# CULTURAL ASSIMILATION & ATTITUDE OF NON-NATIVE MIDDLE SCHOOL STUDENTS AND ADULTS IN DHAKA: A COMPARATIVE STUDY

By: Raquib Quasem

Student Id: 13177012

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BRAC Institute of Languages (BIL)

BRAC University (14th Floor)

66, Mohakhali, Dhaka-1212

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# Keywords

**Acculturation:** the adoption of the behavior patterns of the surrounding culture

**Attitude:** perspective or viewpoint

**Cultural assimilation:** a gradual process by which a person or group belonging to one culture adopts the practices of another, thereby becoming a member of that culture

**Cultural Relativism:** is a method whereby different societies or cultures are analyzed objectively without using the values of one culture to judge the worth of another.

**Custom:** a role or norm of action of a particular group

**Diffusion:** the borrowing of cultural elements from other societies in contrast to their independent invention within a host society.

**Integration:** a process of developing a society in which all the social groups share the socioeconomic and cultural life.

**Native:** Bangladeshi citizens

**Non-Native:** Foreigners whose mother tongue is not Bangla **Social Distance:**

**Social Groups:** a group of two or more people who interact with one another and who recognize themselves as a distinct social unit

**Socialization:** Socialization is predominately an unconscious process by which a newborn child learns the values, beliefs, rules and regulations of society or internalizes the culture in which it is born.

**Society:** A group of people, who share a common culture, occupy a particular territorial area and feel themselves to constitute a unified and distinct entity.

**Abstract**

This research aims to identify and examine the key factors that play a vital role in the cultural assimilation and attitudes of non-native speakers of Bangla at an International school in Dhaka where English is the medium of instruction, and examine the differences in attitude between the non-native adults residing in Dhaka. The identification of the key factors which facilitate cultural assimilation has been uncovered through triangulating personal interviews, semi-structured questionnaires, and focus group discussions, and the results indicate that gradual cultural integration instead of assimilation is taking place in the non-native speakers of Bangla in both the adult and student population, but with striking differences in their attitudes towards certain well established elements that foster cultural assimilation.

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## Declaration

I Raquib Quasem declare that the Dissertation titled Cultural Assimilation & Attitude of Non-Native Middle School Students and Adults in Dhaka: A Comparative Study
is submitted to the BRAC Institute of Languages (BIL), BRAC University in partial fulfilment of the degree MA in TESOL. This paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree.

Name of the candidate: Raquib Quasem

Signature: _____

Date: April 15, 2014

Approved by:

_____
**Director, BRAC Institute of Languages**

_____                         _____
**Supervisor**                                         **Coordinator, TESOL Programme**

## Statement of Original Authorship

**The work contained in this dissertation has not been previously submitted to meet requirements for an award at this or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.**

**Signature:** _____

**Date:** _____

## Dedication

## To my Parents

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**Chapter 1: Introduction**

**1.1 Introduction**

Cultural assimilation is a gradual process by which a person or group belonging to one culture adopts the practices of another, thereby becoming a member of that culture. Sociologists commonly distinguish between forced and unforced assimilation. In forced assimilation, a person or group is compelled to take on the practices of another culture, such as by adopting that culture's language and religious traditions. In unforced assimilation, a person takes on the practices of another culture but is not forcibly compelled to do so. Sociologists use the concept of assimilation to describe one way a person or group of a particular culture (such as immigrants) might respond to or blend with another culture, or how a minority cultural group might relate to a dominant cultural group.

Cultural Assimilation and attitude are two major factors that play a key role in language acquisition. The research focuses on the two groups of students and adults in Bangladesh.

The study aims at finding out ways to foster cultural assimilation and alter their respective attitudes between the different groups which shall evidently give rise to a congenial learning atmosphere and provide for greater cultural exchange and diffusion.

**1.2 Background of the study:**

Cultural assimilation is generally associated with a migrant community taking residence in another country. These communities are exposed to a host of new cultures, languages, customs, and social norms. In order to carry out basic human functions and interactions with the population of the host country, they must assimilate with the practices of the natives for effective and meaningful interaction.

This is a gradual process, and the chief factor which all non-natives must take into consideration is linguistic assimilation. They must learn how to effectively communicate with the natives to perform well at their work place, school, shopping malls, or even at social gatherings.

Some countries such as the United States of America and Australia have well established policies which the migrants must satisfy in order to be considered as a prospective applicant. They must go through a series of naturalization process which in essence prepares them to familiarize themselves with the culture of the respective nation and integrate into the society.

This study is concerned about the degree of cultural assimilation of non-native adults and students in Dhaka; and it will help identify the key factors which are responsible for facilitating as well as causing hindrance to cultural assimilation of the two groups on non-native Bangla speakers residing in the host country.

## 1.3 Purpose of the study:

This research aims to identify and examine the key factors that play the vital role in the cultural assimilation and attitudes of non-native Bangla-speaking adults residing in Dhaka, and at an International school in Dhaka where English is the medium of instruction, and seek out differences in attitude between the non-native adults residing in Dhaka.

## 1.4 Significance, Scope, and Definitions

This type of research has not been conducted in Bangladesh on middle school level non-native children and adults as per my knowledge, and it will lead to significant improvements in the understanding of the attitudes of non-natives in Bangladesh which shall provide a positive insight into the factors which promote and dissuade cultural assimilation of the two groups.

## 1.5 Research Questions

1. To what extent have the non-natives assimilated with the local culture of the host country?
2. What are the individual factors that both the groups have in common in relation to the facilitation of cultural assimilation?
3. What are the differences that both groups have in relation to the facilitation of cultural assimilation?

**1.6 Conceptual Framework**

The research will be primarily based upon Schumann's Acculturation Model (1986) published in the *Journal of Multilingual and Multicultural Development*. In this article Schumann illustrates that social and psychological factors are the key ingredients in second language acquisition. In essence his model stipulates that the level of acculturation determines the acquisition. He concludes that maximizing the acculturation facilitates the acquisition.

**1.7 Hypothesis**

Taking the literature into account, it can be fairly hypothesized that if an environment is created that lowers the anxiety level of the students – their attitudes shall become more positive towards learning. Consequently, if the school provides a familiar ground like sports conventions, then it will facilitate cultural assimilation at an increased rate.

Similarly if the adult non-natives have frequent contact with the Bangladeshi society, they will be able to breach any socio-economic or class barriers that prevent them from assimilation. Attending social events, cultural festivals, and adoption of some features of the Bangladeshi culture may foster cultural assimilation of the adults.

**1.8 Thesis outline:**

**CHAPTER 1:** This chapter contains the introduction of the research, background information, and purpose of the study, significance, scope, definitions, the research questions, conceptual framework, and the hypothesis.

**CHAPTER 2:** This chapter consists of the literature reviewed in order to carry out the study and relate with the theories and works created by others. It also helps to provide an insight into the aspects to be covered during the actual research.

**CHAPTER 3:** This chapter contains the research methods employed, strategy, and framework for the research, design of the instruments, participants, timeline and procedure for data collection, and methods for analysis. It also contains the Consent, access and human participants' protection details along with the limitations for this particular research.

**CHAPTER 4:** This chapter contains the introduction paragraph about the raw results gathered and triangulated from the research instruments such as the semi-structured questionnaires, personal interviews, and focus group discussions.

**CHAPTER 5:** This chapter contains a brief introduction of the results that have been analyzed and interpreted for discussion.

**CHAPTER 6:** This chapter aims to answer the research questions through drawing conclusions from the data and relating it with the theory. It also contains recommendations for future research in this specific arena, and provides explanations for the limitations.

**Chapter 2: Literature Review**

Cultural assimilation is one of the major components of acculturation. In order to comprehend the true meaning of assimilation, it is imperative to define the acculturation as assimilation is an integral part of acculturation. As defined by Redfield, Linton, and Herskovits (1936, p.149) "acculturation comprehends those phenomena which results whedn groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original country patterns of either or both groups". Therefore it may be concluded that assimilation is not the sole component of acculturation, although the term assimilation had been coined as a synonym for acculturation as per Vasquez (1984).

According to Berry (1997), in his article titled *Lead Article Immigration, Acculturation, and Adaptation* elaborates upon acculturation. According to him there are four strategies of acculturation: assimilation, separation, integration, and marginalization. Berry explains assimilation occurs then the non-natives or migrant communities is not determined to hold on to their original cultural identity, and are focused on interacting with other cultures. Separation on the contrary occurs when the migrant community or non natives strictly adhere to their own cultural identity and limits interaction with the host community to the bare minimum.

Thirdly integration is defined by Berry (1997) " When there is an interest in both maintaining one's original culture, while in daily interactions with other groups, *Integration* is the option; here, there is some degree of cultural integrity maintained, while at the same time seeking to participate as an integral part of the larger social network."(p.8).

Marginalization occurs when the migrant community or non-natives ceases to maintain their cultural heritage and beliefs mainly because of the enforcement or prompting by others to, similar to the Assimilation strategy, though there is a certain twist. The non-native also resents interacting with locals or natives of the country due to language barriers and basically forced discrimination which is one of the points of the Separation strategy. So in the end, Marginalization is basically the exact opposite of Integration.

Schumann (1986) explains that a person who goes to a new country is immediately immersed in an unknown culture, which can be radically different from his/her own. When the individual is in the new country, in time, he/she can experience diverse relationships with the host culture; these go from the total rejection of the culture to the acceptance and internalization of norms of that culture. This process of adaptation to that culture with time is called acculturation. Acculturation is defined in a general way by Schumann (1986) as "the social and psychological integration of the learner with the target language (TL) group" (p. 379).

Gordon (1964) separates incorporation into two forms, which is cultural assimilation and structural assimilation. The combination of both of these forms may very well result in cultural assimilation. However when structural assimilation, which is a huge extent of contact with the natives, combines with cultural assimilation which is a high degree of cultural preservation, then a result similar to integration will most likely occur.

For one to choose a specific acculturation tactic over others, they much evaluate a certain set of factors such as their length of stay in the native country. Of course at the same time other factors apply which may be defined in both public and private contexts. In a private context we are referring to immediate family members and their extended family. If a person comes to a new cultural setting then contact with only the private domains tend to leave the person segregated and contact with the natives is severely inadequate. However in a public context, people are more exposed to the surroundings and environment around them. Thus more contact is established and integration is more certain to be achieved. In a multicultural society, a non-native is certain to find compatriots with whom he or she can feel at ease and their ability of adaptation

is heightened. As no acculturation strategy is completely perfect, choices are settled depending on the circumstances, and neither age nor sequence changes the results of these different strategies.

The socio cultural variables are as follows according to Schumann:  social dominance; assimilation, preservation, and adaptation; enclosure; cohesiveness and size; congruence; attitude; and intended length of stay in the host country.  The psychological factors include language shock; culture shock; ego permeability; and motivation.  All these factors shall be qualitatively explored while conducting the research for a fruitful outcome, as they are likely to affect the non-native participants of this research in Dhaka, Bangladesh.

The following excerpt from an article by Ashraf and Galor (2007) in *Cultural Assimilation, Cultural Diffusion and the Origin of the Context* states the underlying rationale for and against cultural assimilation:

> Individuals are characterized by a cultural trait that determines their attitude towards the prevailing cultural norms in the economy. They can be either conformist or nonconformist with respect to the prevailing culture. Cultural traits are transmitted intergenerationally. In the absence of forces operating on these traits, individuals possess their parental cultural dispositions and the fraction of nonconformists in society remains constant over time. However, individuals are subjected to two cultural forces that generate opposing effects on the fraction of nonconformists in the adult population: cultural assimilation and cultural diffusion. Cultural assimilation represents cultural changes due to internal forces that operate towards the homogenization of traits and, thus, reduces the fraction of nonconformists in society. Cultural diffusion, in contrast, represents cultural changes due to external forces (e.g., the influence of a nearby foreign culture) that increases the heterogeneity of traits and, thus, raises the fraction of nonconformists in society (p. 3.)

This excerpt helps illustrate that there are both positive and both negative attitudes held by certain groups of people regarding cultural assimilation in their host country. Generally, people learn about the social norms and cultural practices of their respective societies from their parents, who in turn have learned the same from their parent. The continuous practice of dissemination of cultural values and norms is transmitted throughout generations cause people to form their individual mind sets about their own culture. Therefore cultural assimilation may not always take place despite all the outlined elements depicting a favorable atmosphere for infusion into the new society and acceptance of its norms by every individual. On the contrary, groups which are motivated to integrate themselves will succeed in the acculturation process over a gradual period of time.

In my opinion children are more likely to assimilate themselves into the new society at a greater rate than adults through a greater degree of interaction with their peers and are more susceptible to pick up the norms of the new society and culture. Adults already have firm mid-set and deep underlying values that may be difficult of them to alter and adjust to the new set of cultural values and norms.

The concept of social distance developed by Bogardus was invented as a ruler, to measure the closeness or acceptance we feel towards other groups. While the theory of social distance is sometimes associated with a racist attitude, it is actually applied to all groups regardless of religious, social, or ethnic tendencies. The two ways in which social distance can actually be measured is by observing the way people interact or through a questionnaire-like survey in which relevant questions are asked. Examples of questions that may be placed in the survey are such that determine the point of view of the participant towards a particular ethnic or religious group. They can even be very personal to extract the truth of particular participants and maintain accuracy such as implying if they would marry a member of their group or allow their children to. While no survey or questionnaire can be a 100% accurate, it can still be used to judge a person's willingness towards a particular group. However circumstances play a part in the feeling of people as they are only human, but an incident of bad-will can cloud the judge of certain people about members of a certain group.

Although invention has taken the spotlight in cultural growth all this time, most of the components of modern culture have been obtained through diffusion. The concept of diffusion equals the borrowing or utilizing the cultural aspects from other cultures instead of developing their own independent, individual creation of culture. For diffusion to occur, other societies must remain in contact with one another so the "borrowing" can occur. As time passes by we have developed more complex societies, with new ones are coming out of the woodwork.

The social and psychological outcomes that result from acculturation are different considering the situation and three main points can be gathered from this research. The first point is that for psychological changes occur rather simply and this principle has been referred to by many names such as "behavioral shifts" or "culture learning". In acculturation psychological adaptations play a part since integrating yourself into a new culture requires "forgetting" some aspects of your own culture otherwise known as "culture shedding". Some incompatible feelings may affect the individual while he is try to attempt "culture shedding" which is known as "culture conflict"
In situations where a person is having serious difficulty or conflicts within themselves over adapting, they may experience "culture shock". This inner conflict suggests that negative perceptions exist within that individual just like war experiences; it may even lead to long-term trauma or even mental illnesses.

In studying acculturation in its complete form, the two societal contexts which are origin and settlement, must be explained. In the societal context of origin, the cultural references which are associated with an individual such as their location of origin and the kind of society they live in. However in country of settlement, factors such as treatment to immigration and cultural diversity play a part in relieving an immigrant's tension. Migrants who are in their society of settlement assimilate, segregate, or integrate, or marginalize depending on their circumstances or perceptions. Of course similarities of culture between their society of origin and settlement play a part in their assimilation except for people who have abandoned their own cultural heritage. For example an immigrant who moves from Toronto to New York City might assimilate easily due to an extremely similar climate, culture, and societal values. However for one moving from a first-world country like England to a third-world country like Uganda, everything may seem like a dream, while integration may be harder than possibly imagined.

In the process of acculturation, many processes are involved and an important one which I will discuss is of a demographic and social nature. Age is an important factor in the acculturation process of which various results may occur. For example, a 4-year-old child may not face much difficulty in adapting to a certain culture since he or she has not been that exposed to their parent's culture and may not have to grow through the process of "culture shedding". However for a teenager who is in the period between adulthood and childhood, the pressure of their parents and their own reluctance may cause them to avoid integration altogether and go straight for segregation. Such are the circumstances in which age is involved.

After review of the various literatures, in my opinion, integration would be a conclusive result rather than cultural assimilation in the most cases.

**Chapter 3: Research Design**

**3.1 Methods**

This is a qualitative research which will be conducted at the school premises through semi-structured questionnaires; personal interviews; and through Focus Group Discussions with express parental and student consent: both in verbal and written form.

Data from the adult participants shall be collected from their workplaces, informal meetings, as well as via telephone and e-mail.

**3.2 Design, Strategy, and Framework**

The research design employs a set of questions to be used in the questionnaires, personal interviews, and Focus Group Discussions keeping in mind the objectives of the study and the conceptual framework. The strategy allows the research subjects to divulge information at a familiar and comfortable environment. The research also makes the participants aware of the ethical practices to be followed and seeks the consent of the participants.

**3.3 Participants:**

The first group of participants for this research constitutes of 10 students who are non-native speaker of Bangla who study at an international school where English is the medium of instruction. These participants have been residing in the host country for a range of years.

The second group of participants for this research constitutes of 10 adults who are no-native speaker of Bangla residing in the host county for a range of years due to professional and various other reasons.

**3.4 Instruments:**

This research employed 3 types of instruments to collect and triangulate data. Firstly, separate semi-structured questionnaires were created and used for the student and adult participants. Furthermore, personal interviews were conducted on both the groups. Finally, focus group discussions were held with both the students and adults to achieve a greater degree of precision during data analysis.

**3.5 Procedure and Timeline:**

The researcher collected data from 20 subjects through the questionnaires distributed by the school authorities, Personal interviews and a Focus Group Discussion were done in the presence of a school faculty/staff member on school days with permission from the parents, students as well as the school authority with participants who are less than 18 years of age. Adults were contacted via telephone, e-mail, and in person at their workplace or informal meetings.

**3.6 Analysis:**

The raw data collected from both groups of participants including the semi-structured questionnaires, personal interview, and focus group discussions were interpreted from the various table and figures created to display the data gathered for the research.

**3.7 Consent, access and human participants' protection**

Parental and student consent in addition to the school authorities were taken verbally and in writing since minors are involved. Pseudonyms were used in every case, and the subjects' identity would in no way be disclosed under any circumstances. All safe moral and ethical practices were ensured by the researcher on signed document.

**3.8 Limitations:**

The research was only limited by the number of participants to be interviewed and time.

**Chapter 4: Results**

**4.1 Introduction:**

This chapter contains the raw data collected for both group of participants of the research and has been displayed in tables and figures for a visual analysis as per the design and framework of the research.

**4.2 Proficiency Level of Nonnative Adults**

Table 1: Cross Tabulation between length of stay in Bangladesh and proficiency level of Bangla in non-native adults of various nationalities and gender.

| Participant No. | Gender | Nationality | Length of Stay in Bangladesh | Proficiency in Bangla: Listening | Proficiency in Bangla: Speaking | Proficiency in Bangla: Reading | Proficiency in Bangla: Writing |
|---|---|---|---|---|---|---|---|
| 1 | M | Sri Lankan | 2-3 years | None | None | None | None |
| 2 | F | American | 2-3 years | Fair | Fair | Poor | Poor |
| 3 | F | Bahraini | 4-5 years | None | Poor | None | None |
| 4 | F | American | 0-1 year | None | None | None | None |
| 5 | F | American | 0-1 year | None | None | None | None |
| 6 | F | Indian | 6 + years | Fair | Fair | Fair | Fair |
| 7 | F | Saudi | 2-3 years | Excellent | Fair | Excellent | Fair |
| 8 | F | American | 6 + years | Fair | Fair | Fair | Poor |
| 9 | F | S. Korean | 6 + years | Fair | Fair | Poor | Poor |
| 10 | F | Japanese | 6 + years | Fair | Fair | Poor | Poor |

This table displays the gender, nationality, length of stay, proficiency in Bangla listening, proficiency in Bangla speaking, proficiency in Bangla reading, and proficiency in Bangla writing of the non-native adults interviewed. "M" stands for Male while "F" stands for Female. Most of the participants living in Bangladesh for 6+ years are shown to have a fairly adequate understanding of the Bangla language. However the ones that have stayed from 0-1 years have not been able to grasp the language most likely since they haven't stayed in the country for long.

**Table 2: Length of stay in Bangladesh and proficiency level of Bangla in non-native students of various nationalities and gender.**

| Participant No. | Gender | Nationality | Length of Stay in Bangladesh | Proficiency in Bangla: Listening | Proficiency in Bangla: Speaking | Proficiency in Bangla: Reading | Proficiency in Bangla: Writing |
|---|---|---|---|---|---|---|---|
| 1 | F | Pakistani | 2-3 years | Excellent | Fair | Fair | Poor |
| 2 | M | American | 4-5 years | Excellent | Fair | Fair | Fair |
| 3 | M | American | 2-3 years | Fair | Fair | Poor | Poor |
| 4 | M | Pakistani | 2-3 years | Poor | Poor | None | None |
| 5 | M | Singaporean | 4-5 years | Excellent | Excellent | Fair | Excellent |
| 6 | M | Pakistani | 0-1year | None | None | None | None |
| 7 | F | Pakistani | 2-3 years | None | None | None | None |
| 8 | F | Pakistani | 2-3 years | Fair | Poor | Poor | Poor |
| 9 | F | Pakistani | 2-3 years | Excellent | Excellent | Fair | None |
| 10 | F | Pakistani | 2-3 years | Poor | Poor | Poor | Poor |

Note: M=Male, F=Female.

This table displays the gender, nationality, length of stay, proficiency in Bangla listening, proficiency in Bangla speaking, proficiency in Bangla reading, and proficiency in Bangla writing of the non-native students interviewed. "M" stands for Male while "F" stands for Female. The students are obviously more likely to pick up the language quickly since they have better language acquisition facilities compared to adults while they may interact with students from the local country in their school. This is proven by the fact that almost all of them have poor writing skills in Bangla except for one participant who has lived in the country for 4-5 years. Learning to speak is much easier than learning to write, since speaking can be naturally acquired if a person interacts with a person of the local country or is taught by a teacher.

**Table 3: Languages used by non-native adults for different purposes with reasons for the usage of a particular language**

| Participant No. | Immediate family members | Relatives | Colleagues at work | Staff members | Friends | Social Gatherings | Shopping Mall | Reason for using particular language |
|---|---|---|---|---|---|---|---|---|
| 1 | Sinhali | Sinhali | English | English | Sinhali | English | English | Comfortable |
| 2 | English | English | English | English | English, Arabic | English | English | Comfortable |
| 3 | English, Farsi | English, Arabic, Farsi | English | English | English, Arabic, Farsi | English | English | Comfortable, Individualism, Part of social group/class, Forced by others |
| 4 | English | English | English | English | English | English | English | Comfortable, Part of social group/class |
| 5 | English, Greek | English, Greek | English | English | English | English | English | Comfortable, Individualism, Part of social group/class |
| 6 | Bangla | Bangla | N/A | N/A | N/A | Bangla, Hindi, English | N/A | Superior |
| 7 | English, Arabic | English, Arabic | English | English | English | English | English, Bangla | Comfortable |
| 8 | English | Bangla | English | English, Bangla | English, Bangla | English, Bangla | Bangla | Depends on understanding of person spoken to |
| 9 | Korean, Bangla, English | English | English | English | Korean, Bangla, English | English | English, Bangla | Comfortable |
| 10 | Japanese | Bangla, English | Japanese, Bangla, English | Japanese, Bangla, English | Japanese, Bangla, English | Bangla, English | Bangla | Comfortable |

This table shows the languages used by non-native adults with their immediate family members, relatives, colleagues at work, staff members, friends, and at social gatherings and shopping malls. It also lists the reasons for a person to use a particular language. Most of the participants speak their native tongue with their immediate family which corresponds with their nationality. They may also use a different language with their relatives since they may be married to a person with a different nationality than their own. Most of the adults speak English in their workplace likely due to the fact that globalization has played a huge part in the workforce, with employees required to use English, the international language. The reason for using a particular language is mostly due to the need to feel comfortable in talking with other hence the choice of many of the participants. Others have chosen being part of a social group/class or even being forced by others.

**Table 4: The languages used by non-native students for different purposes**

| Participant No. | Immediate family members | Relatives | Teachers at school | Staff members | Friends | Social Gatherings | Shopping Mall |
|---|---|---|---|---|---|---|---|
| 1 | Urdu | Urdu | English | Bangla | English, Urdu, Punjabi,Pashtu,Bangla | English, Urdu | English |
| 2 | English | English, Bangla | English | English | English, Bangla | English, Bangla | English, Bangla |
| 3 | English | English, Bangla | English | English, Bangla | English | English | English, Bangla |
| 4 | Urdu | Urdu | English | Bangla | English | English, Urdu | Bangla, English |
| 5 | English, Bangla | Bangla | English | English | English, Bangla, Urdu | English, Bangla | English, Bangla |
| 6 | Urdu | Urdu | English | English, Bangla | Urdu, English | Urdu, English | English, Bangla |
| 7 | Pashtu | Pashtu | English | English | English | English, Urdu | English, Bangla |
| 8 | Urdu, English | Urdu | English | English, Bangla | English, Urdu | English, Urdu, Bangla | English |
| 9 | Sindhi, Urdu | Sindhi, Urdu | English | English, Bangla | English, Urdu | Urdu, Bangla | Bangla |
| 10 | Pashtu, Urdu | Pashtu | English | English, Bangla | Urdu, English | Urdu, English | Bangla, Urdu |

This table shows the languages used by non-native students with their immediate family members, relatives, colleagues at work, staff members, friends, and at social gatherings and shopping malls. Just like the non-native adult participants most of the students mostly speak their mother language with their immediate family members and relatives with occasional bursts of Bangla from some of them. As most kids now go to schools of English medium, they are generally conversing with their teachers in English. Shopping malls make people use the local language to ask for help along with English if they are not in a shopping mall in their local country.

**Table 5: Factors for the usage of a particular language by non-native adults**

| Participant No. | Comfortable | Individualism | Superior | Particular Social Group/Class | Forced by others | Other Factors |
|---|---|---|---|---|---|---|
| 1 | X | | | | | |
| 2 | X | | | | | |
| 3 | X | x | | x | X | |
| 4 | X | | | x | | |
| 5 | X | x | | x | | |
| 6 | | | x | | | |
| 7 | X | | | | | |
| 8 | | | | | | X |
| 9 | X | | | | | |
| 10 | X | | | | | |

The table above shows the reason for the usage of a particular language by non-native adults. The factors involved are being comfortable, individualism, superiority, being part of a particular social group or class, being forced by others, and other factors. Over 70% of the non-native adult participants have used a language only so they can feel comfortable speaking to the person in front of him or her. The next largest reason is to feel part of a social group or class which relates to level of comfort and ease. Of course to many people using another language may seem like they are different or superior to another person just because they may know an additional language. That creates a feeling of individualism.

**Table 6: Factors for the usage of a particular language by non-native students.**

| Participant No. | Comfortable | Individualism | Superior | Particular Social Group/Class | Forced by others | Other Factors |
|---|---|---|---|---|---|---|
| 1 | x | x | | x | | |
| 2 | x | x | | x | X | |
| 3 | | | | x | | |
| 4 | | | | x | | |
| 5 | x | | X | | | |
| 6 | x | | | x | X | |
| 7 | x | | | x | X | |
| 8 | x | | | | X | |
| 9 | x | | | x | X | |
| 10 | | x | | | X | |

The table above shows the reason for the usage of a particular language by non-native students. The factors involved are being comfortable, individualism, superiority, being part of a particular social group or class, being forced by others, and other factors. As like the non-native adults, most of the participants chose the usage of a language so they feel comfortable and part of a social group of class. Some have even been forced by others to use a language probably because they are just kids, and don't have the authority yet to defy their elders. For some it is even a show of pride to know a language and use it and that makes them feel more special and unique than the other people they may encounter in their life.

**Table 7: Three aspects of Bangladesh favored by non-native students**

| Participant No. | Like#1 | Like#2 | Like#3 |
|---|---|---|---|
| 1 | None | None | None |
| 2 | People | Manners | Relatives |
| 3 | Biriyani | Festivities | Hartals |
| 4 | Fruits | Biriyani | Hartals |
| 5 | Festivals | People | Food |
| 6 | Food | Clothes | Malls |
| 7 | Food | Clothes | Shopping |
| 8 | People | Places | Daily Life |
| 9 | Food | Language | Clothes |
| 10 | Clothes | Language | Places |

The table above shows the aspects of Bangladesh appreciated by the non-native students. The non-native students have a variety of different choices such as the people and their manners, the local culture, aspects of daily life, and even Hartals!  The reason many of the students favor the food of Bangladesh  is probably since it is transcended from a rich culture, where food is delicately and caringly cooked. The female participants have chosen clothes and shopping malls since for them fashion is basically a way of living. They want to wear the most attractive clothes which can be found in Bangladesh while boys do not care about such things.

**Table 8: Three aspects of Bangladesh disfavored by non-native students**

| Participant No. | Dislike#1 | Dislike#2 | Dislike#3 |
|---|---|---|---|
| 1 | Attitude with other countries | Schools | Hartals |
| 2 | Hostility | Traffic Jam | Beggars |
| 3 | Traffic Jam | Corruption | Manners |
| 4 | Traffic Jam | Corruption | Hartals/Blockades |
| 5 | Traffic Jam | People | Paid Wi-fi |
| 6 | Traffic Jam | Language | None |
| 7 | School | Language | No Hijab |
| 8 | Pollution | Hartals | High Cost of Living |
| 9 | Poor Road Conditions | Traffic Jam | No Hijab |
| 10 | Food | People | None |

The table above shows the aspects of Bangladesh disliked by the non-native students. IN my research , it is shown that the most dreaded aspect of Dhaka has been the traffic jam, which impacts students to a certain degree since they have to start early in the morning to avoid the morning rush. Another aspect noticed is the high regard of the students for the corruption in the country. As some of the non-native student participants come from highly-developed countries, it is a complete shock for them to see the daily occurrences of the local government. Violence caused by hartals and the manners of a few people have undoubtedly left a negative impression of the country as a whole in the minds of the students.

**Table 9: Aspects of Bangladesh favored by non-native adults**

| Participant No. | Like#1 | Like#2 | Like#3 |
|---|---|---|---|
| 1 | Food | People | None |
| 2 | Hospitality | Tolerance | Family-Oriented |
| 3 | Nature | Culture | Shopping |
| 4 | Language | Arts | Music |
| 5 | Diversity | Upbeat | Hospitable |
| 6 | Food | Music | Culture |
| 7 | Places | Festivals | People |
| 8 | People | Acceptance of Foreigners | Determination |
| 9 | Leniency | Family-Oriented | Manners |
| 10 | Family-Oriented | Friendliness of People | None |

The table above shows the aspects of Bangladesh favored by non-native adults. Most of the adults have appreciated the local culture as well as the cuisine most like since they find it unique and colorful. Their appreciation of the people residing in Dhaka as well as their manners, and attitude towards foreigners likely stems from the kind of people they interact with in the local area. As the rich culture of the Bengal as well as its rich history appeals to the non-native adults, so does their appreciation of the country intensify leading to a greater level of admiration than possible.

**Table 10: Aspects of Bangladesh disfavored by non-native adults**

| Participant No. | Dislike#1 | Dislike#2 | Dislike#3 |
|---|---|---|---|
| 1 | Lawlessness | Hartals | None |
| 2 | Unhygienic environment | Corruption | Chaos and Disorganization |
| 3 | Poverty | Pollution | Traffic Jam |
| 4 | Lack of Civic Sense | Attitude | Corruption |
| 5 | Greed | Chaos | Ill-Manners |
| 6 | Politics | Over Populated | None |
| 7 | Lack of Privacy | Non-constructive criticism | Ignorant Perceptions |
| 8 | Light-skin bias | Imported Goods bias | Corruption |
| 9 | Laziness | Dysfunctional Society | Dirtiness |
| 10 | Islamic Fundamentalism | Ignorant perceptions about Foreigners | Unhygienic practices |

This table shows the aspects of Bangladesh disfavored by non-native adults. Of all the complaints listed, the most mentioned is the chaos that comes in its many forms. They can come in the appearance and design of a hartal, or even the greed enveloping the local people. Another reason is the dirtiness surrounding the country, from the footpath if there are any, to the unhygienic practices practiced by the people such as spitting on the roads. This is added with the attitude of the local people to foreigners and other people they encounter with feelings of jealousy and special treatment based on a simple thing such as skin color.

**Table 11: The personal attitude of non-native adults of different nationalities towards the life and culture of Bangladesh**

| Participant No. | Nationality | Personal Attitude towards life and culture of Bangladesh |
|---|---|---|
| 1 | Sri Lankan | Positive |
| 2 | American | Positive |
| 3 | Bahraini | Positive |
| 4 | American | Negative |
| 5 | American | Positive |
| 6 | Indian | Positive |
| 7 | Saudi | Positive |
| 8 | American | Positive |
| 9 | S. Korean | Neutral |
| 10 | Japanese | Neutral |

This table shows non-native adults with different nationalities and their personal views towards life and culture in Bangladesh. Most of the adults have shown a positive attitude towards the country likely due to their acceptance of the problems occuring and therefore adapting toward them. Some of the participants have remianed neutral likely since they have come to the country not because they wanted to but had no other choice. So they are likely trying to make the most of what they have. One non-native adult participant has shown that he/she has a largely negative outlook towards the country and that is probably since the given individual has not stayed in the country for a long time, or is not accostomed to this country possibly because he/she comes from a developed country.

**Table 12: The personal attitude of non-native students towards the life and culture of Bangladesh.**

| Participant No. | Nationality | Personal Attitude towards life and culture of Bangladesh |
|---|---|---|
| 1 | Pakistani | Negative |
| 2 | American | Neutral |
| 3 | American | Negative |
| 4 | Pakistani | Negative |
| 5 | Singaporean | Positive |
| 6 | Pakistani | Neutral |
| 7 | Pakistani | Neutral |
| 8 | Pakistani | Neutral |
| 9 | Pakistani | Neutral |
| 10 | Pakistani | Neutral |

This table shows non-native students with different nationalities and their personal views towards life and culture in Bangladesh. Most of them have chosen the course of remaining neutral since they were probably forced by their parents to come to his country, not of their own free will like the non-native adults, and are most likely trying to adapt to the somewhat hostile situation around them. However we can ignore the next largest group of negatives, and the seemingly microscopic group of positives. Negativity is obviously a major factor, since the students have come from another country altogether, and some of them from developed countries might fight their environment alien to the one they once had. The only positive may now appreciate this country since he/she may have lived in the country for a long time, and has now finally settled down and calls this city of Dhaka his real home.

**Table 13: The purpose of stay in Bangladesh for non-native adults of different nationalities**

| Participant No. | Nationality | Purpose of stay in Bangladesh |
|---|---|---|
| 1 | Sri Lankan | Work |
| 2 | American | Marriage |
| 3 | Bahraini | Marriage |
| 4 | American | Work |
| 5 | American | Work |
| 6 | Indian | Work |
| 7 | Saudi | Work |
| 8 | American | Family concerns |
| 9 | S. Korean | Marriage |
| 10 | Japanese | Marriage |

This table shows non-native adults of different nationalities and their reason for living in Bangladesh. Most of them have chosen work, and in this global world, many people have started to leave developed countries in search of jobs in less economically developed country. The next largest reason is marriage. Most people tend to marry a person because of his/her particular qualities, so in this case the spouse follows their partner to wherever he wished to settle down. However, excluding these reasons many people choose to stay in a country due to their family or familial concerns so that is another contributing factor.

**Table 14: The purpose of stay in Bangladesh of non-native students of different nationalities and their purpose of staying in Bangladesh**

| Participant No. | Nationality | Purpose of stay in Bangladesh |
|---|---|---|
| 1 | Pakistani | Posting of my Father |
| 2 | American | Parents |
| 3 | American | My parents |
| 4 | Pakistani | My Father's job |
| 5 | Singaporean | Parents |
| 6 | Pakistani | My Father job |
| 7 | Pakistani | My father job |
| 8 | Pakistani | Father's job |
| 9 | Pakistani | My father job |
| 10 | Pakistani | My father job |

This table shows non-native students of different nationalities and their reason for living in Bangladesh. All of them have chosen their parents for their reason of stay and "my father's job" is only referring to their parents once again. As a parent decides where they intend to live, a child is forced to go along with the wishes of their parents whether they like it or not.

**Table 15: The attitudes of natives about foreigners as perceived by the non-native adults**

| Participant No. | Nationality | Perceived attitude of the natives towards foreigners |
|---|---|---|
| 1 | Sri Lankan | Positive |
| 2 | American | Positive |
| 3 | Bahraini | Positive |
| 4 | American | Positive |
| 5 | American | Neutral |
| 6 | Indian | Positive |
| 7 | Saudi | Positive |
| 8 | American | Positive |
| 9 | S. Korean | Positive |
| 10 | Japanese | Neutral |

This table shows the perception of natives about foreigners as perceived by the non-native adults. Most of the participants think that the natives value them highly likely because foreigners are held in high regard and considered wise and intelligent in third world countries. Some of the participants have chosen neutral as their approach while none have chosen negative likely because he/she have not experienced any displeasure while communicating with a native.

**Table 16:  Attitudes of natives about foreigners as perceived by the non-native students**

| Participant No. | Nationality | Perceived attitude of the natives towards foreigners |
|---|---|---|
| 1 | Pakistani | Negative |
| 2 | American | Negative |
| 3 | American | Negative |
| 4 | Pakistani | Negative |
| 5 | Singaporean | Neutral |
| 6 | Pakistani | Positive |
| 7 | Pakistani | Negative |
| 8 | Pakistani | Positive |
| 9 | Pakistani | Negative |
| 10 | Pakistani | Positive |

The table above shows the perceived attitude of the natives towards non-native students in terms of positive, negative, and neutral. Most of them have chosen negative likely because they have experienced some sort of misfortune with the local while some have reported positive, as they have probably interacted with better people.

**Table 17: Languages used for social interaction by non-native adults with natives**

| Participant No. | Nationality | Social interaction with natives | Languages used |
|---|---|---|---|
| 1 | Sri Lankan | Yes | English |
| 2 | American | Yes | Bangla |
| 3 | Bahraini | Yes | Bangla |
| 4 | American | Yes | English |
| 5 | American | Yes | English |
| 6 | Indian | Yes | Bangla |
| 7 | Saudi | Yes | English/Bangla |
| 8 | American | Yes | English/Bangla |
| 9 | S. Korean | Yes | English |
| 10 | Japanese | Yes | English |

The table above shows the cross tabulation of the social interaction with the natives and language used by non-native adults in their interaction. All of the non-native adults have interacted with natives and have done so using English the language they would most likely know, and Bangla the local language which they much have acquired knowledge of. Bangla is sometimes needed to speak with natives who only know their native tongue which in this case is Bangla.

**Table 18: Languages used for social interaction by non-native students with natives**

| Participant No. | Nationality | Social interaction with natives | Languages used |
|---|---|---|---|
| 1 | Pakistani | No | N/A |
| 2 | American | Yes | Bangla |
| 3 | American | Minimal | Bangla |
| 4 | Pakistani | Yes | English/Bangla/Urdu |
| 5 | Singaporean | Yes | English/Bangla/Urdu |
| 6 | Pakistani | No | N/A |
| 7 | Pakistani | No | N/A |
| 8 | Pakistani | No | N/A |
| 9 | Pakistani | Yes | Bangla |
| 10 | Pakistani | No | N/A |

The table above shows if there has been an interaction between non-native students and natives of the country as well as the language used. Most of the participants have not made contact with the local people probably since they do not feel at home in the country. The rest that have made contact have used a variety of languages such as English, Bangla, and Urdu likely the only languages they have knowledge of.

**Table 19: Attitudes of non-native adults towards learning Bangla as a second language**

| Participant No. | Nationality | Attitude towards learning Bangla as a second language |
|---|---|---|
| 1 | Sri Lankan | Neutral |
| 2 | American | Positive |
| 3 | Bahraini | Positive |
| 4 | American | Neutral |
| 5 | American | Neutral |
| 6 | Indian | Neutral |
| 7 | Saudi | Positive |
| 8 | American | Positive |
| 9 | S. Korean | Positive |
| 10 | Japanese | Positive |

The table above shows the attitudes of non-native adults towards learning Bangla as a second language. Most of them have appeared to show an interest in learning the local language since they have to in order to communicate with some people in the country or read important documents. The remaining percentage have remained neutral and are probably trying to learn the language but not succeeding or trying hard enough. Not a single participant has chosen not to learn the language or shown any negative sign like because they have to learn the local language in order to blend in with the society they live in.

**Table 20: Attitudes of non-native students towards learning Bangla as a second language**

| Participant No. | Nationality | Attitude towards learning Bangla as a second language |
|---|---|---|
| 1 | Pakistani | Positive |
| 2 | American | Positive |
| 3 | American | Positive |
| 4 | Pakistani | Not considered since second language is English |
| 5 | Singaporean | Positive |
| 6 | Pakistani | Not considered since second language is English |
| 7 | Pakistani | Negative |
| 8 | Pakistani | Positive |
| 9 | Pakistani | Positive |
| 10 | Pakistani | N/A |

This table shows the attitudes of non-native students towards learning Bangla as a second language along with their nationality. Some of them are non-applicable since English is their second language. Nonetheless, most of their experiences are positive with a slight touch of negativity. The negativity may arise from the fact that they may have been forced to learn the language by someone or had some unpleasant experience regarding the language.
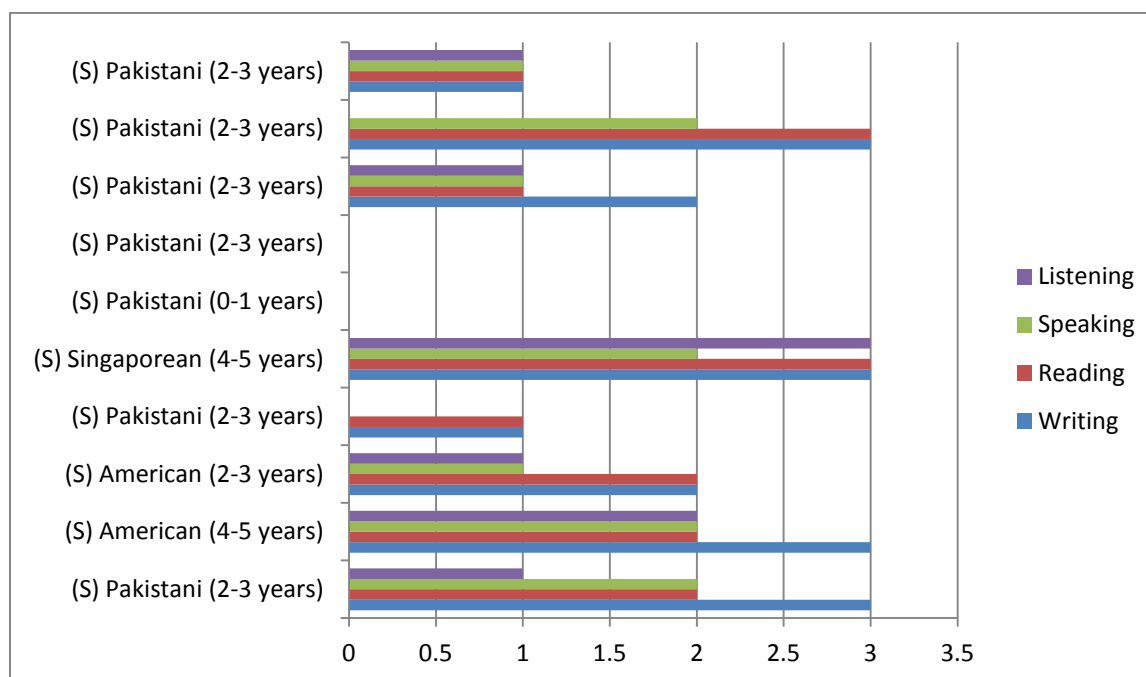
**Figures**

**Figure 1: Comparison of the length of stay and proficiency in Bangla between non-native students and non-native adults**
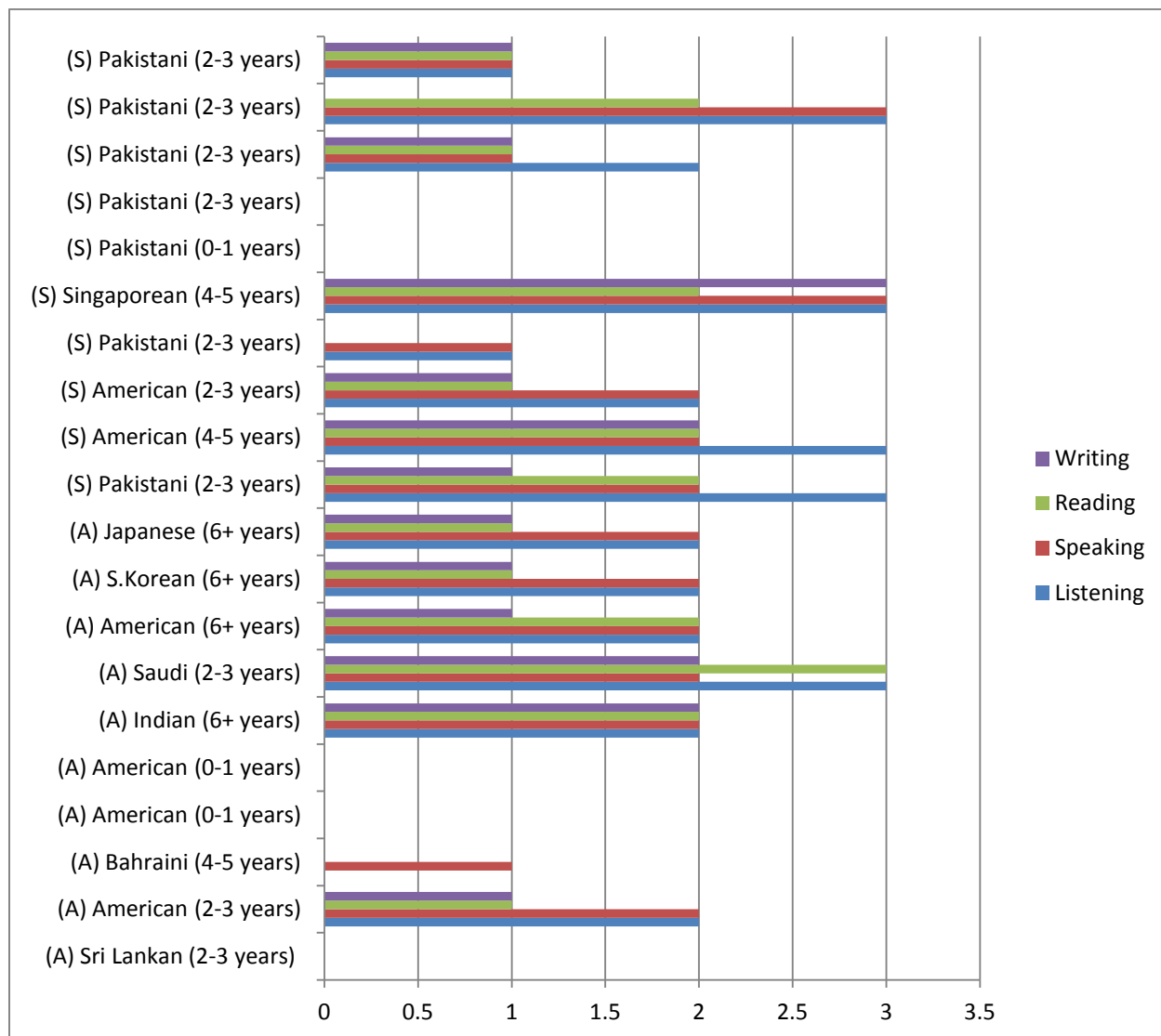


This figure shows the writing, reading, speaking, and listening aptitude of the non-native students and adults. The "A" and "S" besides the nationalities of the participants stand for Adult and Student respectively. 0=no skill at all, 1=Poor, 2=Fair, and 3=Excellent. The purple bar represents proficiency in Bangla writing, the green bar represents proficiency in Bangla reading, the red bar represents proficiency in Bangla speaking, and the blue bar represents proficiency in Bangla listening.

**Figure 1(a): Comparison of the length of stay and proficiency in Bangla of non-native students**
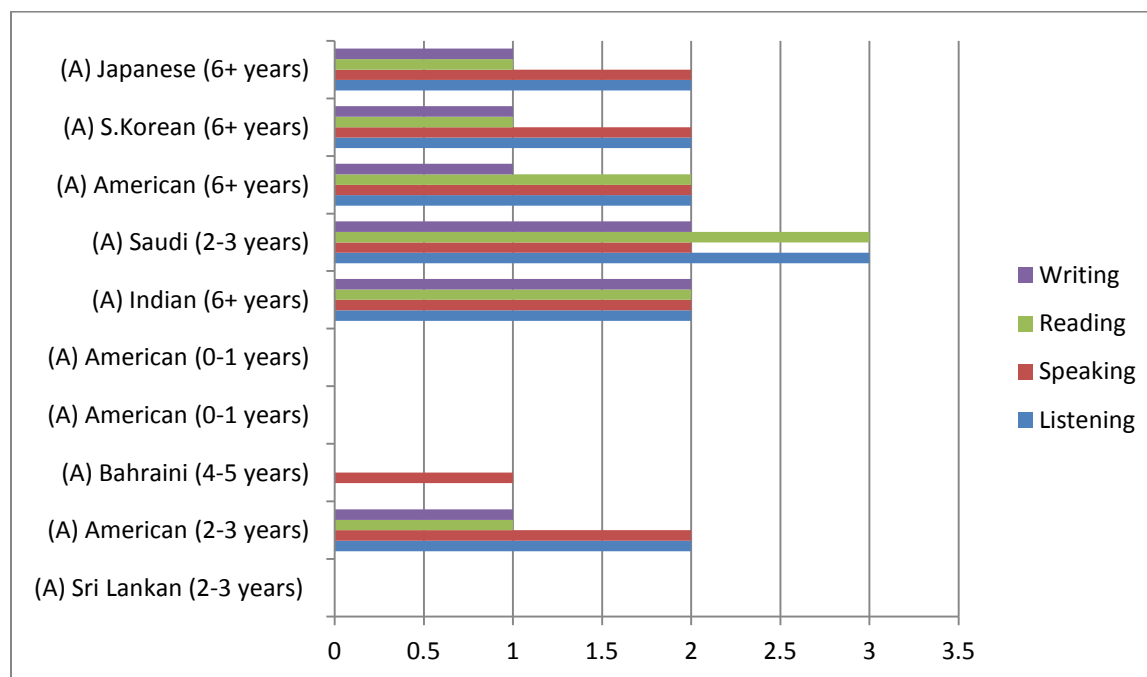


This figure shows the writing, reading, speaking, and listening aptitude of the non-native students and adults. The "A" and "S" besides the nationalities of the participants stand for Adult and Student respectively. 0=no skill at all, 1=Poor, 2=Fair, and 3=Excellent. The purple bar represents proficiency in Bangla writing, the green bar represents proficiency in Bangla reading, the red bar represents proficiency in Bangla speaking, and the blue bar represents proficiency in Bangla listening.

**Figure 1(b): Comparison of the length of stay and proficiency in Bangla**



This figure shows the writing, reading, speaking, and listening aptitude of the non-native students and adults. The "A" and "S" besides the nationalities of the participants stand for Adult and Student respectively. 0=no skill at all, 1=Poor, 2=Fair, and 3=Excellent. The purple bar represents proficiency in Bangla writing, the green bar represents proficiency in Bangla reading, the red bar represents proficiency in Bangla speaking, and the blue bar represents proficiency in Bangla listening.

**Figure 2: Comparison of positive aspects of non-native students and adults about Bangladesh**
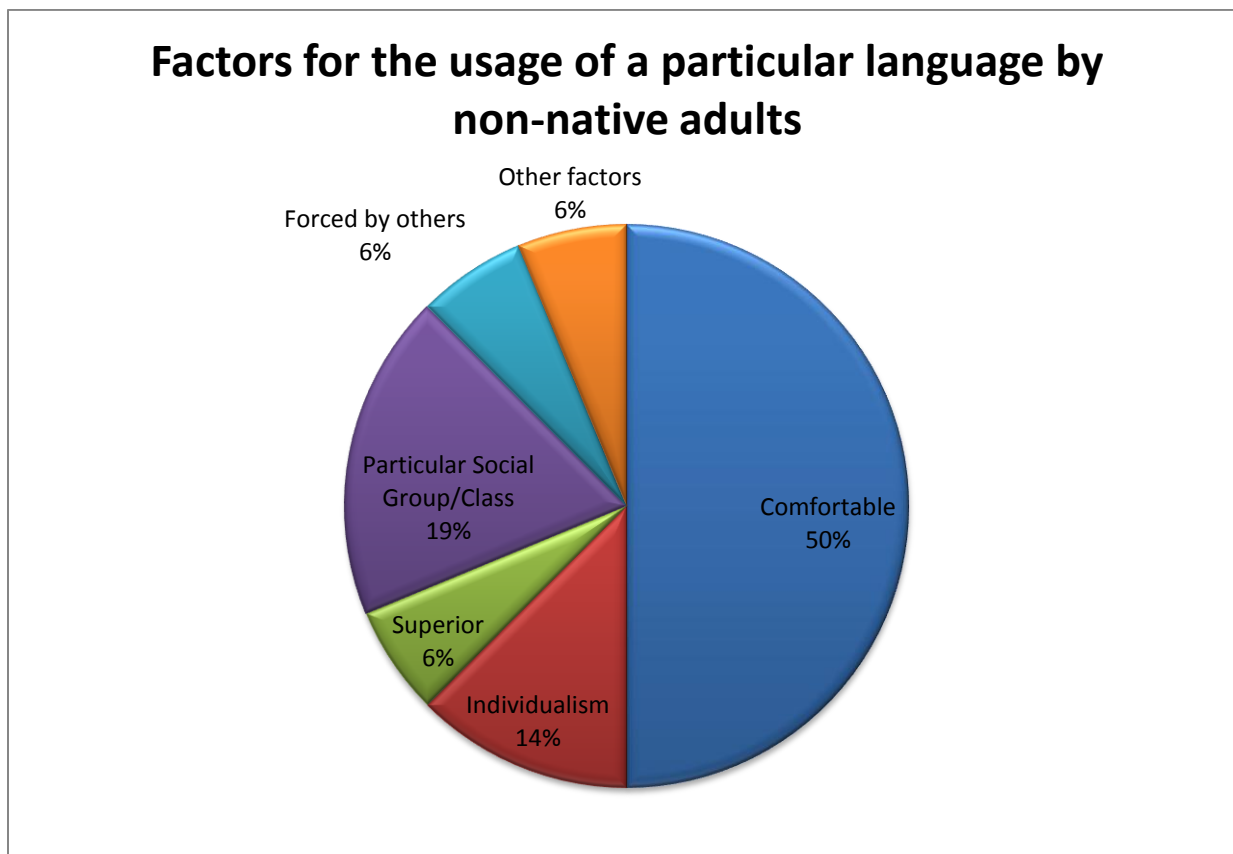


This figure shows the reason for the particular usage of a language by the non-native adults in terms of percentages. The highest factor for the usage of a language turns out to becoming comfortable with its percentage being 50%, the highest for a factor and dominating half of the pie chart. The second most obvious reason for the usage of a language is to blend in with a particular social group or class, evidenced by the percentage of 19% overruling all the others save one. Individualism plays a small part while the other factors share a percentage of 6% each.

**Figure 3: The personal attitude of non-native adults of different nationalities towards the life and culture of Bangladesh**



The attitude of non-native adults towards the life and culture of Bangladesh

Neutral 20%

Negative 10%
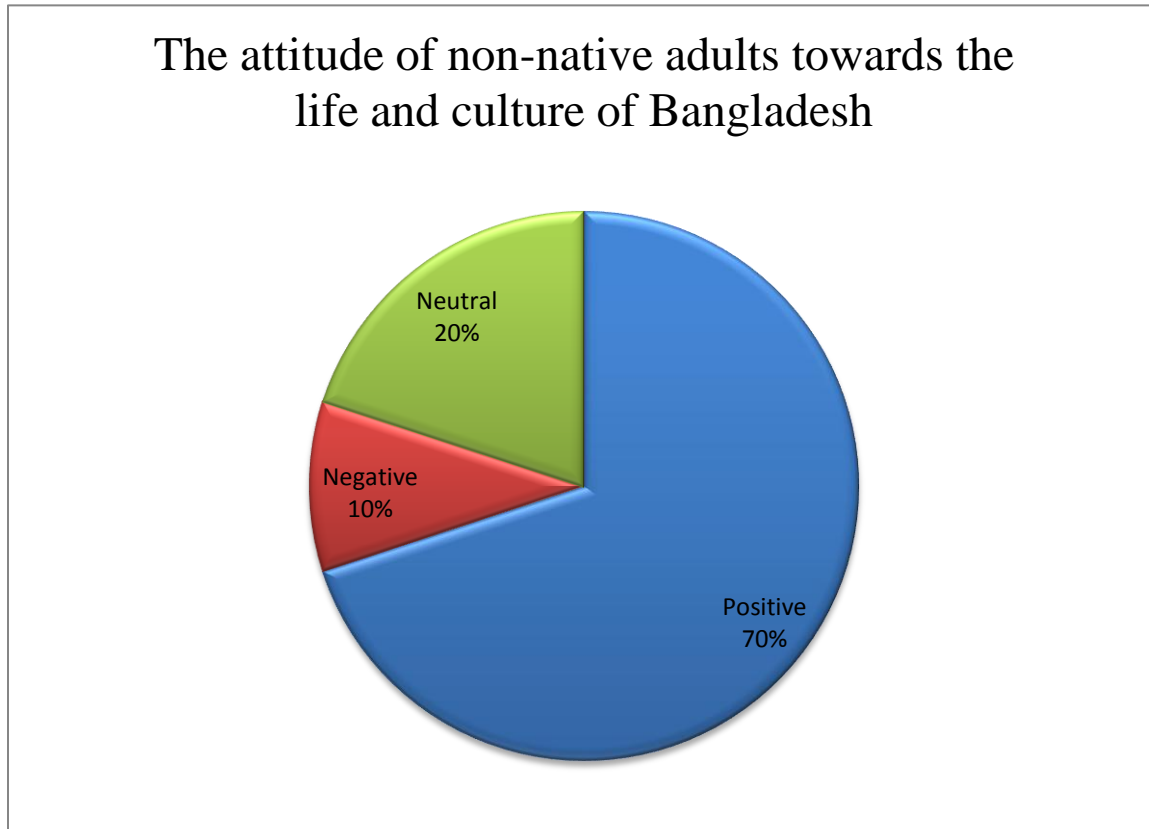
Positive 70%

The figure above shows the views of the non-native adults toward the local country in terms of percentages and the three options of Positive, Negative, and Neutral. 70% of the non-native adults have listed their outlook towards Bangladesh as positive, 20% of them are neutral, while 10% is purely negative. The reason for the adult participant's high percentage of having a positive attitude likely amounts to the fact that most of them have come to this country out of their own free will, either for jobs, for their spouse, or other reasons. The rest 30% amounting to both the neutral and negative participants have likely chosen this results due to their past experiences and with a possible tendency to leave the country.

**Figure 4: The personal attitude of non-native students towards the life and culture of Bangladesh.**
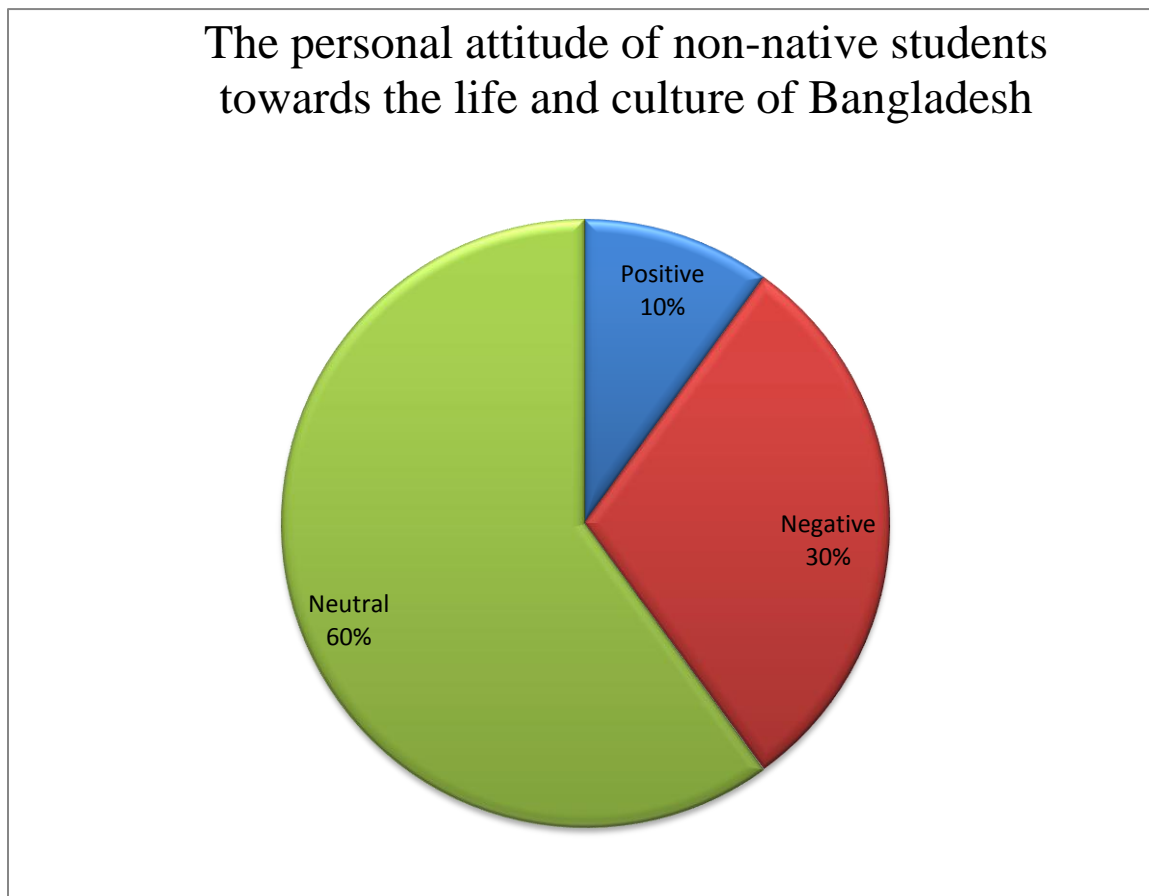


This table shows the views of the non-native students upon the local country they are living in, in terms of percentages and three beliefs divided into the feelings of Positive, Negative, and Neutral. 60% or a majority of the students have replied that their attitude is completely neutral compared to the 30% replying in the negative, and 10% replying positive. A child tries to adapt to any given situation, and the same applies to these students. Most of them are neutral since they have no other choice and cannot speak against their parents. Some of them are neutral since they have the utmost hatred towards Bangladesh and don't want to stay here a single second. However, some irregularities occur at times, so 10% has chosen positive since they have stayed in the country for a long time, and likely appreciate the country at the moment.

**Figure 5: The purpose of stay in Bangladesh for non-native adults of different nationalities**
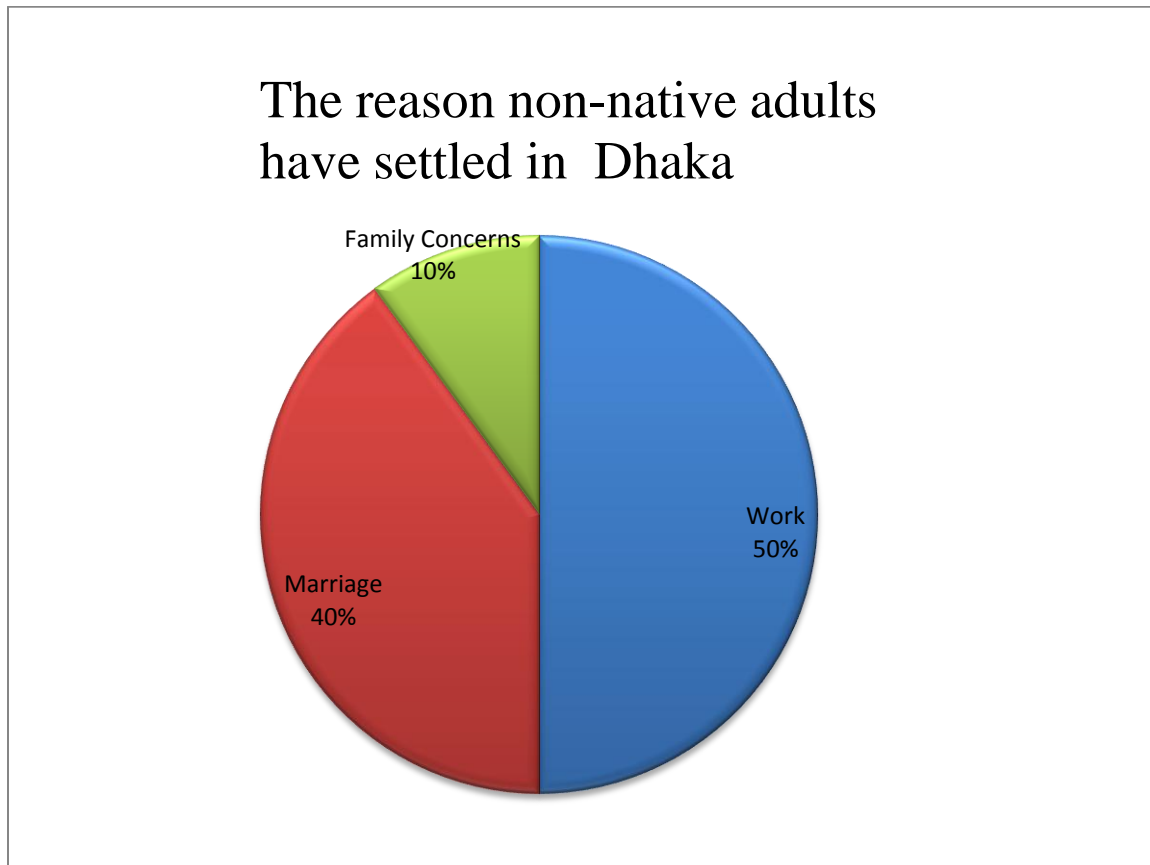


The figure above shows the purpose of stay in Bangladesh of non-native adults with the key reasons being job, marriage, and family concerns. Work stands at 50%, marriage is at 40%, while family concerns is at 10%. Most of the non-native adults have chosen work as their primary reason for staying with jobs dominative half of the pie-chart. 40% have chosen marriage since most people follow their spouse to their native land. Of the 10% remaining, family concerns do not play such a huge part in settling in Bangladesh but is shown for the sake of data.

**Figure 6: The purpose of stay in Bangladesh of non-native students of different nationalities and their purpose of staying in Bangladesh**



The purpose of stay in Bangladesh of non-native students
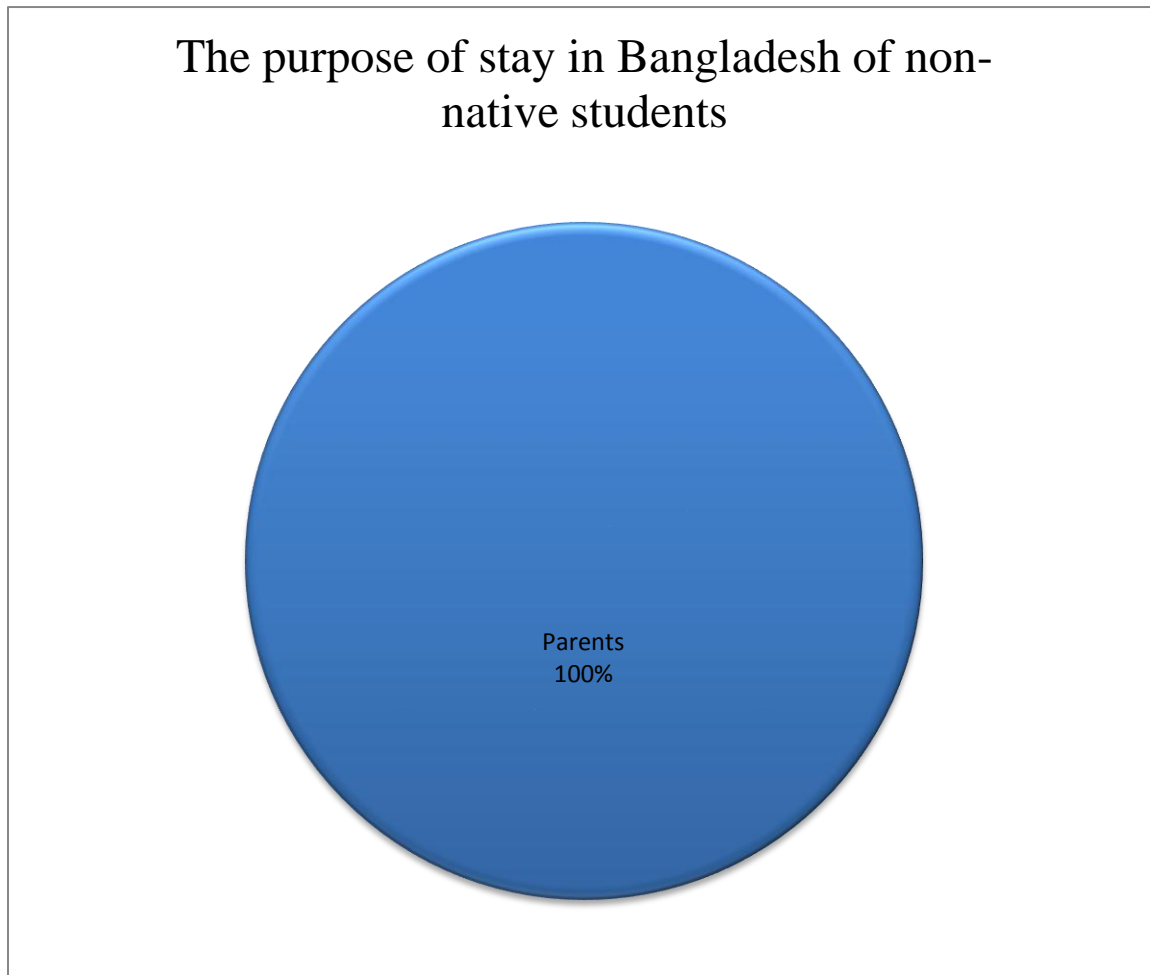
Parents
100%

This figure shows the reasons for the non-native students stay in Bangladesh with percentages. An overwhelming 100% have chosen their reason for stay in Bangladesh as their parents. This has occurred since children usually live with their parents and tends to follow them to whatever destination they need to go.

**Figure 7: Attitudes of natives about foreigners as perceived by the non-native adults**
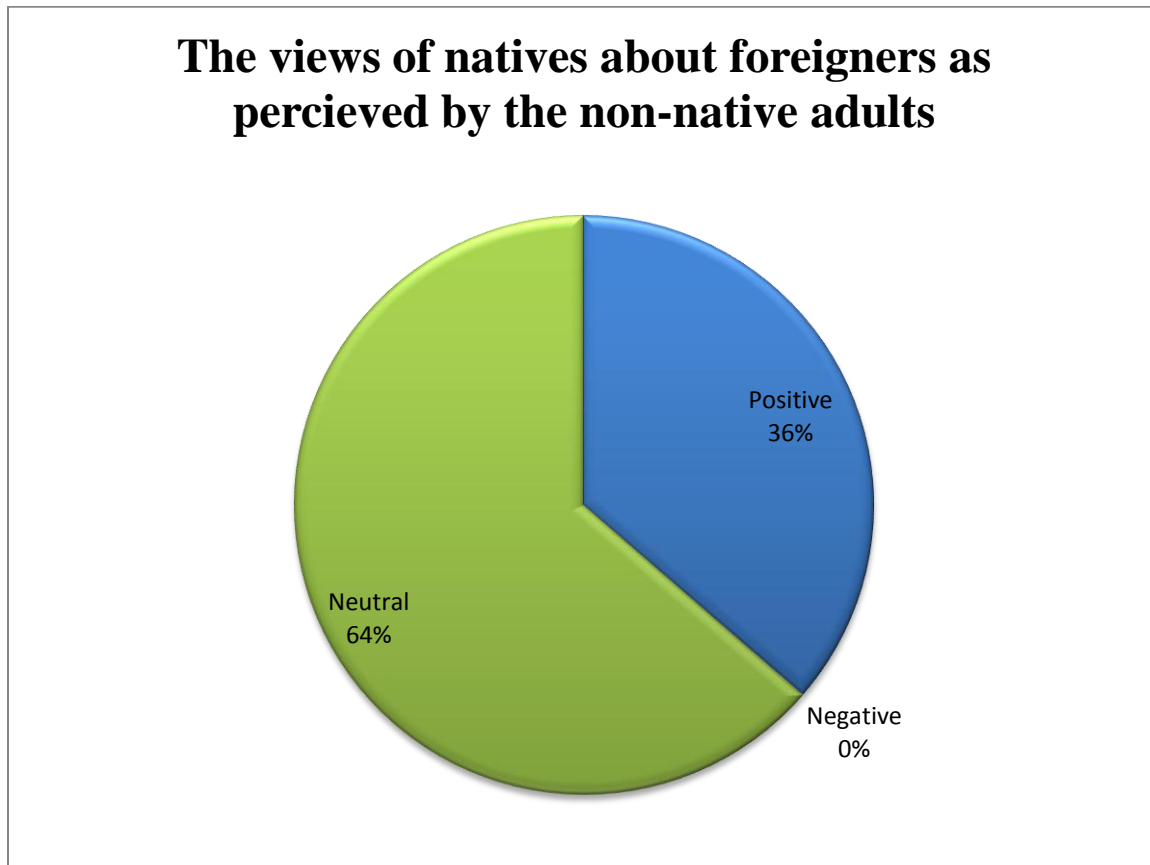


The figure above shows the perceived attitude of the natives by the non-native adults in terms of percentages. An overwhelming 64% have chosen neutral likely because they have had no negative or positive reception with the locals. 36% is positive while 0% is negative probably because they haven't face any harsh treatment as of yet.

**Figure 8: Attitudes of natives about foreigners as perceived by the non-native students**
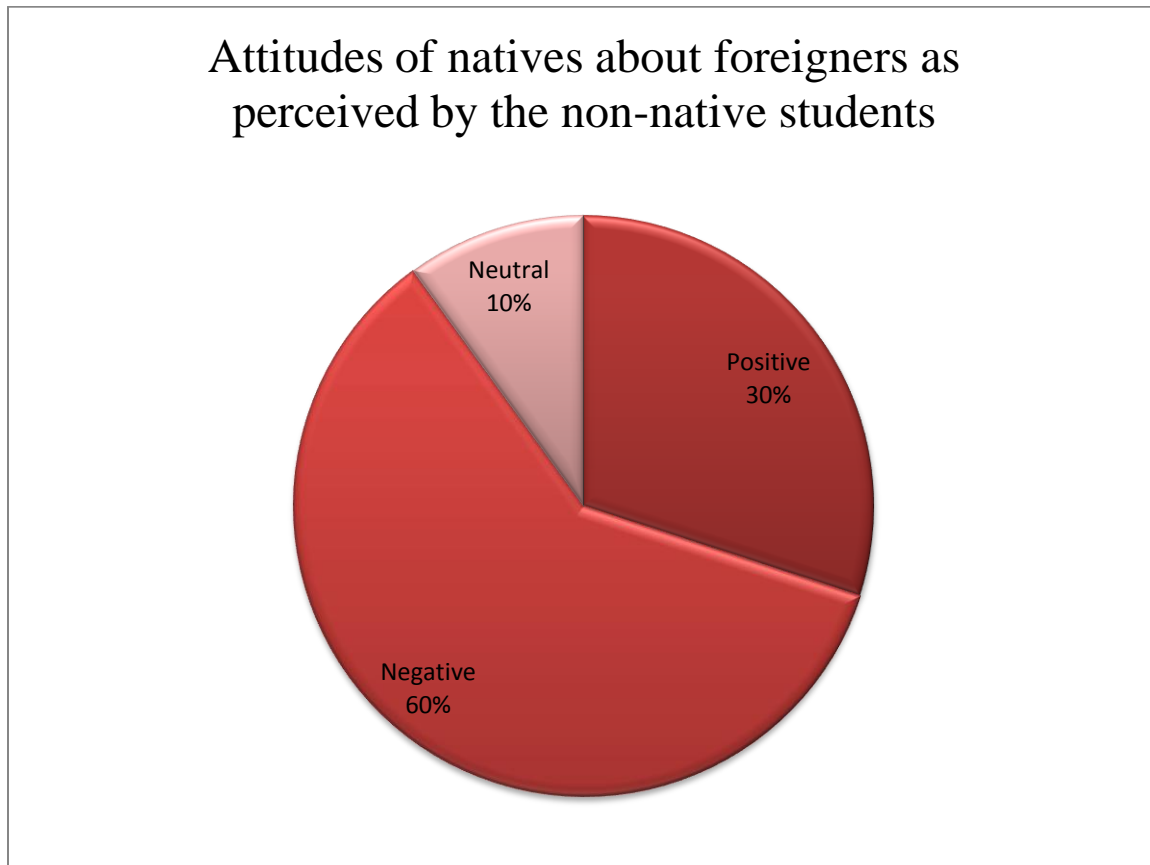


This figure shows the perceived attitude of the natives towards non-native students in terms of percentages. A strong 60% shows it as negative while 30% shows positive. Most of them have chosen negative likely because they have experienced some sort of misfortune with the local while some have reported positive, as they have probably interacted with better or more civilized group of people. However 10% remains neutral.

**Figure 9: Languages used for social interaction by non-native adults with natives**



Languages used by the non-native adults while conversing with non-native adults.

- English/Bangla 20%
- English 50%
- Bangla 30%
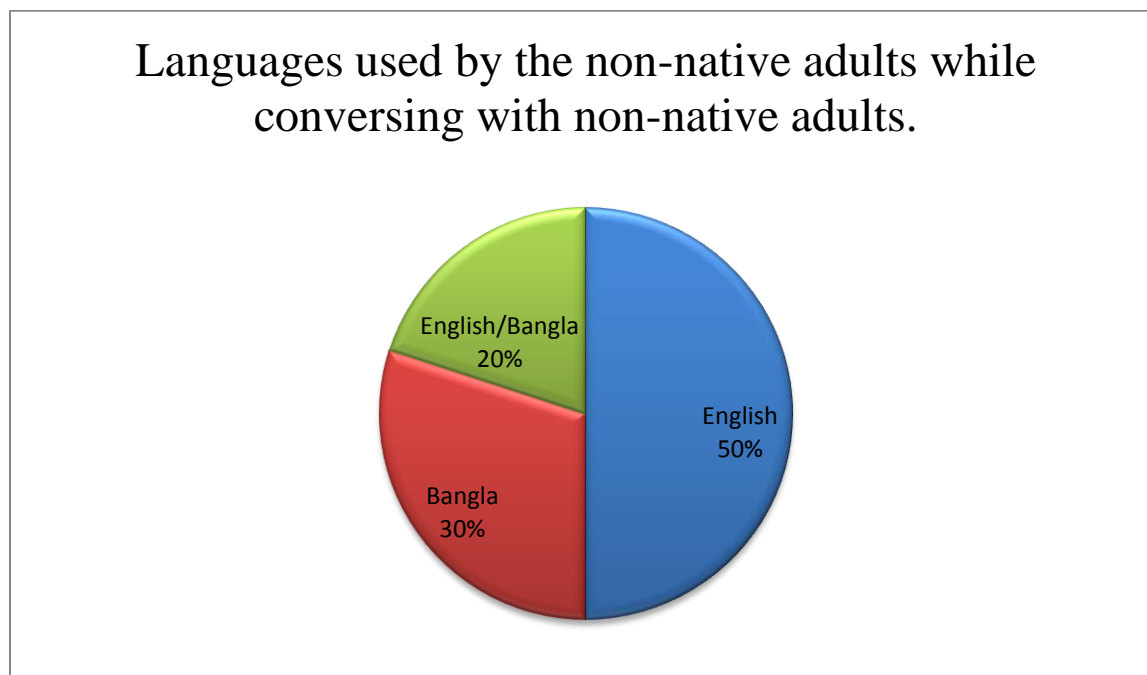
The figure above shows the language used by non-native adults in their interaction with the local people in terms of percentages. 50% or about half of the participants have used English to converse with the natives. 30% have used Bangla, while 20% have used a mixture of Bangla and English. It is expected for the non-native adults to use English since that is the language they are most fluent with. Then comes the group that uses a mixture of both languages. However we mustn't ignore the 30% that solely use Bangla.

**Figure 10: Languages used for social interaction by non-native students with natives**



**Languages used by non-native students with natives**

English/Bangla/Urdu
20%

Does not interact
with natives
50%

Bangla
30%
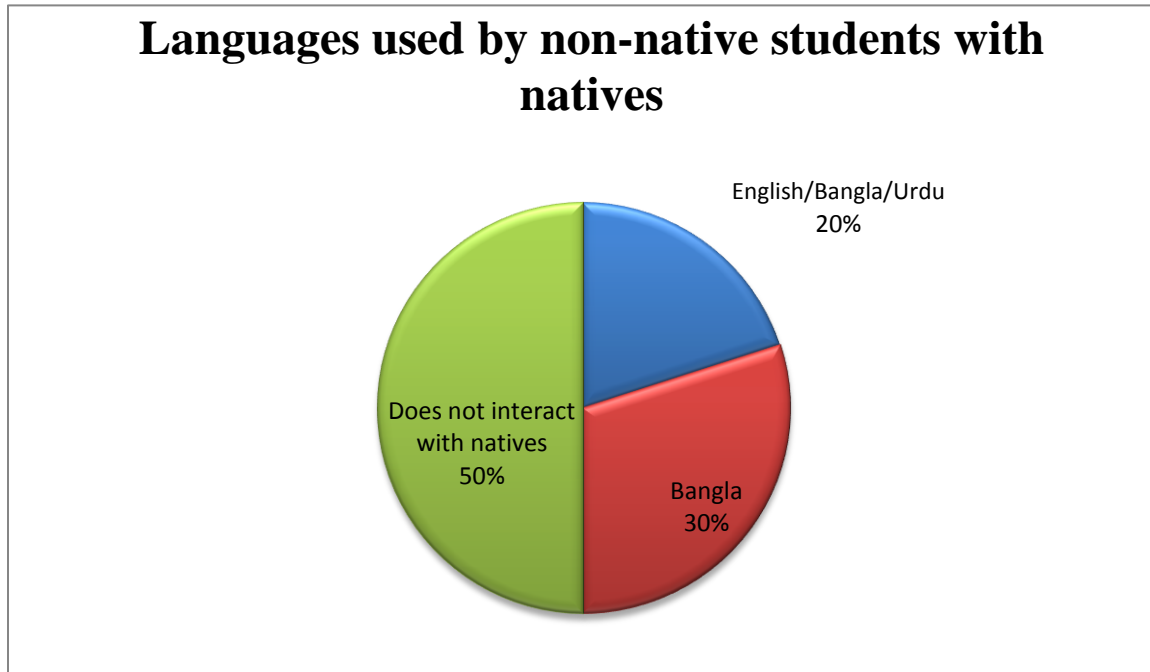
The figure above shows if there has been an interaction between non-native students and natives of the country as well as the language used that they used in terms of percentages. A staggering 50% have not made contact with the local people of the country while the ones that have used English, Bangla, or Urdu. 30% percent used only Bangla, while 20% used a variety of languages to communicate.

**Figure 11: Attitudes of non-native adults towards learning Bangla as a second language**

Views of non-native adults towards learning Bangla

Neutral 40%

Positive 60%

Negative 0%
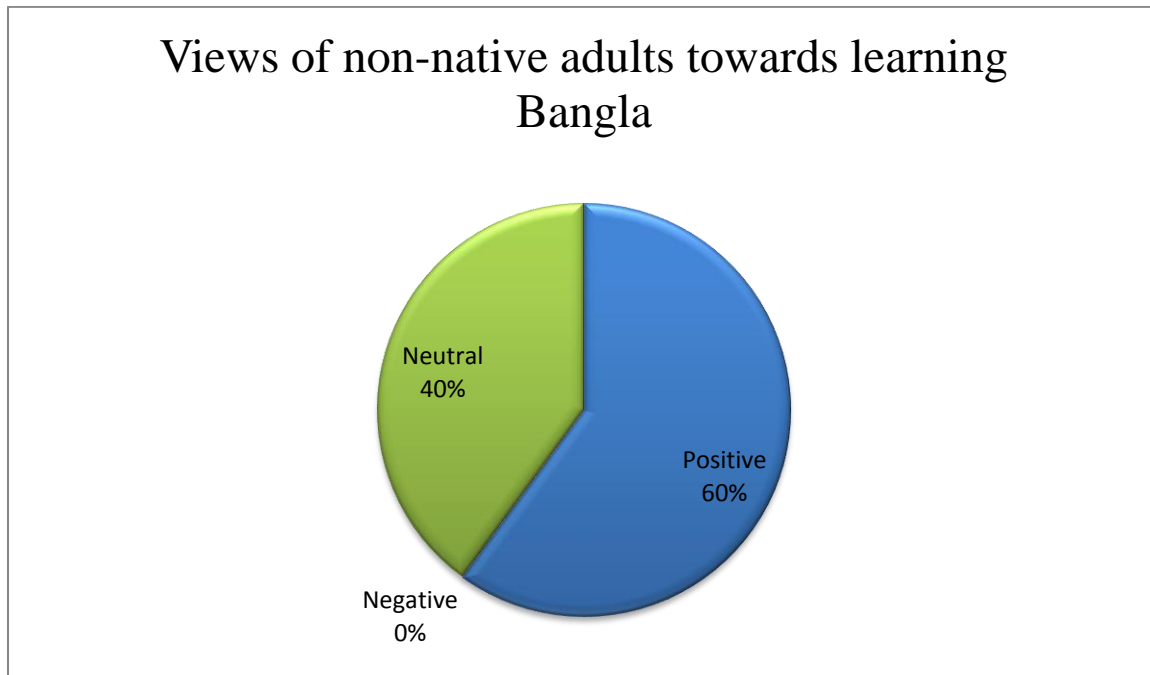
The figure above shows the attitudes of non-native adults towards learning Bangla as a second language in terms of percentages. 60% percent have listed their feelings as positive, while 40% have remained neutral. The surprising factor is the 0% of negative arising from their attitudes. IN the end they have to learn the language regardless of their personal attitude towards it.

**Figure-12:  Attitudes of non-native students towards learning Bangla as a second language**
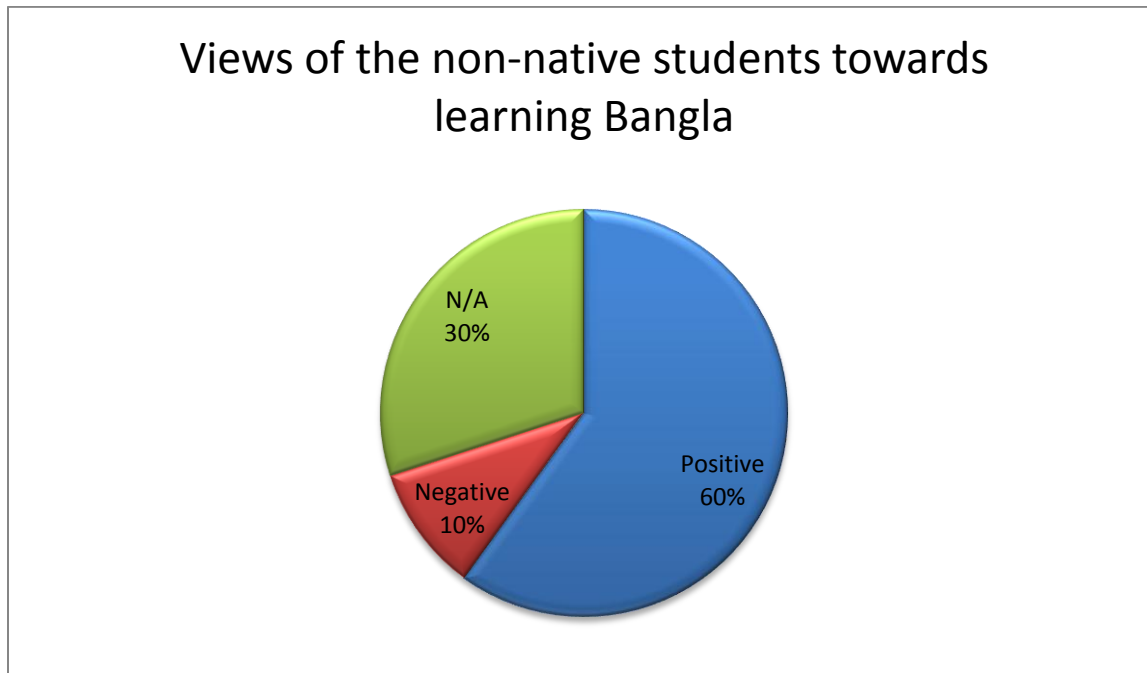


This figure shows the attitudes of non-native students towards learning Bangla as a second language along with percentages. 30% are non-applicable since they have English as their second language but 60% have a positive attitude while 10% have a negative one. I believe that 60% are positive since they are willing to learn the local language while 10% may be hesitant or scarred by some incident in which they were insulted since they did not know the local language. However this is just a possibility.

**Chapter 5: Analysis**

**5.1 Introduction:**

This chapter involves the triangulation and analysis of the raw data collected in order to answer the research questions via a comprehensible discussion.

**5.2 Cross Tabulation between length of stay in Bangladesh and proficiency level of Bangla in non-native adults and students of various nationalities and gender.**

Based on the results shown above, we can surmise that there are two main factors instrumental in shaping the results of the proficiency level of Bangla section. The first one is obviously the length of stay while the other one is nationality. Of the two factors mentioned, we can further classify them by the factor of most importance. That is obviously the length of stay. While nationality does play its part in a few circumstances, it is essentially the lesser of the two variables, even though it has a role in the equation.

Even when comparing the two charts, you notice that both share one distinct characteristic which is the fact that participants with a high length of stay tend to amass more knowledge of Bangla than their co-participants. This is likely due to the fact that a higher rate of interaction with the locals equal a better understanding of Bangla while they may be exposed to the syntax of the Bangla language by their co-workers, friends, or even their spouse's relatives, given that they are Bangladeshi. And the result is that the foreigner is adept in the local language, resulting in a higher understanding and appreciation.

Nationality is wholeheartedly considered a factor, despite the perception that it may seem like one of the many other theories spun out of the woodwork. The fact remains that it has a certain level of significance, and its influence can be grasped from the data shown. Those with nationalities of countries close to Bangladesh, such as India or Pakistan may have an easier time grasping the language since their languages share similarities with Bangla. This statement is supported by concrete evidence which comes in the form of the non-native student's chart. The Pakistanis that have lived for 2-3 years seem more fluent in the local language than the American listed. This proves that cultural and linguistic phrase similarities play a part in the learning of a new language.

**5.3 Cross tabulation of languages used by non-native adults and students for different purposes with reasons for the usage of a particular language.**

One of the key concepts compared will be the different usages of language for the particular occasion and the differences between the experiences of non-native adults and children. The notions remains that the language spoken by most people to their immediate family members tends to be their first language or the language spoken around their environment. If a person speaks Japanese with their close relatives, we would assume that they are of Japanese descent. Likewise, a person speaking English with his family members doesn't necessarily imply that he is of a western country, but he/she may live in a country like the United Kingdom. In a nutshell, relatives are spoken with a person's first language but that person may speak in another language depending on the occasion or surrounding. This applies to people of different genders of age.

Adults in their work environment may speak the local language to communicate effectively with their colleagues, but that doesn't mean that they are restricted to that particular language. As English is the de-facto language in modern establishments and companies, many employees are starting converse in English, some them of them required to, whether they are from the business sector, education sector, or even health sector. The status of English as an international language further confirms this claim. This is causing people in their work environment to adopt English as the tool to read, write, and obviously speak. The same scenario applies to the students too whose parents want them to have a mastery of the English language, so they send them to English curriculum based schools. This in turn transforms the students into the same type of adults compared, so their knowledge of English helps them find better jobs and work in a more sophisticated work-based environment.

Like everyone else, you want to improve your social standing with your acquaintances and the same applies to children who want to seem cooler than their friends are. When people engage with each other in a social discussion, they want to appear very classy and refined, so they mostly use English, which is considered by people of eastern origin the language of the intellectuals. They attempt to impress others around them by displaying a sound knowledge of high-class vocabulary and attempt to use complicated phrases that their friends wouldn't even bother to check since they would be considered less intelligent! This explanation also applies to students reading in primary school up till high school that are either forced by their parents or

choose so on their own will to utilize English for normal conversation. Based on the data shown above, unless someone is in a social gathering where everyone is speaking their native language, they most likely choose English since it is commonly known and it is considered intelligent in some countries to have a high fluency in the English language. This concept is also applied to public places.

**5.4 Cross tabulation of factors for the usage of a particular language by non-native adults and students.**

The reason a person chooses a language to utilize is to blend into the society and communicate effectively with others. Based on the data displayed, most of the participants replied by stating that the reason they chose a particular language was to feel comfortable followed by being part of a social group or class. This applies to the responses of both foreign adults and students. The several other reasons that may apply to the usage of a particular language include being superior, being forced to, or even to appear with an individual strength or skill which of course applies to the language. Reasons not discussed are covered in other factors. However, in the non-native student's table, they is an alarming rate of being forced by others with the reason probably involving the local youths. The non-native students are almost certainly ridiculed or forced to communicate using the local language to make friends and have conversation. The same does not apply to adults since most them study English whether they want to or not, so a foreigner can easily communicate. Some foreigners even consider learning a new language used in their current setting as a matter of pride and achievement, so it primarily makes them feel individual or unique from most of their kind. It may even influence their beliefs and way of life. On the other hand this feeling might turn into a feeling of pride, so non-native adults or children may feel superior to others in the aspect of language.

**5.5 Cross tabulation of aspects of Bangladesh favored by non-native adults and students**.

Of all the things to choose from as one of the remarkable factors of the country, people chose food. That implies that foreigners greatly appreciate the Bengali cuisine, so it is the most appealing factor of the country. Another important aspect involved is the people and their close ties to their families. Due to the fact that most Westerners end up separated from their parents when they become older, it is no wonder that some adults appreciate the family-oriented structure of the local culture. However the reason adult participants praised the people probably has to do with their own experience with them. One American might find the people ill-mannered and rude while another may consider them angels. This is the reality and it has to do with the person's psychology. Due to the rich culture of the Bangladeshi people, it is no wonder that the people are enamored with the festivals, the different tourist locations, and even the beautifully designed fabrics or cloth. Based on the data it seems that most of the non-native adults appreciate the cultural and societal norms of country, including its daily way of living.

**5.6 Cross tabulation of aspects of Bangladesh disfavored by non-native adults and students.**

Most of the participants (including the students) have listed corruption and governmental disorganization as one of the worst occurrences in the country including violent strikes and protests. That shows that most of the participants come from countries with a stable government, including law & order. Of course that is not the only thing found disappointing in Bangladesh. In both the student's and adult's data was found a strong dislike of poor road conditions and the resulting traffic. Students especially face this crisis when going to school, since they have to start 30 minutes earlier just to beat the morning traffic. Another critical crisis is the unhygienic atmosphere around Dhaka City which has contributed to its reputation as the most unlivable city. That has caused the female participants to consider pollution and smog one of the biggest problems in Bangladesh's list of dilemmas. The government's greedy and corrupted administration has also contributed to the results with most of the participants, old and small, denouncing the government. This further affects foreigners coming from first-world countries such as the US who are not used to some of the daily occurrences in Bangladesh. Furthermore, rising costs of living including inflation and a declining economy have also left a negative impression of most of the participants, according to the data collected.

**5.7 Cross tabulation between non-native adults and students of different nationalities and their personal attitude towards the life and culture of Bangladesh**

The attitudes of most of the adults are seen clashing with the perspective of the students. Most of the non-native adults commented on their experience in Bangladesh being positive and cheerful while others are trying to accept some of the elements of the local culture and society. However the exact opposite results appear in the students' responses. Most of the students commented on their experience being largely depressing and challenging. That is no surprise since most of them were probably forced to come to Bangladesh or has no part in deciding what the family wanted. Adults however can choose of their own will where to travel and live and may consider their current residence as one of adventure. They even have the means to connect with more people through their workplace and make more friends of their mentality and nationality.

**5.8 Cross tabulation between non-native adults and students of different nationalities and their purpose of staying in Bangladesh**

The data reveals that 100% of the non-native Bangla speaking student participants reside in the host country because their parents are posted here due to their respective employment.

On the other hand, the data reflects that 50% of the adult non-native Bangla speaking participants reside in the host country for employment, 10% for family related issues, while 40% reside due to intermarriage to Bangladeshi nationals.

**6.1: Conclusion**

The attitudes of most of the adults are seen clashing with the perspective of the students. Most of the non-native adults commented on their experience in Bangladesh being positive and cheerful while others are trying to accept some of the elements of the local culture and society. However the exact opposite results appear in the students' responses. Most of the students commented on their experience being largely depressing and challenging. That is no surprise since most of them were probably forced to come to Bangladesh or has no part in deciding what the family wanted. Only 30% of the students held a positive attitude about how natives perceived foreigners, with a majority of 60% held the view that they were disliked by the host community. In contrast, 70% of adults held a positive view about how natives perceived foreigners, with only a 10% displaying a negative view.

The participants from other countries speak their mother tongue with their family members as expected from other language groups. However in their workplace or in social events, all the adult participants seem to use English, probably as a way to effectively communicate in the global world. In some cultures, knowing English is a matter of pride and knowledge, so people tend to use it when speaking outside to appear sophisticated. As for the reason for using a specific language, most of the adult participants responded by stating that they chose it to feel comfortable.

As for the student participants, the same theory applies. Most of them speak their native tongue or occasionally the local language with their family members, relatives, and even friends. As all of them study at an English-based school, all of them speak English with their teachers and may speak Bangla with staff members if they do not know English. Social gatherings may prompt them to speak the language used while most of them use a variety of languages in shopping malls depending on who they go out with.

As regards the attitude towards learning Bangla as a second language, as it is the prime indicator of cultural assimilation, the adult participants stated a positive response of 60% while 40% were neutral. On the contrary, 10% of student participants held a negative view, while 60% were in favor of learning Bangla as a second language.

Of all the things to choose from as one of the remarkable factors of the country, people chose food. That implies that foreigners greatly appreciate the Bengali cuisine, so it is the most appealing factor of the country. Another important aspect involved is the people and their close ties to their families. Due to the fact that most Westerners end up separated from their parents when they become older, it is no wonder that some adults appreciate the family-oriented structure of the local culture. However the reason adult participants praised the people probably has to do with their own experience with them. Due to the rich culture of the Bangladeshi people, it is no wonder that the people are enamored with the festivals, the different tourist locations, and even the beautifully designed fabrics or cloth. Based on the data it seems that most of the non-native adults appreciate the cultural and societal norms of country, including its daily way of living.

Most of the participants (including the students) have listed corruption and governmental disorganization as one of the worst occurrences in the country including violent strikes and protests. That shows that most of the participants come from countries with a stable government, including law & order. In both the student's and adult's data was found a strong dislike of poor road conditions and the resulting traffic. Another critical crisis is the unhygienic atmosphere around Dhaka City which has contributed to its reputation as the most unlivable city. That has caused the female participants to consider pollution and smog one of the biggest problems in Bangladesh's list of dilemmas.

In contradiction to my hypothesis, instead of cultural assimilation – cultural integration is gradually occurring in both in the non-native Bangla speaking adult and student community residing in the host country. Both groups have identified specific factors which may help justify the positive and negative effects on their attitude towards the host culture and society.

**6.3: Recommendation**

A few additional elements might add to the quality of this research. Firstly, the number of participants should preferably originate from diverse nations rather than the limited numbers found in this particular research. In addition, the total number of participants might have contributed to an isolated sample area. The socio-economic status of the participants was all from the affluent section of the society. The motivations to reside in the host country were not so diverse. A greater diversity of ethic groups would make the research more interesting, in my humble opinion. If awarded the opportunity, I would conduct a similar research involving the cultural assimilation of the indigenous people of Bangladesh.

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## APPENDIX A: STUDENTS QUESTIONNAIRE

1. What is your nationality? _____

2. Gender: Male / Female (Please Circle)

3. How long have you lived in Bangladesh?  Please circle the correct number of years.

    o   0-1 year
    o   2-3 years
    o   4-5 years
    o   More than 6 years

4. Which grade are you studying at present?  _____

5. How many languages do you speak? #_____

6. What is your proficiency level in each of the languages?

    (i)      Write the Name of the Languages in the blank spaces provided; e.g. <u>FRENCH</u>
    (ii)     Underline the level of proficiency for each – e.g. POOR/<u>FAIR</u>/EXCELLENT

(A)

WRITING SKILLS:

   • Language:_____            POOR/FAIR/EXCELLENT

   • Language:_____            POOR/FAIR/EXCELLENT

   • Language: _____           POOR/FAIR/EXCELLENT

   • Language: _____           POOR/FAIR/EXCELLENT

(B)

SPEAKING SKILL:

- Language: _____     POOR/FAIR/EXCELLENT

- Language: _____     POOR/FAIR/EXCELLENT

- Language: _____     POOR/FAIR/EXCELLENT

- Language: _____     POOR/FAIR/EXCELLENT


(C) LISTENING SKILLS:

- Language:_____     POOR/FAIR/EXCELLENT

- Language:_____     POOR/FAIR/EXCELLENT

- Language: _____     POOR/FAIR/EXCELLENT

- Language: _____     POOR/FAIR/EXCELLENT


(D) READING SKILLS:

- Language:_____     POOR/FAIR/EXCELLENT

- Language:_____     POOR/FAIR/EXCELLENT

- Language: _____     POOR/FAIR/EXCELLENT

- Language: _____     POOR/FAIR/EXCELLENT

7. What language(s) do you use at home?

A: Immediate Family Members

B: Relatives


8. What language(s) do you use at school?

A: Teachers

B: Staff

C: Friends


9. What language(s) do you speak at social gatherings/parties?


10. What language(s) do you use at shopping malls?


11. What are the factors that make you choose any particular language?

1. It makes you feel comfortable

2. It provides a sense of individualism

3. I makes your feel superior to others
4. You feel part of a particular social group/class

5. You are forced to use the language by others

6. Other factors:

12. What is the reason for you to live in Bangladesh?

13. What is your attitude towards the life and culture of this country?

14. Do you socialize with the locals outside the school?  What languages do you use?

15. List 3 items that you like about the local culture/ society.

1.

2.

3.

16. List 3 items that you dislike about the local culture/ society.

1.

2.

3.

16.What is the attitude towards the learning of Bangla as a second language?

17. What is the attitude towards the learning of Bangla as a second language?

18. To what extent do you think you have assimilated with the local culture of the host country?

19. How do you think the natives perceive foreigners' attitudes about Bangladeshi culture and does it affect social interaction?

**20.** What might you do on a personal level to adjust to your new environment and language acquisition in Bangla

**APPENDIX B: ADULT QUESTIONNAIRE**

1. What is your nationality? _____

2. Gender: Male / Female (Please Circle)

3. How long have you lived in Bangladesh?  Please circle the correct number of years.

    o  0-1 year

    o  2-3 years

    o  4-5 years

    o  More than 6 years

4. What is your present occupation?

5. How many languages do you speak? #_____

6. What is your proficiency level in each of the languages?

    (iii)     Write the Name of the Languages in the blank spaces provided; e.g. <u>FRENCH</u>

    (iv)     Underline the level of proficiency for each – e.g. POOR/<u>FAIR</u>/EXCELLENT

(A)

WRITING SKILLS:

   • Language:_____          POOR/FAIR/EXCELLENT

   • Language:_____          POOR/FAIR/EXCELLENT

   • Language: _____          POOR/FAIR/EXCELLENT

   • Language: _____          POOR/FAIR/EXCELLENT

(B)

SPEAKING SKILL:

- Language: _____        POOR/FAIR/EXCELLENT

- Language: _____        POOR/FAIR/EXCELLENT

- Language: _____        POOR/FAIR/EXCELLENT

- Language: _____        POOR/FAIR/EXCELLENT

(C) LISTENING SKILLS:

- Language:_____        POOR/FAIR/EXCELLENT

- Language:_____        POOR/FAIR/EXCELLENT

- Language: _____        POOR/FAIR/EXCELLENT

- Language: _____        POOR/FAIR/EXCELLENT

(D) READING SKILLS:

- Language:_____        POOR/FAIR/EXCELLENT

- Language:_____        POOR/FAIR/EXCELLENT

- Language: _____        POOR/FAIR/EXCELLENT

- Language: _____        POOR/FAIR/EXCELLENT

4. What language(s) do you use at home?

A: Immediate Family Members

B: Relatives

5. What language(s) do you use at work?

6. What language(s) do you speak at social gatherings/parties?

7.What language(s) do you use at shopping malls?

8. What are the factors that make you choose any particular language?

It makes you feel comfortable

1. It makes you feel comfortable

2. It provides a sense of individualism

3. I makes your feel superior to others
4. You feel part of a particular social group/class

5. You are forced to use the language by others

6. Other factors:

9. What is the reason for you to live in Bangladesh?

10. What is your attitude towards the life and culture of this country?

11. Do you socialize with the locals outside the school?  What languages do you use?

12. List 3 items that you like about the local culture/ society.

1.

2.

3.

13. List 3 items that you dislike about the local culture/ society.

1.

2.

3.

**14.** What is the attitude towards the learning of Bangla as a second language?

**15.** To what extent do you think you have assimilated with the local culture of the host country?

**16.** How do you think the natives perceive foreigners' attitudes about Bangladeshi culture and does it affect social interaction?

**17.** What might you do on a personal level to adjust to your new environment and language acquisition in both Bangla and English?

**APPENDIX C: PEROSNAL INTERIVIEW**

1.  **What is the attitude towards learning English as a second language acquisition?**

| Highest | Moderately High | Neutral | Moderately Low | Lowest |
|---|---|---|---|---|
| | | | | |

2.  **What is the attitude towards learning Bangla as a second language acquisition?**

| Highest | Moderately High | Neutral | Moderately Low | Lowest |
|---|---|---|---|---|
| | | | | |

3.  **To what extent do you think you have assimilated with the local culture of the host country?**

| Highest | Moderately High | Neutral | Moderately Low | Lowest |
|---|---|---|---|---|
| | | | | |

4.  **How do you think the natives perceive foreigners' attitudes about Bangladeshi culture and does it affect social interaction?**

| Highest | Moderately High | Neutral | Moderately Low | Lowest |
|---|---|---|---|---|
| | | | | |

5.  **How might cultural assimilation and attitude affect your overall learning?**

6.  **What methods or techniques may be employed to improve the quality of learning?**

7.  **What might you do on a personal level to adjust to your new environment and language acquisition in both Bangla and English?**

**APPENDIX D: FOCUS GROUP DISCUSSION**

1. **Describe your willingness, opportunities and attitudes towards learning Bangla.**

2. **To what extent do you think you have assimilated with the local culture of the host country?**

3. **How do you think the natives perceive foreigners' attitudes about Bangladeshi culture and does it affect social interaction?**

4. **How might cultural assimilation and attitude affect your overall learning?**

5. **What methods or techniques may be employed by the school to improve the quality of learning?**

6. **What might you do on a personal level to adjust to your new environment and language acquisition in both Bangla and English?**

**APPENDIX E: SCHOOL CONSENT FORM**



I have read the information letter concerning the research project entitled *(Cultural Assimilation & Attitude of Students at an International School in Dhaka: A Case Study)* conducted by *(Raquib Quasem)* of the Department of *(BRAC INSSTITUTE OF LANGUAGES)* at the BRAC University.

I have had the opportunity to ask any questions and receive any additional details I wanted about the study.

I acknowledge that all information gathered on this project will be used for research purposes only and will be considered confidential. I am aware that permission may be withdrawn at any time without penalty by advising the researchers.

I realize that this project has been reviewed by, and received ethics clearance through, the Office of Research & Ethics at BRAC University, and that I may contact this office if I have any comments or concerns

about my our students involvement in this study.

Institution _____

Principal _____

Gender of Child: ___ Male        ___ Female

Permission Decision: ____ Yes - I would like our students to participate in this study

                              ____ No - I would not like our students to participate in this study

Signature of Principal: _____

Date: _____

**APPENDIX F: PARENT CONSENT FORM**



I have read the information letter concerning the research project entitled *(Cultural Assimilation & Attitude of Students at an International School in Dhaka: A Case Study)* conducted by *(Raquib Quasem)* of the Department of *(BRAC INSSTITUTE OF LANGUAGES)* at the BRAC University.

I have had the opportunity to ask any questions and receive any additional details I wanted about the study.

I acknowledge that all information gathered on this project will be used for research purposes only and will be considered confidential. I am aware that permission may be withdrawn at any time without penalty by advising the researchers.

I realize that this project has been reviewed by, and received ethics clearance through, the Office of Research & Ethics at BRAC University, and that I may contact this office if I have any comments or concerns about my son's or daughter's involvement in this study.

Child's Name: _____

Child's Birth Date: _____

Gender of Child: ___ Male        ___ Female

Permission Decision: ____ Yes - I would like my child to participate in this study

                                  ____ No - I would not like my child to participate in this study

Signature of Parent or Guardian: _____

Date: _____

**APPENDIX G: STUDENT CONSENT FORM**



This questionnaire looks at your *(Cultural Assimilation & Attitude)* and those of other students your age.  We want to know (*your individual views/ opinions as 9 and 10 grade students in Dhaka).*  We know that not everyone feels the same way, or does the same things.  We are interested in your answers to the questions in the questionnaire.

The questionnaire is completely private.  No one, except the researchers, will see your finished questionnaire, so please be as honest as you can.  If there is a question that you do not know how to answer, or do not want to answer, that's okay, just go on to the next one.

Do you agree to participate in this survey?

_____ Yes

_____ No

Name (printed): _____

Date: _____

Witness (Teacher/Parent):_____