitative research design was chosen for this research as it allowed me to investigate the phenomena in detail. Data for this research came from various sources and collected through interviews, observations and documents analysis and some of them are reported in storied form. This study is significant as it portrayed a rich picture of the nature of linguistic imperialism in Bangladesh but the phenomena is hardly noticed.

Keywords: Linguistic Imperialism, Cultural Imperialism, English Medium Schools, Bengali Medium Schools and Professional Experiences.

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Chapter 1

Introduction

1.1 Introduction

This study is exploring the prevalence of Linguistic Imperialism in the context of Bangladesh. The study also takes a dig into those aspects where the widespread dominance of English is also quite visible since these are too the ultimate outcome of Linguistic Imperialism. One of the aspects can be termed as Cultural Imperialism. Therefore, the study also explores how English as a language has triggered foreign cultural intrusion to our own culture. For justifying the main focus of this research, the paper showcases different views regarding English as a language where how English has spread its dominance in different sectors are discussed. To conduct the research the qualitative research approach has been followed. The research has been done mainly by individual interviews and focus group discussions. The participants are chosen randomly from different English and Bengali medium schools and also includes interviews of the participants who are now in the professional sectors. The focus group interviews are done with the students of schools and a University. The research is significant because it only exhibits the dominance of English as a language from the students' perspective but also from the perspective of the professional people so that all the areas where English is in dominating position in Bangladesh are highlighted and the cultural practices brought by this are also discussed in detail.

The term linguistic imperialism to some extent is self-explanatory. The word "Linguistic" stands for anything that is related to language and the other part "imperialism" means the establishment of the dominance of something over other nations or territory. Therefore, it would not be wrong to define "Linguistic Imperialism" as the dominance of one particular language over a certain region. Again, to be more specific it can be said that, if a second

language had been spread in a region for a vast period of time that it has a great influence on that particular region's people's lives and also their culture had been partly shaped by that influence of that language as well as the language remains the dominant factor of every important sphere of those people's lives then it can be termed as 'Linguistic Imperialism'.

1.2 Statement of the Purpose

The main focus throughout this research is the existence of Linguistic Imperialism in the context of Bangladesh. The research also explores the aspects that are the outcome of Linguistic Imperialism ultimately. The researcher in this paper explores the areas where there is prevalence of Linguistic Imperialism. For example, in education sector, job sector, in terms of prestige how Linguistic Imperialism is playing a major role. Firstly, in education sector Linguistic Imperialism plays a vital role. For the students of Bengali medium there is always a fixed judgement that is thrown by the system that those students do not have proficiency in English therefore, they are not that much competent like the students of English medium Schools or Colleges. This discrimination occurs due to Linguistic Imperialism and the researcher opts to discuss this in detail in this thesis. Again, the major companies also look for people who are proficient in English. The study thus also looks into the matter how this particular criteria is overlooking the other knowledge of a job candidate. Moreover, while discussing all these the researcher ultimately shows how people's mindset has changed over the period of time and their considering English as the superior language.

1.3 Central Research Questions

- ✓ How the education system of English in Schools is triggering Linguistic Imperialism as well as cultural imperialism in Bangladesh?
- ✓ How Linguistic Imperialism is widely seen in the job sectors of Bangladesh?

- ✓ What are the adverse effects of this Linguistic Imperialism on the lives of majority of the people of Bangladesh in educational, professional and sociocultural settings?

Chapter 2

Literature Review

2.1 Linguistic Imperialism

According to Tomlinson (1991:15) imperialism is the procedure that works by taking the power of control of economics, culture and political issues of the whole world. Therefore, Tomlinson again said, it is a quiet process that is triggered by the influence of culture of dominating countries. (Tomlinson, 1991). Here one point is to be noted that imperialism occurs by the influence of dominating countries. One possible reason can be since people aspire to have something better than their own and it's a natural tendency of human being to always thrive for the best. So, they only adjust to those which they think is better than what they have. William defines imperialism as "a political system of the center to rule other countries." (Phillipson, 1992, p.45). Again Lenin defined the term imperialism as the monopoly stage of the term capitalism this means when the capitalistic nature of something has exclusive possession and Linguistic Imperialism is also not different from this. According to Phillipson, the term imperialism itself can imply many other aspects. For example economic imperialism, social imperialism, racial imperialism and so many other things. (1992, p.44-46). Phillipson again believes that, imperialism and capitalism is currently proceeding in the same way. However, although the term imperialism has a lot of connection with the British Empire which has ended a long time ago, now the form of imperialism that has been taken place in most countries are not direct. (Phillipson 1992, p. 45). Proper justification of this statement can be the long term effect the British left in this subcontinent because they rule it for more than 200 years and it is very much natural that's why to make their cultural elements uprooted in our culture. According to Crystal, the importance and priority English has gained currently as a language is the outcome of two different factors and

they are- the rise of the British empire till the end of nineteenth century and the achievement of economic power of United States over everyone in the end of 20th century.(1997, p.53). Phillipson also stated in this point that English is encompassing the whole world as an outcome of British colonialism and after that it was the military power of USA and their authoritarian nature that made the control stronger.(1992, p. 23-24).Another author Young said, Macaulay's speech made it even more clearer that he presented in the parliament that the British empire wanted to linguistic, economic, cultural and educational dynasty in the sub-continent.(Young, 1957). Phillipson also said, they (the British people) wanted to establish this imperialistic empire to have the overall control of the full area. He went on saying that British people won the area of more than half of the total earth's land and that is why wherever they went, they took their language and culture with them and let them take root there.(1992, p.109).

Now, to define Linguistic Imperialism David Crystal said, since language is the crucial medium of self-expression, it holds a country's culture, nevertheless for some exclusive factors like, politics, domination of power can turn some language more prominent than the rest of the languages. (Crystal, 1997, p. 5). From this statement, this is very much transparent that Linguistic Imperialism ultimately promote cultural imperialism also. And exactly this is how English is a dominant language in Bangladesh. Tomlinson also thinks the same like Phillipson. Therefore, he also stated when a language proves to be more powerful, it has the power to replace another language or languages. However, it is apparently said that English as a language took the hold of power and control by competing with other languages like, German and French after the end of Second World War when it gained the title of International language eventually. (Baugh and Cable, 1997, p. 7-8).

2.2 Historical Perspective of Linguistic Imperialism

English is now a Lingua Franca (Crystal, 1997) and it is now considered as the global property. However, it is also found that although in the early 19th century, the people from Britain were not that much curious to teach the common people their language, they became interested ultimately after the establishment European missionaries and the educational institutions. (Phillipson, 1992, p. 110-112). And the establishment occurred because they, the colonizers thought, if they want to colonize them fully, they need to intrude or inject their own language among the people who was being colonized. Another author Young said, Thomas B. Macaulay passed a crucial agenda with the aim to teach some of the Indians the British ideology so that it becomes easier for them with the process.(1957,p .716-18). Also says the same that it was their planned idea to trade their ideology to them though the colonized people had their own ideologies. Again Phillipson stated that, it was the indirect practice of power of the British people and that was the time the seed of cultural imperialism was ultimately sown. (1992, p.110-113).It is also stated by Phillipson that, the acceleration of power of English was because of social, political and economic reasons. (Phillipson, 1992: 110). Young at this point said that, when it was the time of the end of 19th century, it was the time when the colonizers made their mind to make that area a place of business and trade rather than a mere place of slaves.(Young, 1957). There were also some unsaid practice of power by the British rulers. For example they used to offer jobs only to those who could speak English. One evidence can be found from Phillipson, only those people who had proficiency in English, got recruited in government jobs.(Phillipson, 1992, p.111). Kumar (in Rahman; Hamzah; Meerah and Rahman, 2010) says that, the colonizer wanted that people learn their language so that it becomes easier for them to take a dig into their (British people) culture, literature and everything. One poem of British Novelist Rudyard Kipling ‘‘ White Man’s Burden’’ can be used as an evidence to justify the claim of their imperialistic nature. The poet tried to articulate his views in a euphemistic way and shows how it is not a good

idea to be in the utmost authoritative position in a particular region. The poem was written in 1899 and few stanzas are-

Take up the White Man's burden-
Have done with childish days-
The lightly proffered laurel,
The easy, ungrudged praise. (Kipling, 1899)

This reveals that the poet wanted to express that they (British people) must think about the fact that though they are saying they are doing all of their deeds by establishing their reign in another region for the “ betterment of the people” of that particular region or “to make them civilized” may not get the appreciation which they are expecting to have. The poet has indirectly tried to say that it can show the opposite impact.

2.3 Cultural Imperialism as a by-product of Linguistic Imperialism

Phillipson says that, “ the base of cultural imperialism is linguistic imperialism.” (1992, p.53).

It is true because it is the language that triggers the intrusion of foreign or dominant culture. According to Canagarajah (1999), the countries which are not that much developed are now dependent on the developed countries for the materials needed for educational purpose and this is how they get an opportunity to flourish their ideologies. And because of this it is easy for them to dominate through their language and eventually by their culture. (in Phillipson, 1992, p. 11). It is a silent process because people hardly realize that their culture is also being colonized while they are being colonized. In this matter Phillipson said, Cultural imperialism happens quietly by the explosion of theories, ideas and so on. (1992, p.57-58).(Phillipson, 1992, p.- 47). On this point, one very important quote by Phillipson is summarized here

that the man who is the Director general of British council once said that the most valuable asset of Britain is not oil or anything like that but their language, English. (Phillipson 1992, p. 48-49). Suresh Canagarajah stated, English language has a long history of making other languages of less importance which are peripheral and influence the native culture and their identity. (Canagarajah, 1999, p. 57).

2.4 Prevalence of Linguistic Imperialism in Educational and Job sectors in Bangladesh

The dominance of western culture through English language has been the matter of great worry for writers like Phillipson (1992, 2009), Pennycook (1994), Tomlinson (1991) and Canagarajah (1999). It is English language that is helping the USA and UK to become more economically, politically and culturally powerful. (Phillipson 2009: 9; Canagarajah, 1999; Tomlinson 1991). For this a good example can be the IELTS examination. To immigrate, study or work purpose in foreign country, it is necessary to sit for IELTS examination and show them the expected score. If someone fails to score the expected score, he misses the opportunity. This is how they are controlling us linguistically.

There are three streams of education in Bangladesh. They are- Mainstream Bengali medium, English medium and Madrasah medium. Firstly, Bengali medium is the most enriched with students in Bangladesh and that is the reason behind a vast population of students belong from Bengali medium background. "Most of the students of Bangladesh fall under this stream." (Banu and Sussex, 2001: 130). In another article Kamol stated, " In Mainstream Bangla medium, the medium of instruction and education is Bangla." (Kamol, 2009). Then comes English medium schools. These are privately run schools in Bangladesh and they follow the British curriculum. Students of English medium schools need to pass the O level and A level and then get enrolled in any University. According to Haque " these schools

directly follow British curriculum and syllabus.” (2011, p.185). After the completion of schools majority of the students make plan to study in the privately run Universities or go the study abroad. (Banu and Sussex, 2001 and Ainy, 2001). In another journal where it says, People belonging from the Elite class want their children to study in English Medium Schools to have the facility to have good jobs, scholarships for education in abroad and so that there is no fear of lagging behind from the rest of the world.(Ainy, 2001, p.114; Banu and Sussex, 2001, p. 130).

At one time there was less need for English Medium Schools in Bangladesh but with the passage of time, people felt the necessity of EMSs because they felt they were lagging behind from the ever flourishing world. From another article that, though there was no English medium Schools here, the elite class felt the necessity of that. (Ainy, 2001). Since Bengali medium Schools do not put that much emphasis on English, the necessity of English medium schools started to grow with the passage of time. (Ekushe, English and Ethics, 2010). Therefore children who go to English Medium Schools are more familiar with western books, writers, song than that of their own culture. Haque stated, “ they are much more familiar to Shakespeare than Rabindranath Tagore (Haque, 2009). For job sectors, all the job interviews both written and viva are taken in English. Many are deprived from the jobs they deserve because they do not have proficiency in English. This is somewhat unfair to them because they need to be expertise in the area he/she has studied not in the foreign language. Another ironical aspect of English being the dominant language is, Bangladesh has the history to protest and die for preserving and establishing their mother tongue, Bangla before any other language but now the people of Bangladesh are being judged on their skill of knowing English. Moreover, the highest ranked job examination Bangladesh Civil Service Examination has a separate and mandatory part on English. This says much about how we are linguistically imperialized. Furthermore, there are fifty private Universities in Bangladesh

and all of them offer the same medium of teaching that is English. Therefore, from the above discussion it is clear that how English is dominating us linguistically.

Chapter 3

Research Methodology

3.1 Introduction

The imperialistic nature of English which is prevalent in Bangladesh to a great extent, requires to have resolved since it is menacing to overshadow one particular region's own identity whose large part includes its language and culture. This study is designed to explore the areas and factors that has been accelerating the dominance of English as a language in a country like Bangladesh where English is established as a second or foreign language. This language dominance is also triggering the foreign cultural intrusion to our culture and the study also aims to dig into that to some extent.

3.2 Purpose of this study

This paper has been specifically designed to explore the spheres where English is proving its dominance as a second language in Bangladesh. .The study will also take into considerations the facts, practices and mindset of people that are triggering to this Linguistic Imperialism's solid foundation in our cultural setting. The prime focus of this study has been to store people's experiences, their opinions and perspective about English being the imperialistic language in Bangladesh. This paper also documents stories of six individuals from diverse backgrounds whose experience will make this paper more comprehensive in manner. Again, the other participants who are interviewed by semi structured questionnaire in focus group discussion, will also contribute to the better understanding of the study and justify the central phenomenon of this paper.

3.3 Research Design

3.3.1 Qualitative Research

The research design included the employment of qualitative research methods in addressing the research questions. The methodology involved examination and anticipation of students and people's perceptions who had in any stage of life has consciously or subconsciously felt that English is practicing its superiority and their experiences have been articulated by transcribing and in many cases also eliciting. This study was intended to gain an understanding of these variety in the interpretation by interviewing and observing individuals or focus groups. Moreover, they were interviewed willingly because the study requires to achieve the insights of the individual's perspective instead of intentionally driving them to reach to a conclusion. According to Merriam (1998) qualitative research's contribution in terms of education practice and base of knowledge is very significant because it emphasizes on the perspective of the people who have been studied. (p. 1). According to Pope & Mays (1995) qualitative study is the formation of the ideas that assists us to comprehend any social issue in a more neutral setting because it includes the views of the interviewees. Therefore, dimensions of qualitative methods is all about getting a clear understanding of the context and also look into the aspects that clarifies how economic, political, social, cultural, environmental and organizational factors influence people's mindset and make the outcomes more visible to study. The qualitative researcher opts to dive into how people make sense of their experiences. Again, Bogdan & Biklen (2007) noted that any research design is used in order to show the research plan of the researcher. (p. 54) Likewise, current qualitative studies showcase that the explorations are not as much segmented as it was assumed to be traditionally. The researcher has worked in this way to reach to the conclusive hypothesis of this study. Denzin and Lincoln (2003) stated categorically that qualitative researchers' intension is not to develop a hypothesis rather they are more concerned with the behavioral patter of the subject in their own settings. (Cited in Poddar, 2011, p. 21).

For answering the research questions, a qualitative way of research is perceived to be more fruitful and it is more appropriate to remove any kind of ambiguity of the concerned areas of this study.

This study findings were mainly grounded on participant's own thoughts, feelings, opinions and point of views regarding the matter. Strauss and Corbin (1998) gave this definition that qualitative research's findings are not derived by quantification or any kind of statistics. (pp. 10–11). (Yilmaz, p.311) They also shared their stories as well as their experiences while being interviewed and the researcher thus got the opportunities to observe many aspects and come into a conclusive hypothesis of the study. The research was done over a time period of three months and for conducting these, the participants were selected in a random manner from diverse backgrounds. The researcher has interviewed six people individually among whom four students were from Bengali medium background, two students from English medium background and one professional job holder and a job holder who is also an English instructor /teacher in a coaching center. Two focus group discussions have also been conducted of nine people and seven people consecutively. Focus groups who belong from different departments are of a University are interviewed to get a more transparent understanding of the study and the researcher has also put emphasis on observations that might have been done either by observing as a participant or just observing in a quiet manner in different contexts and situations which was relevant with this study. The research thus requires a purposeful sampling where the researcher. It is noted that intentionally chooses the participants and site in order to have a better understanding of the phenomenon on which the whole paper is based on. According to Creswell where he cited Patton and stated, the main purpose of qualitative research is to see whether the data is rich in information. (Patton, 1990, p. 169 as cited in Creswell, 2012, p. 206).

Individual interview sessions took place, and each participant answered a list of open-ended questions through which the researcher aimed to record the responses and identify the characteristics. During the interview sessions, participants participated in answering some open-ended questions made by the researcher to justify the claim of this study. The purposeful sampling also assisted the researcher to alter many questions where the participants suggested for modification of the question for a better understanding. This is how the holistic overview of the participants' experiences was gained in an effective manner.

3.4 Participants of the study

This research is based on the secondary and tertiary level students' opinions, experiences. The interview has been conducted in participants' homes, workplaces and in educational institutes such as School, College and University. The students from the University have twelve years of schooling and because they are from a privately run University, they have the option to study in diverse subjects. These participants are mostly interviewed in focus groups. A Bengali medium English class has been observed where the students belonged from class nine and two students and two job holders from Bengali medium background have also been interviewed individually. Therefore, there was an unequal numbers of male and female participants who have been interviewed for the research purpose.

All the participants are randomly selected by the researcher. Some of the participants are the University mates of the researcher and some are previously known to the researcher. Again, there are number of participants who are acquainted to the researcher by others means. And for this, the researcher initially asked his friends if they are interested to participate and they willingly participated. The names that have been used in this research are pseudonyms or fictional. This is how the qualitative research has been conducted.

| Participants' status/class | Interview type | Number | Institution/ Medium |
|-----------------------------------|--------------------------|---------------|------------------------------|
| Class IX | Focus group discussion | 09 | A School/ Bengali medium |
| Class IX | Individually interviewed | 01 | B School/ Bengali medium |
| Class X | Individually interviewed | 01 | C School/ Bengali Medium |
| 8th Grade | Individually Interviewed | 02 | D School/ English Medium |
| Job holder | Individually Interviewed | 02 | Bengali Medium |
| University Students | Focus Group Discussion | 07 | E University/ English Medium |

Table 1: Participants' of the study

3.5 Data Collection

The researcher has collected the data by interviews, individually or by focus group interviews and also by observing the participants. To do this, the five process to develop qualitative data collection of John W. Creswell has been implemented which asks the researcher to plan, conduct and lastly evaluate the collected data. (Creswell, 2012, p.205) Therefore, according to that the researcher firstly collected data, then did the purposeful sampling of that data. To do this initially the participants needed to select carefully so that they can provide relevant and necessary information for this research. The researcher had to record the interviews using

voice recorder of her cellphone. However, many did not want their interviews to be recorded. So, in that case, the researcher had to write down important points in the style of talking notes. Moreover, after the interviews were done, many calls were also made via Facebook call or simply over cellphone for further query.

3.5.1 Data Collection Strategies

Interviews

The aim of this research was to ensure the data collection from the participants is spontaneous. Therefore, they were enabled in a setting where they shared their experiences in a story telling style and the data was collected. Smith suggested the interviews to be in the style of storytelling so that they can speak without any pressure and can easily develop their own ideas. (Smith et. al, 2009, p. 56) He also said if they are interviewed from their comfort zone, eventually they will share the detailed account of their experiences and thoughts and that will thoroughly help the research. (Smith et al., 2009, p. 59).

Researcher had planned the questions in a way that helped the participants to take interest to talk and the questions were open-ended. Therefore, through the interviews, the participants' answers were in good length that helped the researcher a lot for further observation. Smith stated the questions to be set in the manner that they are open and allow the interviewee to talk. (Smith et al., 2009)

Again, there were many questions that the researcher felt that participants may not find any interest. So, in that case they were asked later or at the end of the interview so that when they are fully comfortable, they can share their thoughts on those. Questions that may be sensitive or has issues to be elicited the main theme were asked later once the interviewees gained comfortability (Smith et al., 2009).

Observations

The researcher has also conducted some semi- structured interviews which means she wanted to keep the interview session more casual with the intention to observe what the participants or interviewees think or react. In an online article it says, "Combines participation in the lives of the people being studied with maintenance of a professional distance that allows adequate observation and recording of data" (Fetterman, 1998, pp. 34-35). This means they (the participants) are studied in their own setting and it is easy for that reason to observe that and to collect necessary information from those observations.

3.6 Data Sampling Procedures

Setting is very crucial for any research. The research has been conducted in classrooms or in participants' home setting. Mainly, the focus group interviews were conducted in classrooms and for individual interviews they were done in their homes or outside where they felt comfortable to talk. An interview has been conducted in a coaching center. The interviewee is one of the instructors of that coaching and an IBA, Dhaka University (IBA) graduate. Some classrooms in English medium schools did not cooperate that much and for that case the researcher had to call interviewee and there was also email interviews done.

The purposeful sampling strategy has been followed in this research. According to Patton, Purposeful sampling's power and credibility depends on the proper selection of sample that will allow the researcher to generalize it to the larger population. Therefore, the purpose is generalization. (Patton, p.169)

In many cases like, interviewing in subgroups follow homogenous sampling because it has been conducted by picking up small groups of people and it is the sampling with maximum variation. The aim of this kind of sampling is describing those subgroups going in depth.

And in away where there is various kinds of participants, an overgeneralized idea can be generated from this kind of sampling. “A program that has many different kinds of participants may need in-depth information about a particular subgroup. ” (Patton, p.173)

Again Patton elaborated the idea saying, based on homogenous groups the interviews of focus groups are conducted. It includes open-ended questions and a small group of students are asked those questions in structured or semi structured interview styles. The plus point of this is they share some common experiences and stories because they are all more or less from the same background and they can talk about the major issues through those they might have been affected. (Patton, p.173)

Another kind of sampling Patton talked about is purposeful random sampling. For this the small group will be chosen to do in depth qualitative research and this will increase the result to be more credible. For many audiences, random sampling, even of small samples, will substantially increase the credibility of the results. (Patton, p.179)

3.7 Data Analysis

For analyzing the data Creswell’s six steps to analyze data has been implemented. (Creswell, p.261). Therefore, firstly for preparing data, the collected data is transcribed or the field notes or the notes while conducting the interviews are preserved carefully. “Familiarizing yourself with your data, is focused on reading and re-reading the data, noting down initial ideas” (Braun & Clarke, 2006, p. 87). Then the researcher needs to code the data. “Generating initial codes: coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code” (Braun & Clarke, 2006, p. 87). It is the major part of analyzing the data and coding has been done to analyze one generalized themes that is relevant. Then some themes has been generated and these themes contributed to the thematic analysis of the paper. The paper will be segmented according to the themes and then it will be

analyzed thematically. “Searching for themes, collating codes into potential themes, gathering all data relevant to each potential theme” (Braun & Clarke, 2006, p. 87). Then according to Cresswell the term “Represent and report qualitative findings” are applied to analyze data. The last step is the validation of the findings and in this aspect Braun said, “Defining and naming themes, ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definition and names for each theme” naming and (Braun & Clarke, 2006, p. 87).

3.8 Ethical Considerations

The researcher has ensured that the ethical issues for doing this research are maintained strictly. Firstly, the researcher took into consideration about her usage of language. She was aware of not using any kind of inappropriate language that is not proper and can hurt participants’ self-esteem. The researcher ensured to take interviews of only those who were willing to participate. No one was even slightly forced to sit for interview. One of the crucial ethical parts is talking regardless of any bias while interviewing. The researcher had also made this sure. The recording part for validity of the data was also maintained according to the opinion of the participants and those did not want their conversations to be recorded, were not recorded. Lastly, all the names that are used in this research are fictional names and all the participants names, personal details and credentials have not been mentioned in this research.

Chapter 4

Linguistic Imperialism: Participants' Stories and Analysis

4.1 Ishmam's story

Ishmam is a thirteen year old student currently studying in an English medium schools of Dhaka. He is the only child of a Doctor father and his mother is also a teacher of another English medium school in Dhaka. He revealed that he hardly gets ample time with his parents since they both have to go outside for work purpose. His leisure time is passed by playing video games and watching English movies.

Mentioning his finals are knocking at the door, he talked about how he scarcely gets any free time to play in the afternoon with his friends who are also from the same school because his teacher comes at that time. Bengali is one of the few subjects that seems difficult to him. Throughout the interview, it was also noticed that he never used full Bangla while conversing. It was sort of ‘‘ Banglish’’ the mixture of Bangla and English.

While asking about his friends and whether they also find it difficult to talk in Bangla let alone reading Bangla as a subject, he nodded and said the classes they have except Bengali, all are conducted in English , teachers use English for giving instructions . Moreover, he is from English medium background since the very beginning of his school life. He uses English while talk to his parents too. He added that, if someone uses Bengali in the classroom, the teacher forbids to that instead they encourage to use English always. However, he said he has his *Dadi*, Grandmother who resides with them always speaks in Bangla with him and his parents.

When there is no study pressure, his daily life includes going to school, preparing homework's then playing video games. When asked what type of games he prefers, he mentioned one certain type of game where it has to be played with many players and for him, those many players are two of his friends and it needs to give instruction of the steps in the game. Therefore, they use English for this. When asked, if he reads any kind of Novels, he mentioned he likes to read English comics more than any other types of books. He even did not recognize Dr. Zafar Iqbal when he was asked about him.

Ishmam's favorite foods include, pasta, pizza, sushi, ramen and most of the western foods. Recently he celebrated his birthday in a posh restaurant with all of his family members. He added that, " my mother, father and grandmother ordered continental cuisine where I ate one extra cheese pizza".

His school celebrates a variety of programs every year. Recently they celebrated *pithautsob and annual sports day*. While asking about 21st February or was there any event on this, he replied in negative. From this, one conclusion can be, though they are little acquainted with Bengali culture, many important things of Bengali culture are also being overshadowed.

Ishmam prefers to attend many international events or the events like " Comicon" which follows the western pattern. He hardly goes to *EkusheyBoimela* and mentioned last went when he was a fifth grader.

Ishmam wants to be a Barrister and wants to study abroad. He is also willing to start his college in a foreign country where he has his Khala/ Aunty residing permanently. From, this conversation it is also found that, he has a slight feeling of dislike for the education system in Bangladesh. He likes most of the western and foreign things rather things of our own culture.

4.2 Mr. Shahid's story

Mr. Shahid is a 29 years old professional currently working in a private tv channel in the post of Senior Broadcast Engineer. He completed his BSC in Electrical and Electronics Engineering from one of the private universities of Dhaka.

His first job was in a tv channel as a junior Engineer. He was promoted as an Engineer after 1.5 years. He switched his job after that and there also he worked for 1.5 years as a broadcast Engineer. Finally, in his last switched job, he is working in the position of Senior Broadcast Engineer.

Mr. Shahid's School and College were in Khulna. And he had always been in Bengali Medium from the very beginning of his educational life. However, although he has always been from Bengali medium, he was very studious from his boyhood and also has a reading habit to read any kind of books whether it is in English or Bengali. Therefore, when he was in University, he did not face much difficulty to study in English since all the books were written in English. This shows the imperialistic view of English since for the most important phase of educational career, one has to study in English instead of their own language.

Mr. Shahid at one point revealed that after completion of his College, he once thought to complete his undergraduate degree from a foreign country as he said, "foreign degree is very helpful in Bangladesh to get a good, high salary job in Bangladesh". However, he eventually came to know for this he would be requiring *IELTS* score to get into a very good University. However, he had score of 5.5/6 and that was not enough.

When asked about his experiences of job interview, he said, he was asked questions in English in his first job interview. Though all the questions were related to his degree and the job, he found it a little difficult because speaking in a foreign language suddenly and without

any practice is bit difficult. He also added there is an unsaid perception of people that students from private Universities are good in English. He did not get the job.

Again, in the last job interview he faced the same situation and he thinks English plays a very important role in professional development since it is very necessary to create a good impression anywhere. As he said'' it is thought as sort of ''Royal'' language in Bangladesh''. After joining he was rather confirmed that English has a great importance since his boss and all the other people with high designation was proficient in English and all the deals with other companies were also done in English. However, he mentioned that in office all the employees usually converse in Bengali.

4.3 Anika's story

Anika is a 15 year old girl who studies in class nine of a Bengali medium school situated in the suburbs of the city. His father has a small shop in Chakbazar and mother is a housewife. However, her parents are very serious about her education and she is also one of the top students of her class.

She has a two home tutors for the subjects Math and English. There is a tendency of majority of students to be weak in these subjects hence her parents try to maintain these two home tutors for her.

When asked the difference between the teaching style of the school teacher and her home tutor she went on saying that '' Sir (school teacher) only teaches us the rules of grammar and the meaning of the passages of the textbooks''. It is difficult for them to get a proper grasp over English in this way and the class time is not also adequate to learn and remind every rules properly. And while talking about her home tutor, she said '' Sir helps me in noting down all the vocabularies, often helps me to do translations and helps me to practice the grammatical rules from the book of *Chowdhury and Hossain*'''. From this we get a clear view

of how they are emphasizing on English teaching since it is very necessary in the context of Bangladesh.

Anika said, in English class their teacher talks in Bangla but in the Examination, they are required to write everything in English and it is very difficult for them since majority are not that good in English.

She wants to be a magistrate in future because she thinks it is one of the most prestigious jobs in Bangladesh. She went on saying that since Bangladesh Civil Service Examination also requires to be knowledgeable about English and English literature, she is afraid she will eradicate her fear of English for her future Betterment.

Recently they were sent to a debating competition in a school of Dhaka and there they saw students' debates in English. She was feeling very low since they were not that proficient as the other students were. In her words " we felt they were very advanced than us".

All these things reveal how English as a language dominating us. It is still regarded as the utmost necessity to reach to a better point of life.

4.4 Tanvir's story

Mr. Tanvir is working in the position of MTO in a private bank and also doing a part time job in a coaching center mainly for IBA admission. He himself is an MBA graduate from IBA as in Institute of Business Administration, Dhaka University. He is the English instructor of that coaching.

He shared his English proficiency journey in the interview though he is still not that much proficient in terms of Speaking English. He said, he had a long cherished dream of studying in IBA but because of coming from a rural area, his proficiency in English was not up to the mark. He sat for IBA admission for three intakes in total. In two he did not get chance and in

third attempt he could attain his goal. He said that, it happened only because He was not good in English and IBA demands a very strong command over English grammar and Vocabulary. Therefore, he had to read a lot of books on English mostly those that are suggested for GRE examination. He even shared that, he had to finish the Harry Potter series in order to strengthen his vocabulary

4.5 Analysis

All the questions were set in that way so that the researcher can elicit necessary information that is necessary for the thesis. The story of the participant named Ishmam reveals how because of the aloofness from his own language and cultural traditions, he knows very little about the prominent writers, novelists. Moreover, when asking about food he did not take any Bengali food's name. I wonder if he knows our sports like – Ha-du-du or even he has heard about it. It's all because of the books they study in school, all are in English and mostly covers the foreign topic. Therefore, they can only learn about their culture, not ours.

Mr. Shahid the other participant who completed his School and College studies from Bengali medium discussed how this imperialistic nature of English is creating problems for people who have ample knowledge for getting recruited in a job but not having enough command over English, they are not given the priority that they should be given. Mr. Shahid's story showcases the struggle of the job seeking people and the struggle is caused by Linguistic Imperialism. In my opinion, their knowledge of the particular job area should get more preference than their knowledge of English because majority do not get the opportunity of getting better tutoring on English.

Anika, the other participant's story shows how the people who are not from English medium have to struggle in English since they have two main subjects, English first paper and English second paper. The education system itself is in the dominance Linguistic Imperialism. In the

suburbs areas, the areas located near the city hardly have good teachers of English because all run after the good jobs in the cities and these areas are always neglected.

Tanvir, a brilliant student coming from a small village, showed his brilliance by getting chance in IBA but unfortunately after sitting for admission test three times. This was only because his English proficiency was not satisfactory. Therefore, the question remains that for which reason only knowledge of English can overdo one's other area's vast knowledge because it is not fair to some extent. All these things are the outcome of Linguistic Imperialism. We are so imperialized by English that in every spheres of life we find its prevalence and its mostly creates difficulty for majority of the people of Bangladesh.

Chapter 5

5.1 Bengali Medium Students' perceptions on Linguistic Imperialism in Bangladesh

Majority of the schools in Bangladesh follow Bengali Medium curriculum in Bangladesh. Being a least developed country Bangladesh has mostly the rural areas where teachers are not that much proficient in English logically and that is the reason that there is no English medium schools except Bengali medium schools only. Bangladeshi government is the unitary government type and because of that every important institutions are city based and the rural or suburbs areas are just depending on the city for everything. Therefore, since English Medium schools are the choice of the elite class people and most of the elites reside in Dhaka, all the good English medium schools are situated in Dhaka. This is the reason behind the huge number of Bengali medium schools in Bangladesh.

Now, as it is said earlier, the English teachers in rural areas are not that much proficient in English and it is because all the proficient people head towards the city for better job and future prospect. Therefore, not having that much quality education in English, most of the students end in having fear in English. Here this is important to mention that the basic of English among the students of Bengali medium has not improved and that resulted in this kind of phenomenon. When asked of their favorite English teacher, they took a person's name who was their teacher but unfortunately he left the school job and is now settled in abroad. They shared that his teaching style helped them because he used to share many synonyms for one word that it helped them a lot to translate their passages of the textbook and they also learnt to use different words also. In one of the student's own words, ‘‘বোর্ডে একটা অপরিচিত শব্দ লিখে তার নিচে অনেকগুলো শব্দ লিখতেন যেগুলোর অর্থ এক। তাই পরীক্ষায় বই এর বাইরে আসলেও আমরা উত্তর করতে পারতাম।’’ This means the student said that their teacher used to write one unfamiliar word in the board and below that he used to write many synonyms of that word. Therefore, if they

would find any other word in the examination, they would be able to answer that easily. This shows though it was beneficiary for them to some extent but it is again promoting the idea that the English classes of Bengali medium schools are translation based. Therefore, even if they are good in reading and writing, in spoken English they do not excel and they have to suffer in the long run. The whole system of our country more or less has become imperialized by English. Therefore, to change any of the aspects is tough. However, change can be brought in the mindset of the people so that all the aspects of a person is considered not only basing on his/her English proficiency the person should be evaluated.

All the students or professional I have interviewed either in focus groups or individually and who are from Bengali medium background shared one common thought that the dominant nature of English in Bangladesh has caused and also being caused trouble in any phases of their lives. They felt that their knowledge of other subject or aspects has been overshadowed by their knowledge of English and they think it is not fair.

One focus group of Bengali medium school shared their experience that they went to the national level of Badminton playing competition where some of top ranked teams were from English Medium Schools and all the time they were using very less Bengali and were talking mostly in English. They felt they were not getting as much prioritized as those of students from English Medium and it is definitely not a good experience for them.

An individual from class nine of Bengali medium school said their English classes are mostly translation based, not practice based and they hardly get any chance to speak in English and this is a how she is not that much good in English though in other subjects she always secures the highest marks. She wants to study abroad with scholarship and she thinks it sort of hard for her since if she cannot improve her English in Undergraduate level, she may not be even

avail for scholarships since for having scholarships all the tests are taken in English. This is how she feels that English has imperialistic nature in the context of Bangladesh.

Another professional person from Bengali medium background thinks English is a dominating language in Bangladesh because in every job sectors people who are more proficient in English get prioritized and he thinks here professional or technical knowledge regarding that job is not being fairly evaluated.

From another focus group interview of the students of Bengali medium they shared their preference of TV shows they watch. The researcher has asked this question to know if they are really interested in any kind of English tv shows. They shared that they prefer Hindi tv shows and when I shared my favorite tv show which is an English show they were heard saying, “আমরা তো ইংরেজি ভালোমত বুঝতেই পারিনা” which means they said they do not even understand English properly. This revealed their knowledge and interest in English. This can also be thought of this way that they are forced to learn English but that is not their intrinsic motivation. That learning takes place because it is necessary for their educational purpose and this is the overall scenario of the students of Bengali medium. They do not want English to be the dominant language because their base has not been strengthened from the very beginning of their educational life.

Again according to their own words, “আমরা বিতর্ক প্রতিযোগিতায় গিয়ে দেখেছি অনেকে ইংরেজিতে বিতর্ক করে কিন্তু আমরা তাদের মত পারিনা। আমরা তখন ওদের দেখে অবাক হই আর ভাবি আমরা কেন ওদের মত করে বলতে পারিনা।”

This statement can be translated as, “ we went in a debating competition where we saw many students were debating in English but we cannot debate in English. It sort of surprises us that why they can and we cannot.” This also showcases how the English medium schools do not encourage their students to use their mother tongue Bengali instead of English which is making them totally alienated from their own culture. One student also said, “ওরা (ইংরেজি

মাধ্যমের শিক্ষার্থীরা) তো বাংলাই ঠিক মত বলতে পারেনা, ওদের সাথে মিশে কথা বলতে তাই আমাদের সমস্যা হয়'' . This means, according to them (Bengali Medium students') since the students' of English medium cannot speak Bengali properly, it seems hard to them to communicate properly. This statement pretty much reveals how there is an unseen gap created between the two streams of education and it is all because of the language difference.

Chapter 6

6.1 Linguistic Imperialism is Promoting Cultural Imperialism: Analysis from the Perspectives of the Students' of English Medium Schools

It will not be wrong if someone says Linguistic Imperialism is triggering Cultural Imperialism in Bangladesh because in most cases it is true. When the British people thought of having the full control of this territory, they firstly emphasized on people's learning of their language which is English. It is because to know another culture, literature and their history the primary stage is to know their language. Once a person will learn the foreign language they will be interested to explore the foreign culture, history, literature and this is how English culture also made its way a long ago and as a result many of their cultural forms are taking root in our culture and our own culture is not getting the utmost importance.

All the students whom I have been interviewed belonging from different English Medium Schools in Dhaka are seen to have more interest in western culture and the way they pass their lives rather than adapting to their own culture. While interviewing, some of their Bengali accents were sounding like the English accent because they pass a big time in schools where most of the time they are talking in English and in the classroom setting they are strictly prohibited to use Bengali. Some of them were talking like, "আমরা তো স্কুলে I mean we talk in English the whole time that is why আমাদের অন্য সময় বাংলা বলতে it seems difficult to us." Their use of language can be termed as "Banglish" which is it is not either full English or Bengali. This is now also a cultural practice in Bangladesh that people mix two language and utter them in their preferred way to utter. It is very much harmful for a language because ultimately they will end up not learning any of the languages properly and also if they are from English medium, they will never learn to use proper Bengali Language.

Ishmam, a student of standard eight of an English medium school revealed that he mostly reads Marvel comics in his leisure time. Marvel is the English publisher and their comics about superheroes and the foreign culture seem more interesting to him rather than any Bengali comics or novels. On asking that if he ever had any chance to read the novels of Dr. Zafar Iqbal, he nodded negatively and his reaction was sort of self-explanatory that said that he was not even familiar with Dr. Zafar Iqbal. In his words, “উনি কে? উনি কি বাংলাদেশের একজন প্রমিনেন্ট রাইটার? উনি কি ধরনের বই লিখেছেন?” which means he asked, “who is he? Is he one of the prominent writers of Bangladesh? What type of books he wrote? “He kind of throw questions against my question to him and that basically shows how much he knows about Dr. Zafar Iqbal. This is very sad because if they don’t read any Bengali books, they will never know the crisis that is prevalent in Bangladesh, the cultural norms we follow, the things that is our own. Here Ishmam is the representative of thousands of other students who will also talk in the same way like Ishmam. It is a matter of great worry that from their family they are never asked to use proper Bengali too. Their parents do not encourage them to read books of our own writers and novelists because they think, using all the things related to English is prestigious.

Again, Hamim another student of eight grade of an English medium school shared his favorite foods that were mostly western or not from the foods from our culture. When I asked him if he likes any kind of pitha he said he likes the cheesecakes that is similar to our “Pitha”. Therefore, without any doubt, this Linguistic Imperialism is accelerating the process of Cultural Imperialism in Bangladesh. He in one point said that they celebrated the birth anniversary of Shakespeare in his school. While asking if they celebrate Pohela Boishakh in his school, he could not recall any Pohela Boishakh celebration in his school since the time he is in that school. Therefore, it is clearly seen that though they are celebrating things from foreign culture, they are overlooking the element of celebration from

their own culture. All these because of the English language that ultimately resulting in Cultural Imperialism too.

Even in terms of our national novelists, poets are unknown to these students of English Medium schools because they don't read or get any chance to go through their works in lifetime. After finishing schools many of them plan to go abroad for higher studies and there their getting familiar to own culture, literature and history becomes more complicated eventually. In one participant's words, " my future plan is to finish my higher studies abroad and then I will do a good job and plan to settle there." This statement talks about their mindset that since they do not want to be in their country, they do not want to know its language and culture too. Therefore, they are more interested in the western culture and tradition and follow those norms ignoring which are their own. This is how, Linguistic Imperialism is producing a by-product that can be termed as " Cultural Imperialism ".

Chapter 7

7.1 Prioritizing of English in the Job sectors of Bangladesh: Professionals' Experiences

English has spread its dominance in every important aspect of our country. So, job sector is also not different and to some extent, Linguistic Imperialism is highly visible in the job sectors of Bangladesh. In order to keep pace with the current world and top be up to date with the present world, every company prioritizes the people who have a very good command over English. Moreover, the multinational companies and established business organization cannot even think of recruiting employees who do not have a standard level proficiency in English.

While interviewing Mr. Shahid, a job holder currently working in a private TV channel as an Engineer shared his job recruitment experiences. Before coming into the job or even before his first job he said that he had given a lot of interviews but did not get a call. He further shared that all the interviews in which he had appeared after getting selected in written examination, the viva seemed tough to him to some extent because they were asking him questions in English and he coming from Bengali medium background with very little to no practice of English speaking felt very uncomfortable to speak. According to him, “আমি অনেক চাকরির ইন্টারভিউ দিয়েছি কারণ আমার ফ্যামিলিকে দেখতে হত আর আমি বেকার ছিলাম। আমার তাই চাকরির প্রয়োজন ছিল। কিন্তু ইন্টারভিউ দিয়ে রিটেনে যদিও পাশ করতে পারতাম, ভাইভাতে গেলেই আর পারতাম না। কারন আমার মনে হয় তারা আমার ইংরেজির ফ্লুয়েন্সি দেখে আমাকে যাচাই করতেন। আর তাই ভাইভাতে বাদ পড়ার কারনে আমার চাকরিটাও আর হতনা’’. He said that he needed a job since he had his family’s responsibility. However, if he would pass the written, he used to fail to pass the viva and he thinks it might happened because the interview board used to evaluate him on the basis of his English proficiency. After sharing this he went on saying that it is not the right way of recruitment where you are judging one person based on only one criteria. This is correct because for example, if they are recruiting for any good

position in bank, maximum question they set are from English wherever it would be more legit if they set the questions according to the criteria asked for that particular position. Therefore, Mr. Shahid also believes that the job sector is also in the dominance of the English speaker and that is how Linguistic Imperialism is prevalent in job sectors also.

Another participant Tanvir, an MBA graduate from IBA, DU and also a job holder in a private bank shared his story of how he attempted for IBA admission thrice and first two time failed because his English grammar and vocabulary was not strong and for IBA, they give utmost importance on English grammar and vocabulary. In Tanvir's words, "আমি বরাবরের মতোই খুব ভালো স্টুডেন্ট ছিলামা দুরবলতা থাকলে সেটা একমাত্র ছিল ইংরেজিতে স্কুল, কলেজ এমনকি ইউনিভার্সিটির এডমিশন টেস্টেও ইংরেজি নিয়ে প্রবলেমে পড়িনি কিন্তু আই বি এ চায় ইংরেজিতে যারা সবচেয়ে ভাল তাদেরা তাই ইংরেজিতে ভাল করতে না পারায় যখন বার বার চান্স পাচ্ছিলাম না, তখন ভেংগে পড়ছিলাম" this can be translated as, " I used to be a good student from the very beginning but if I have weakness in any aspect that was in English. I never face any problem in School, College and not even in the University admission test but IBA wants those students' who are best in English. Therefore, after trying for many times when I was failing, it was depressing for me." So here one question arises that for which reason the best Educational institute itself is prioritizing English and that too the examinee of IBA admission test need to show his/her excellence in English. Therefore, it can be clearly seen that how much the whole system is under Linguistic Imperialism.

He got selected in the third attempt because for two years he continuously studied English. Again, this is related to job because in his word, " If I could complete my MBA from IBA, DU, it would be easier for me to get a good job with a high salary". This statement also proves how knowing English goes hand in hand with getting a good and high salary job. The idea is like, if you know English, very opportunity is yours which is proving to be discriminating to many of the brilliant students like Tanvir who is because of a high salary

job and the job that is regarded as more prestigious in our country had to labor a lot. Therefore, this can be said that the dominance of English is also highly observable in the job sectors of Bangladeshi Context.

Chapter 8

Discussion and Conclusion

8.1 Discussion and Recommendation

From this study, it has been found that, majority of the people who belong from the elite class or who want their children to become up to date with the current world, they seem to have an impulse towards the language, English. This fondness eventually resulting in the fondness for the foreign or western culture, tradition and other things too which is a serious issue for any part of the world because losing one's own language, culture means losing one's own identity.

This imperialistic notion of language is seen in both direct and indirect way in the prospect of Bangladesh. In majority of English medium schools of Bangladesh, they do celebrate many occasions like Halloween, Easter and many other things. However, they hardly celebrate 21st February, the International Mother Language Day because to some extent they do not follow or think of maintaining that. They do not intrinsically think of the fact that they should use their mother tongue, Bengali more than English.

Again, PohelaBoishakh is not celebrated with that much enthusiasm in the English centric schools because they do not think it is a fruitful idea to introduce own culture by celebrating it only for one day. Furthermore, the difference in dress code is also seen between the students of Bengali Medium and the students of English medium. For example, for the girls of Bengali medium the dress code is mainly our traditional attire like now it is salwar kameez. However, but for the girls of English medium schools the dress code follows the western school tradition and in many English medium schools there is no dress code for that reason they can wear according to their choice and eventually they choose the western ones.

Therefore, it is very much visible of how Linguistic Imperialism is helping in the intrusion of western culture in Bangladeshi culture.

The current dominion of English in the aspect of language, culture and tradition is huge. Therefore, it is not attainable to eradicate its dominance from the root since English remains every aspect and has mingled into different sectors of our country. However, there is still possibility to control this Linguistic Imperialism so that it does not prove to be any more threatening by following some of the ways. For example, in English medium schools the governing body can monitor that the students are not completely unaware of their own language, culture. Even they can encourage the teachers to help the students in this process. The text books can include many aspects of our own culture alongside of the western culture so that they can learn both and be respectful towards their own culture. In job sector, the recruiters can consider the fact that English is just a language, it is not a measuring scale to measure one's knowledge, skill and intelligence. However, if they think it is completely inevitable to be good in English, they can provide or arrange special training on that. In short, in all the aspects both of the language should be given importance but it should be taken into much consideration that we do not lose our own identity. A good example is the example of Chinese people. They do not know English properly and they are completely fine with that too. It has not hampered their progress. Therefore, the mindset that without knowing English one cannot prosper or progress, this thought should not be encouraged.

8.2 Conclusion

To conclude, it can be said that, whether it is a Bengali medium or an English Medium School both should teach and build their students in a particular way that they grow up with a very strong sense of their identity and the things which is their own by default. Although this research mainly puts light on the aspects in which imperialism is prevalent by language and

other aspects that is too enabled by this Linguistic imperialism, we cannot deny how the majority of the countries of the whole world is under the dominance of English Language. Therefore, we should take care of the fact that we do not lose our own language in long run and also our own cultural values. Finally, I will recommend to conduct further research on this issue so that people can know about it in more fruitful and effective ways.

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Appendix A.

Interview Questions:

- 1) What is your name?
- 2) What are you doing now? / What is your profession?
- 3) Can you explain your Educational background briefly?
- 4) Which background are you from? English or Bengali Medium?
- 5) For your undergraduate/ BSc, the books you had to study were mostly from which background?
- 6) The course books usually are written in English as they are mostly from the foreign author. Do you think it is eventually establishing English as the most dominant language?
- 7) After your completion of undergraduate/ BSc have you ever thought of obtain a post graduate degree from abroad? If yes, why do you think that is necessary in the context of Bangladesh?
- 8) Why do you think a degree from abroad will help you to prosper in your life?
- 9) In job interviews have you ever felt that people who are proficient in English are getting prioritized?
- 10) If yes, what do you think the reason behind that?
- 11) When you were asked question in a job recruitment, how did you feel about it?
- 12) Did you feel it is overshadowing your particular skill for that job and focusing more on your English proficiency?
- 13) To what extent do you think your proficiency in English helped you to get that job?
- 14) In your professional setting, in which language everyone communicates? In English or Bangla?
- 15) In which language you talk to your boss in official setting?

16) Do you think being proficient in English (Written and spoken) has any great impact for one's professional development?