

**The Effect of Bangla dialect on English Language Teaching: Teachers’
Perspectives and Attitudes**

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BRAC University

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Abstract

The researcher's objective was to find out the effect of Bangla dialect on English language teaching. Along this, researcher had to find out teachers' attitudes and perspectives about students' dialectal sounds. To do that a questionnaire was made for college teachers. However, all the findings show that teachers are not aware of students' dialectal sounds. They believed dialectal sound affect English language teaching but they did not take any sufficient steps to overcome this problem. Students themselves are not very aware about the influence of dialectal sounds in their speech. The researcher finds out possible suggestions and recommendations for this problem through collecting data from English teachers. However, the researcher hopes that this study would help English teachers and also EFL learners to find their problems and take positive and effective actions for solving them.

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The Effect of Bangla dialect on English Language Teaching: Teachers' Perspectives and Attitudes

Chapter 1-Introduction

1.0 Introduction

English is considered as a second language in Bangladesh. A student learns English from the very beginning from his or her schooling. But it is sad matter that after studying more than 12 years, a student cannot show his or her mastery to speak Standard English. It is true everyone has individual way to speak English. As a second language learner it is not possible to speak English with a proper sound. Hoque (2009) stated that one of the problems for a foreign language learner is that how to accurately utter the speech sound of a language. Main purpose of speaking a language is to communicate with others. If we cannot utter the proper sound of a language, the message will not be understood and communication may even break down. Such kind of situation is found in Bangladesh, as English is spoken with an accent which is related to the mother tongue (p.8).

It is also true that students are not free from the influence of local variety of a language. Hoque (2009) also mentioned that “Though it is not mandatory to have native like fluency, it is an art to be able to speak in English as good in standard as possible” (p.9).

So the question arises that how a teacher can teach English with a correct and accurate accent. Educational institution is one of the important places to teach Standard English. Christian(1987) stated that Children from different backgrounds come to school speaking a wide variety of dialects. Should our schools try to teach all students to use a Standard English? If so,

how? If not, how should different dialectal sound is handled in the school setting? What impact does speaking a non Standard English have on students' academic success and on their interactions with others in and out of school? These all questions are controversial. One of the central issues is that the use of a Standard English should be required in the Schools; someone believes that it is an extra burden on certain students. Others argue that it is a responsibility of the education system to teach a Standard English to broaden students' skills and opportunities. For example, students who do not develop Standard English may find that difficulty in employment and education. A student has successes in school and in later life may be related to the mastery of Standard English (p1). Christian(1987) also mentioned that "if an educator underestimates a student's ability because of dialect differences ,the student will do less well in school"(p.2).

So the aim of this paper is to find out the problems of teaching Standard English in the classroom. Also, this paper will shed light on some effective remedies that may help teachers and students overcome the existing problems in case of speaking Standard English.

1.1 Problem statement

English has taken an important place in our education. But it is difficult to teach Standard English in the classroom. Teachers face so many problems because of different dialectal accent. They have to handle those students to maintain a standard in the classroom. This research helps to find out the problems of students in teachers' eye while they teach English in the classroom. Few researches have been done on Bangla dialect in Bangladesh. Researchers must have an overall idea of interpretation between Bangla and English while teaching and learning take place but things are not specific. Bangla languages have so many dialects. So the Bangla dialects and dialectal accent or sound could make a barrier to teach Standard English. For such reason, this

research investigates teachers' point of view and problems of teaching English in the classroom. Focusing on Bangladeshi context, there are many problems considering teaching Standard English in the classroom. Teachers are not so much aware of students' dialect. Sometimes they are not so much responsible to correct students' mistake. Some teachers may are not so much qualified. They may not be so aware of their own English speech.

1.2 Purpose of the study

The purpose of the study is to know about teachers' attitudes, opinions, ideas and knowledge of dialect. Besides it also wants to find out whether the teachers are aware of students' dialectal sound and whether they support the local English or not etc.

This research finds out the problems of teaching speaking English and seeks to offer possible solutions based on teacher responses. It also finds out teachers' acceptance and sorts out the problems of teaching Standard English in the classroom. So, the aim of this research is to see how teachers teach Standard English in the classroom. It also illustrates whether English teachers consider the students' dialect as barriers to teach Standard English or not.

The goal of the study is to find out the reasons of the accent problem of the students at the intermediate level at colleges. In order to analyze the problems both teachers' and students' point of view regarding the matter has been taken into account. It tends to find out some effective and necessary solutions of this problem, so that both the teachers and the students can be benefited in their objective and productive outcome regarding correct and accurate English pronunciation skill development consecutively.

1.3 Central Research Question

The Central Research Question is very important and significant for this study. From these questions,

- A. Are teachers aware of the typical English accent of students' Bangla dialects?
- B. Do teachers consider Bangla dialect as an obstacle of teaching English?
- C. What type of problems do teachers encounter in the classroom for dialectal accent while teaching English?
- D. What techniques do they apply to help students use English language in the right way?

1.4 Significance of the Study

This research helps students, teachers, authority and education board think about more on the importance of improving student's speaking skills. At the same time it will help to know teachers' suggestions for improving students' pronunciation to develop students' English learning. As this research is based on teacher's opinions, attitudes and suggestions about improving student's English language, not only teachers but also authorities, trainees and learners will be benefited when they think of planning to make communicative syllabus for students. It will be helpful for teachers from elementary to tertiary level while teaching speaking skills to students. This study makes teachers to be aware of student's dialectical problems while they learn English and other teachers will come to know what steps can be taken while they encounter such problem. Moreover, they will get to be aware of dialects, dialectical accent or sound and they will know either dialect is barrier to teach Standard English or not.

1.5 Delimitation

The research is mainly done to know the classroom situation while teaching English. It also helps to know what teachers do in the classroom about students' dialectal accent while they teach English. This study mainly focuses on intermediate level that means the college teachers. Various types of students are enrolled in the college from different corners of Bangladesh. They have own dialectal accent. College teachers may have problem to teach English for this reason. This study finds out those problems. Other educational system like primary, secondary and Madrashes are not under this consideration. This study is done on college teachers.

1.6. Limitation

The research has some limitations too, like colleges are focused which are in the Dhaka city. Colleges from other areas of Bangladesh are excluded. It is not possible to choose colleges randomly, so selected colleges are prioritized. Any kind of research is time consuming also. Even teachers could not give enough time to fill up the questionnaire. Since the questionnaire designed to measure the teachers' attitude towards the dialect or dialectal sound might give useful information about the impacts of dialects on students speaking English, it seems not to provide enough evidence of the students' actual manner in their speaking performance. So, the result of this research would not be satisfactory.

Chapter 2- Literature Review

2.0 Introduction

This chapter deals with the theoretical aspects of dialects and teachers' attitudes and perspectives about dialectical sound in relation to different aspects of teaching and learning from various sources.

2.1 Dialect and English Teaching

It is necessary to consider what English teachers would do about non-standard dialects while he or she is involved in teaching in the classroom. An English teacher has many expectations from a student. Most importantly she or he has an expectation about correct speech and writing from his or her student. That means it is difficult for those students who have non-standard English accent. It requires every teacher wants that the students could learn correct English. The whole matter is carrying out the term 'Standard English' (Fasold, 1971, p.1).

2.2 Definition of Dialect

Haugen pointed out that "The Greek word *dialektos* was first applied in ancient Greece. It was used by every member of a set of languages and it was originally derived from an ordinary Greek language. Every group represented the speech of a main city, and had a particular literary function. In other terms, the language called *Greek* was a separate group, and *dialects* were written norms. Eventually they were based on spoken dialects of the regions whose names they hold. Thus, much of the problems over the language or dialect division came from the haziness

inherent in that original situation. To maintain mutual intelligibility was not considered, so there was not a clear division between the two ideas of *Dialect* and *Language*. Amusingly, we still have these difficulties with the way the word dialect is used” (as cited in Groves, 2008, p.6).

The meaning of languages had changed over time. It has obtained some meanings in English, being used in different senses by different groups of people. It is important to start by defining what we understand by dialect.

2.3 Language or Dialect?

Dialect means the way people use language. People use different patterns in their dialect. These patterns include pronunciation or accent, vocabulary and grammatical structures of the language. It also reflects the user's cultural and regional background. In 1985, Richards, Platt and Weber defined that “Dialect is a variety of a language, spoken in one part of country or people belonging to a particular social class, which is different in some words, grammar and/or pronunciation from other forms of the same language. A dialect is often associated with a particular accent. Sometimes a dialect gains status and becomes the standard variety of a country” (p.80). Here, Richards, Platt and Weber pointed out the variety of speech along with regional and social dialects. They said that dialects have different style according to its word, grammar or accent. They also mentioned that sometimes dialect got the language status in a country. These all indicate that to some extent dialect could be getting an equal status of a standard language in a country. Haugen has pointed out that “language and dialect are ambiguous terms. Ordinary people use these terms quite freely in speech, for them a dialect is certainly no more than a local non prestigious a real language. He also pointed out that language is used to refer either to a single linguistic norm or to a group of related norms, and dialect is used to refer to one of the norms” (as cited in Wardhaugh, 2010, p.25).

2.4 Standardization

There are different kinds of languages and it is important to discover how languages can differ from one another. Yet most of us want to call language rather than dialects. Standardization refers to the procedure by which a language has been systemizing in several ways. In this procedure such things as grammars, spelling books, and dictionary, and possibly a literature have developed. Standardization also requires a calculation of accomplishment about what is in the language and what is not. Once a language is standardized it becomes possible to teach in a purposeful manner. It has social, cultural, and sometimes political value away from the simply linguistic ones. A standardized variety can increase the prestige of speaker even who is not an employee (Wardhaugh, 2010, p.32).

2.5 Standard English

It is not easy to define what Standard English is. Trudgill pointed out “Standard English is that variety of English which is usually used in print, and which is normally taught in schools and to non-native speakers learning the language”. Standard English is kind of high variety which is normally used in newspaper and spoken by educated people. The difference between standard and non-standard is similar like the difference between formal and colloquial language. Colloquial language is used as the concept of ‘Bad language’ (as cited in Wardhaugh, 2010, p.33).

Standard English is an important construct for education, but it covers a variety of dialects. A formal standard variety of English is used in dictionaries and grammars that mean it is being used in written language. But no one speak in it. Speech communities use a more flexible variety which is an informal standard. Standard English varies geographically. Douglas

A. Demo mentioned that “Standard English in the South shows some pronunciation contrasts with Standard English in the North. Standard English in the United States contrasts with Standard English in Britain, Ireland, Australia, or India. In fact, there is no single standard. Members of a speech community have a generally shared understanding of Standard English for their group. This is the dialect that is associated with educated people and good jobs, the one that schools are expected to foster”.

It is important to keep in mind, especially in the context of education, vernacular dialects are not inaccurate. They do not represent language deficiency. Speaking vernacular dialect does not mean language learning is poor or incomplete. And its use does not hamper cognitive development. Correctness of a language is mainly accepted by the society. In schools, students should be encouraged to build competence in speaking and writing a standard variety but their vernacular dialects represent people’s social identity and linguistic expertise.

2.6 The standard of pronunciation

Varshney (1985) mentioned in his book that the pronunciation of a language varies every six miles because of geographical and cultural reasons. The standard of pronunciation of two speakers may vary on the basis of their standards of education and living. A villager may speak different from a man from the city. The pronunciation of English also may varies from one country to another and one geographical entity to others (p.117).

He also said that “There are marked and distinct within the phonetic features associated with English spoken in the English-speaking nations such as the U.K, the U.S.A, Canada and Australia. Even within the U.K, there are variations between England, Scotland, Wales ,and Northern” (Varshney,1985,p.117)

Gimson observed this situation and quoted that ‘the English today are particularly sensitive to variations in the pronunciation of their language and a kind of unofficial standard exists in England’ (as cited in varshney, 1985, p.117)

2.7 The status of English around the world

According to Kachru (1986) English-using speech community has many divisions and subdivisions. He has divided these communities firstly, in terms of "English-speaking nations" with American English, Canadian English, Australian English, British English, Indian English, Jamaican English and so forth. Then, the next category that he has offered is based on "ethnic criteria". On the other hand, the third category is based on "color" of the English-speaking people. This category holds Black English, Brown English, White English, and Yellow English. Moreover, he has cut down all these speakers by making three categories;

- ENL (English as a Native Language) to those who use English as their mother/ first language (Americans, British, West Indians, South Africans).
- ESL (English as a Second Language) as a second group refers to those who learn English after acquiring their mother tongue (South or Southeast Asia, Africa).
- EFL (English as a Foreign Language) who learns English as a foreign language for instance, In Iran for science and technology, in Japan for international commerce and tourism (p. 128).

Kachru has divided World Englishes into three concentric circles; the Inner Circle, the Outer Circle, and the Expanding Circle.

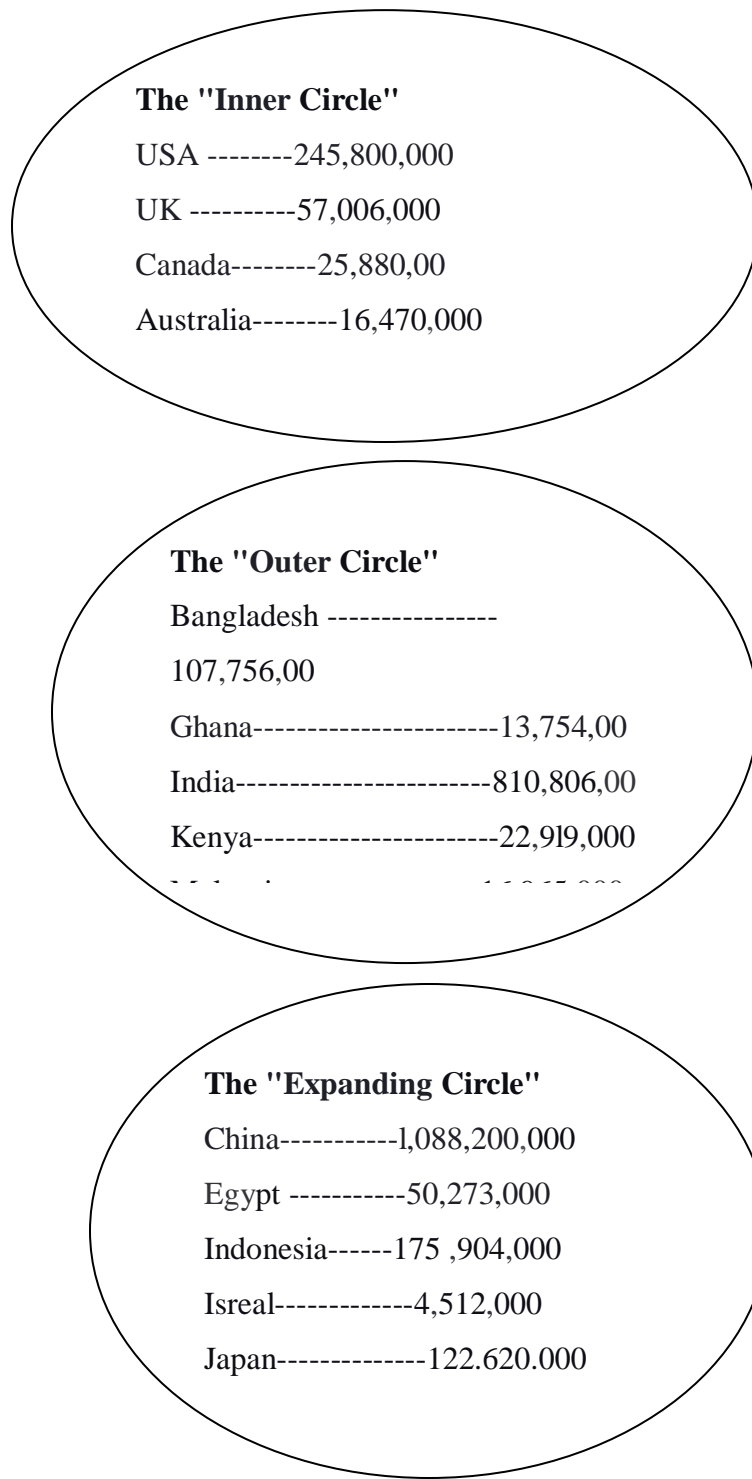


Figure 1: Kachru's three-circle model of world Englishes (Jenkins, 2009, p. 19).

However, Jenkins (2009) has also stated that the spread of English around the world is often discussed in terms of three individual groups of users, in that order as:

A native language (ENL), means where historically and culturally English is considered the first language. The number of such speakers throughout the world is thought 350 million. Foreign language (EFL) learners are those learners who learn the English to communicate with its native speakers. But, there is a controversy with the actual purpose and number of this group. However, in terms of 'reasonable competence' the number is likely to be 1 billion. The last group is ESL or "English as a Second Language" refers to the language spoken in large number of territories such as India, Bangladesh, Nigeria and Singapore, which were once colonized by the English.

Jenkins (2009) stated that "The three circles represent the types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural contexts" .The English spoken in the inner circle is assumed to be 'norm-providing', where the Outer Circle to be 'norm-developing' and that in the Expanding Circle to be ' norm-dependent'. Moreover, the "Expanding Circle" is the grouped of EFL countries, the "Outer Circle" is for EFL countries and the rest one is for the ENL countries (p.18).

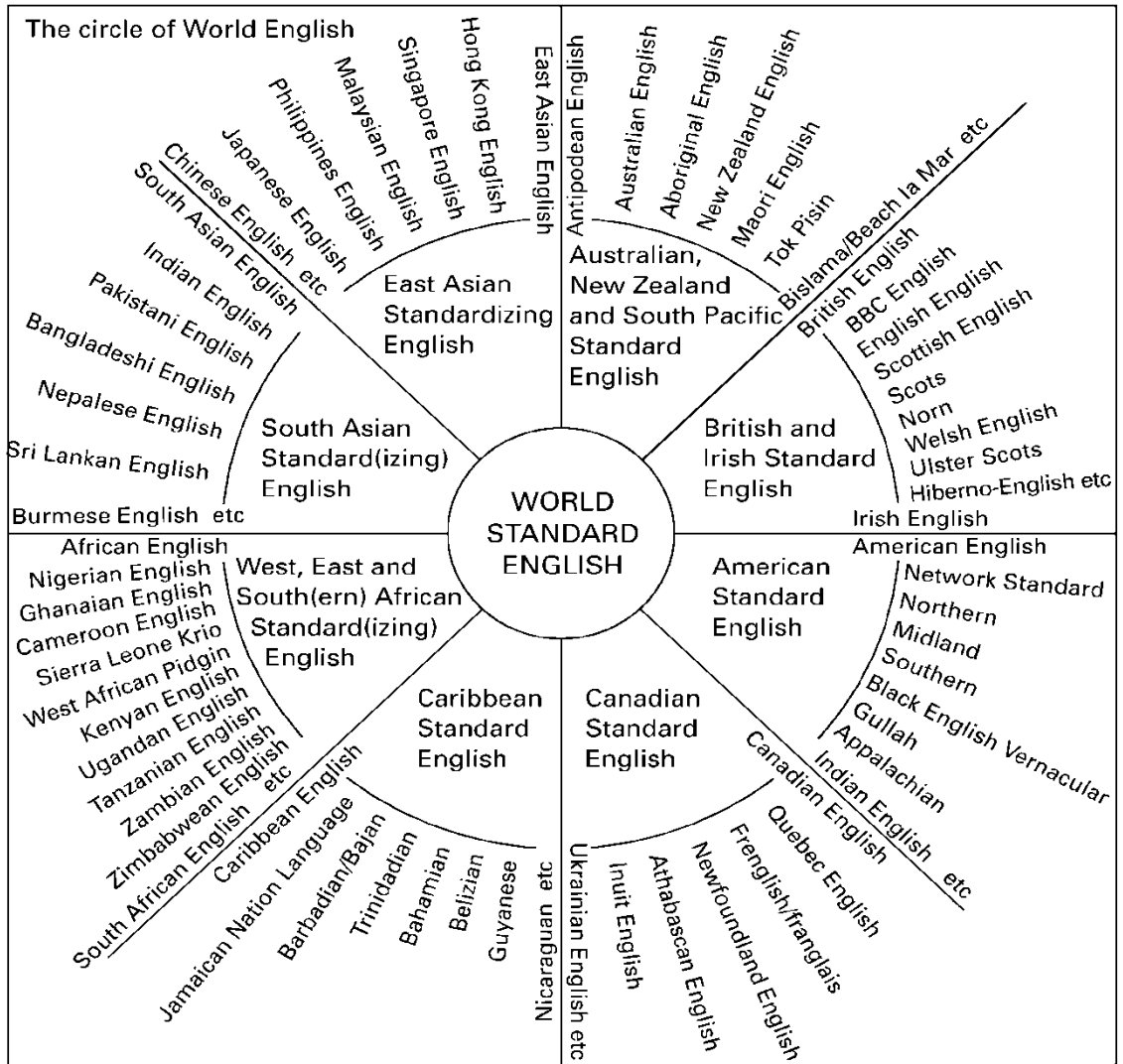


Figure 2: MacArthur's circle of English (Oxford & Jain, 2008, n.d.)

McArthur has divided "World English" on the basis of eight zones. The countries of the world, according to their location, fall in different zones. In this "Circle of World English" Bangladesh, India, Sri Lanka and Pakistan are categorized under "South Asian English".

2.8 English in Bangladesh

Up to 1947, Bangladesh was a part of a greater undivided India. Crystal (1977) stated that "Bangladesh is virtually a monolingual country where 95% of the populations speak in Bengali.

At present number of speakers of English as a second language in Bangladesh is very small. It is country, whose literacy rate is barely 32 percent, of which only the top 2 percent know and use English. Approximately 2,100,000 Bangladeshis use English in some form or other” (as cited in Banu, 2006, p.57).

Banu (2006) also talked about the language planning of Bangladesh. She mentioned that in 1971, Bangladesh got independence and start displace English and introduce Bangla at all levels. This was started in using bureaucracy, education, administration and the judiciary. In 1971, Bangladeshi government declared Bangla as the official language to use at all levels. Even the constitution was written in Bangla. After that Bangla promoted everywhere and started using in all educational institution as medium of instruction. In the tertiary level, lectures began to be delivered in Bangla. This was not accompanied by any coherent or concerted program and policy of translating high level English text books into Bangla. That is probably the reason of using both Bangla and English for official as well as educational purposes (p.59).

She also claimed that Young Bangladeshi students learn English language for professional and academic achievement. Proficiency in English is the key to get good jobs in banks, multinational companies, business offices, non-government and international organizations and helps in higher studies abroad. Social purpose is main reason behind of learning English rather than personal interest (p.60).

2.9 Dialects in Bangladesh:

Morshed (2006) stated that “Dialect a regional or social variety of language famed from other varieties of the same language by differences of phonology, Grammar, and vocabulary. The standard language is used from corner to corner of the country; both in spoken and written forms,

but dialects are restricted to a geographic or socio-cultural area. Dialects tend to coexist along with the standard language and are often considered to be substandard to it”.

Bangladesh has a number of dialects which may be categorized into four groups:

(1) North Bengal dialects including those of Dinajpur, Rajshahi, Bogra and Pabna.

(2) Rajbanshi, the dialect of Rangpur.

(3) East Bengal dialects which include those of

a) Dhaka, Mymensingh, Tripura, Barisal and Sylhet, as well as

b) Faridpur, Jessore and Khulna and

(4) South Bengal dialects including those of Chittagong and Noakhali and the dialects of Chittagong Hill Tracts, such as those spoken by Chakmas and Murongs.

The use of dialects has created an amount of differences between the users of the standard language and the users of dialects. In Bangladesh, three linguistic forms of Bangla are in use: a standard Bangla, Chalito or colloquial constructions; the Shadu or decent form; and the dialects used by people of different regions. People coming to the city from other regions use dialects among themselves. They use the standard form of the language with others and for educational purposes. The use of the sadhu form is on the decline these days. The varieties of bangla could be variant at different levels such as phonological level, morphological level, syntactic level and semantic level of their linguistic structure.

There can be a number of dialectical variants of a word. The standard Bangla for boy is *chhele*, In Midnapore it is *po*, in Maldah *byata*, in Manbhum *beta*, in Singhbhum *chha*, in Khulna and Jessore *chhawal*, in Bogra *byata chhail*, in Dhaka *pola*, in Mymensingh *put*, in SYLHET *puya*, in Manipur *puto*, in Noakhali *hut*, in Chittagong and in the Chakma dialect *poya*?

Sometimes the same word is pronounced differently when used by different speakers, because of educational attainments, and social status, cultural affiliations, and religious persuasions. The variety of language used by one such individual speaker is called idiolect. Dialect differs from slang. First, dialect is more extensively used than slang. Secondly, dialect is longer lived than slang. Thirdly, dialect forms are not used consciously unlike slang (Morshed, 2006).

2.10 Dialect and Education

Standard language or dialect both has been used exclusively or partially in different communicative areas such as the media, administration, education or everyday life. It is a common scenario in education sector. Standard language is highly favored whereas nonstandard dialects are highly disputed. In some countries, standard language is holding a strong position than vernacular languages and dialects. But now a day's researchers hold a positive attitude towards the nonstandard languages and dialects which can be used in education (Papapavlou & Pavlou, 2007.p.1).

Papapavlou & Pavlou (2007) also mentioned that the designation of dialect is based on socio-historical and political criteria rather than on purely linguistic demand. Even local dialects do not belong to regional or minority languages, but they should treat as the same position as to standard or official languages. Regional and minority languages are also necessary because they carry local cultures and also a part of people's identity (p.2).

2.11 Dialect and Standard English in EFL classroom

Ginn (2005) pointed out that many people believe that it is the job of school to teach Standard English. They also think that the use of dialect is not appropriate in the classroom. But

the research result seems different from this traditional view. Dr.Stacy Denny at UWI Cave Hill shows that “using dialect purposefully in class can improve rather than diminish achievement across the curriculum” (p.6). Pupils who have knowledge about oral or written skills in the language can help to transfer that knowledge to Standard English. Teacher can help students to combine both knowledge and pointing the similarities and differences in different types of language. This knowledge helps people to understand the linguistic patterns. In fact, the neglect of dialect or Creole in education can affect the lack of cognitive development by some pupils (p.6).

Ginn (2004) also figured out a number of reasons to use dialect or Creole in the classroom.

- Non-standard dialects are rule governed. It has own grammars. So there is a connection between two different linguistic systems.
- If we neglect or deny pupils’ home language, this may hamper their self esteem and academic achievement.
- According to UNESCO convention (1968) each person has own identity and they have right to maintain and develop their mother tongue (p.6).

2.12 Children and Dialect

The child first discovers the language of his parents and he constructs a language for himself. He picks those languages which are around him and his interaction with siblings, relatives, neighbors or neighbors children help him to learn the language. Most children are likely to learn the language of neighborhood (the local dialect).Until he goes to school, he particularly uses neighborhood language or home language. But in the school he will meet a new and different form of language. Children may find a mismatch between the all forms of language

included neighborhood language, home language and school language. They need to construct a new form to cope with this. They need to find ways of interacting which may cause least difficulties to use the language. They need to differentiate between two forms of language. The children habitually use the home language which helps them to express what they think. On the other hand the implication of the school's language helps him to make the sense of the world. School's language is more technical and formal than the language he used at the home. But it is important to use language informally with group about school learning. The language could be Standard English, local dialect or an ethnic minority language. At the beginning, he learns language and gets his linguistic identity from his family, friends and community and he has linguistic value to them. But there is a different world of language and learning in the classroom or in the school. A different style which is learnt from teacher or written in the books or from the computer, many children can cope with this mismatch and they can differentiate it from home language. They may already know the school language or standard language from the television. They may use the home language and school language successfully. But all children are not the same. In this mismatch situation, real problem has arisen. Either explicitly or implicitly they gain a message from the school that the school language is correct and home language is wrong. This can create a problem for the children, as the home language reflects their own identity and values, where as the school language helps him to cope with the world and helps them achieve the success of life. This situation forced him to choose a language between home language and school language. Many children can cope up with both languages, but for many students this linguistic tension may create a central problem for their growth. Therefore language and identity are closely bound together (Philp, para 1-5).

2.13 Variation of Dialects:

2.13.1 Regional Dialects:

One of the easiest ways to observe variety of language is to the way a language is spoken .Wardhaugh (2010) defined the regional variation as “you travel throughout a wide geographical area in which a language is spoken, and particularly if that language has been spoken in the area for many hundreds of years, you are almost certain to notice differences in pronunciation, in the choices and forms of words, and in syntax. There may even be very distinctive local colorings in the language which you notice as you move from one location to another. Such distinctive varieties are usually called regional dialects” (p.11).

2.13.2 Social Dialects

Social dialects are related to social group. Wardhaugh (2010) defined the social dialects in a way that at first its need to make clear about social group. Social position holds a weight of the various factors. For instance occupation, place of residence education, new verses old money, income racial or ethnic origin, cultural background, caste, religion, and so on. Such factors as these do appear to be related directly to how people speak (p.46)

Wardhaugh made a clear distinction between regional and social dialects. Regional dialcts are geographically based whereas social dialects originated among social class, religion and ethnicity.

Chapter 3- Methodology

3.0 Introduction

This chapter discusses the methods which are used by the researcher to collect data for dissertation. The researcher had to find out the possible result of how does English teaching is affected for Bangla dialect. Including this, Researcher had to find out teachers' knowledge about dialect, problems and awareness of students' dialectal sound while they teach English.

3.1 Research Design

The chapter gives an idea about research methodology that was followed to conduct the research. The research design followed by the researcher was both qualitative and quantitative which provided various perspectives of the research. The common data collection was followed for this research as questionnaire and discussion with teachers.

The research procedure has been completed by collecting books, journal, and articles from the library. Journal and scholarly articles have been collected from educational and academic databases.

3.3 Sampling

The sample was used in the research consisted of 20 teachers from ten different colleges of Bangladesh. The teachers completed questionnaire where they gave their opinions and suggestions about dialect. They teach at H.S.C. level. They have to deal with first year students.

These students were from different schools with different social backgrounds. The subjects were a suitable selection for the study, because English teachers had to face students' dialectical problem while they taught English. College authorities were so helpful and they helped the researcher to collect data from teachers. The teachers were informed that they had to complete a questionnaire which will be used for the purpose of the research.

3.4 Setting

The setting of the meeting with the teacher was both formal and informal. The researcher had to go for an informal discussion about the study to make an interest of completing the questionnaire. Some teachers did not like to complete the questionnaire. Researcher had to provide more information and tried to collect more knowledge from teachers which were related to study. Overall, the setting was formal.

3.5 Instrumentation

The researcher used questionnaire for the teachers. There were 16 questions. There were 9 close ended questions and 7 open ended questions. The questionnaire was sub-divided into 5 parts. Every part had individual name. The first name was 'Knowledge about dialect' where teachers were got introduced with the question what he or she would answer. It contained some personal questions. The next part's name was 'Attitudes towards dialect' where teachers had to answer about their attitude. After that they had to complete the question about students' dialect which part contained the name 'Attitudes towards students' dialect'. The next part contained open ended questions which name was 'problem of teaching English for dialect'. The rest part was about suggestions from teachers about overcoming the problem.

3.6 Data Collection Procedure

The data were collected from different colleges of Dhaka city. For the collection of data, researcher had to contact with 10 colleges. Government colleges were not much interested to conduct the research. The researcher had to choose Non-government College or private college. After telling the purpose of the research, the researcher was allowed to take interviews within a limited time. Some teachers were curious about the study. Teachers were providing additional information on asked the questions to complete a questionnaire.

3.7 Data Analysis Procedure

For the data analysis, the qualitative and quantitative data have been employed. The questionnaire's questions were linked to the central research questions which were analyzed in details.

After the collection of data, all the questionnaires of the teachers were assessed. Every questionnaire's close ended questions were checked in several times and calculated the data for getting correct result. Open ended questions were analyzed in details to represent the qualitative result.

3.8 Obstacles Encountered

Few obstacles were encountered in the government colleges. Government college's teachers were not so much interested to help the researcher. Even the authorities did not allow conducting the research. Initially, college authorities were not much eager to let the researcher take the interviews of the teachers. In some colleges, the researcher had to wait for a long time for the teachers to conduct the research. Another obstacle was un-restful political situation.

Teachers were so much busy with their make-up classes. That is why it took so much time to get permission from the college authorities.

Chapter 4 – Findings and analysis

4.0 Introduction

The purpose and design of this chapter is to find out and analyze the data of the research that were collected from the college teachers through interview and questionnaire.

4.1 Analysis of teachers' close –ended questionnaires

In questionnaire 1, the question was about knowing of Bangla dialect. The researcher kept this question at the beginning of the questionnaire to introduce the teachers with the research subject.

So, the participants could understand that they were going to answer some questions which were related to our dialect and English teaching.

There were 16 questions in the questionnaire that were given to the college teachers. At first, the teachers were asked if they were familiar with the Bangla dialect which is the variety of our Bangla language.

Table 1: Being familiar with Bangla dialect

Options	No. of teachers	%
Yes	19	95
No	0	0
No comments	1	5

The result of this question was quite expected. 95 % of the participants agreed that they were familiar with the Bangla dialect. This result proves that everyone knows about Bangla dialect.

The question had an option for no comment and 5% of the participants chose that.

Table 2: Being familiar with dialectal accent/sound

Options	No. of teachers	%
Yes	16	80
No	3	15
No comments	1	5

Results of table 2 show that, more than half (80%) of the participants admitted that they know what dialectal accent is. Around (15%) of participants did not know what dialectal accent is. It means they were not aware of Students' individual speaking accent or they were not concern about that. Only 5% of them did not want to comment anything about this issue. It definitely reflects that how much the teachers are aware of the dialectal accent in our country.

Table 3: Speaking language with their growing

Options	No. of teachers	%
Standard Bangla	11	55
English	0	0
Local dialect	9	45

Bangla is our first language. Most of the children's first language is Bangla in our country. Children start learning English when they go to school. Some educated families are aware of their children's language. So they take extra care that their children that can learn standard Bangla. The Participants who are from Dhaka, mentioned that they grew up with standard Bangla. So more than half (55%) of the participants were from Dhaka. They learned standard Bangla because of their family and educational institution. Social classes also played an important role for this. Because those participants were from higher class and middle class. Rest of (45%) participants admitted that they grew up with local dialect because in their child age they lived in outside of city or town. They lived in village. They did not get proper facilities to learn Standard Bangla. Even if they tried to speak standard Bangla, local people used to laugh at them. There was no participant whose main language was English.

Table 4: Arranging the varieties of language according to their importance

Options	No. of teachers	%
Bangla	3	15
English	17	85
Dialect	0	0

The participants were asked to arrange the language from the most important to the least important. Everyone followed their own view to sequence the language. Around (85%) participants believed that English is the most important language. For the sake of globalization, English plays an important role in our society. People who know better English can achieve a

better position in society. Other 15 % believed that Bangla is also important for them. They first learnt Bangla language. After that they learn English. Most interestingly, everyone kept the dialect in 3rd position. Because they believe somehow dialect creates problem on learning standard Bangla and English.

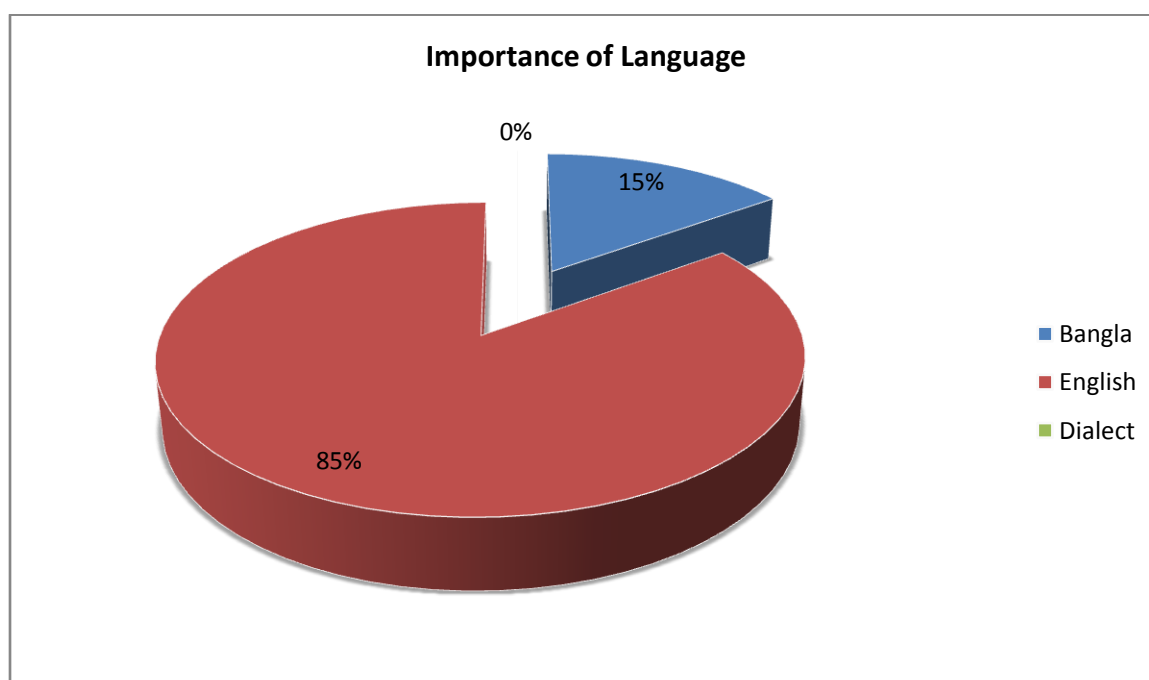


Figure 3: Importance of language

Table 5: Influence of dialectal accent

Options	No. of teachers	%
Yes	3	15
No	17	85
Sometimes	4	20

Teachers were asked if they think they have an influence of dialectal accent in their own speech. To consider the result from the table 3, the researcher finds that people who have grown up with local dialect have influence of dialectal sound in their speech. 55% participants think they don't have this kind of problems. Other rests of the 20% participants agree that they have this problem but it is not serious because it sometimes occurs on some specific words with an unconscious mind.

Table 6: Forbidding students to use dialectal accent/ sound in English

Options	No. of teachers	%
Yes	8	40
No	12	60

In question 7, the participants were asked if they forbade their students to use dialectical sound in English. Around 60% teachers said they did not forbid their students for their dialectal sound. It means they were aware of students' dialectal sound. They try to help them to overcome the problem. Other 40% participants forbade their students to use dialectal sound. They thought it is natural to have dialectal accent in their individual speech.

Table 7: Importance of learning Standard English

Options	No. of teachers	%
Yes	15	75
No	0	0

English spoken in local accent is good enough	5	25
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Table 7 reflects the point of view of teachers who thought that Students should learn Standard English. Surprisingly, 75% of the participants agreed that students should learn Standard English. And 25% of the participants ticked on option that English spoken in local accent is good enough. They thought it is not always possible to learn proper Standard English. No one agreed with “no” which indicated that Standard English should learn.

Table 8: Creating obstacle for students to learn English

Options	No. of teachers	%
Yes	12	60
No	2	10
To some extent	6	30

There are so many factors which create problems in learning English. Among them dialect can be make problem in learning proper Standard English. As a foreign language learner, there are so many varieties of Bangla language. First language could interfere with second language. So the participants were asked to know their opinion whether dialect creates an obstacle in learning English with Standard pronunciation or not. Noticeably, a good number of the participants (60%) thought that dialect can create obstacles to learn English with standard pronunciation. According to them, some students pronounced some English words with their local accent. Around 30% of

the teachers ticked the option ‘to some extent’ on this point of view. It seems they did not blame the dialect as an obstacle for learning Standard English. And 10% of the participants have remained choosing ‘no ‘option in their questionnaires.

Table 9: Being confused by students’ dialect

Options	No. of teachers	%
Always	1	5
Most of the time	3	15
Sometime	7	35
Never	9	45

The result from this table says that 45% teachers are never confused by students’ dialect. They said that when they pointed out those students who had this problem, teachers became aware of those students speech. 35% of the participants were confused by student’s dialect or dialectal sound while they taught in the classroom. The rest of the teachers said that most of the time they had been confused because of their students’ local dialect. Only 5% teachers always got confused by students’ dialect in the classroom.45% teacher agree that they never been confused by students dialect.

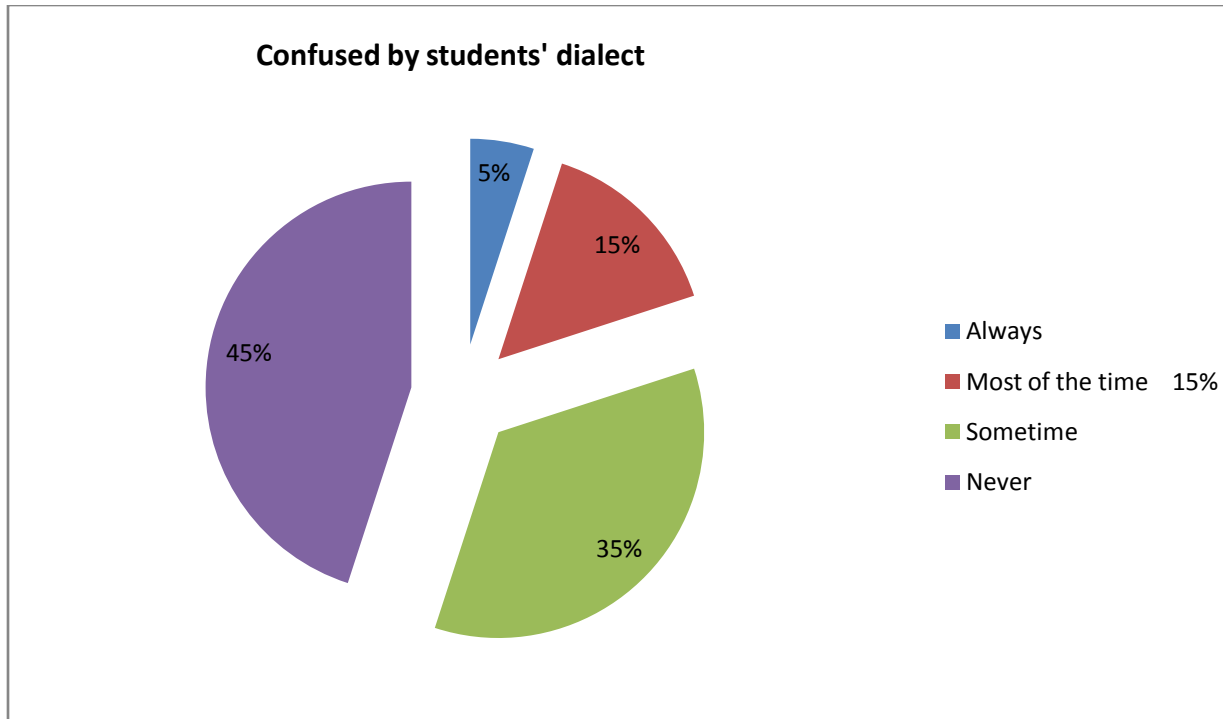


Figure 4: Rate of being confused by students' dialect

4.2 Analysis of teachers' open-ended questionnaires

The following open ended questions were asked to the teachers (see appendix 1). There were only 7 open ended questions out of 16 questions in the questionnaire.

a. Do you use your natural accent/style or any particular style when you teach English?

Every individual has their own style of speaking to communicate with others and this particular style makes them unique or different from others. Some of the teachers admit that they become conscious minded when they deliver their lecture in the classroom. They try to speak more fluently and clearly uttering the word or sentence so that the students can follow them. Very few teachers admit that it is not always possible to be aware of speaking correctly in Standard English. But when they themselves make mistake, somehow they try to manage the situation. So the students cannot understand their mistake. Otherwise the students become confused.

Most of the teachers admit that they try to speak naturally. They maintain their own speaking style. They mention that their own voice sounds become robotic while they try to speak more carefully. It means it breaks down their traditional pattern of speaking if they become more conscious while they speak. They mention that they always maintain a standard tone so that their natural accent is maintains a standard level.

Some teachers admit that this situation is applicable for certain kind of students. It means they need to follow a particular style when they find that some students may not understand his or her speech, or may be a particular group of students may not understand his or her lecture. At that time the teacher may deliver his or her lecture slight slowly or consciously so everybody could understand what he or she is talking about in the classroom.

b. Have you ever changed your dialect/accnt to adapt to your surroundings? Briefly explain the situation or reason.

In answer to this question most of the participants said that they did not change their accent intentionally. It has been changed with the situation. Clearly, Some indicate that they may be grown up with local dialect or their home language. But when they start their study, somehow their schools or their teachers make a situation where they forced to speak standard language. Some participants also mention that they may follow some particular persons' standard speech. By getting influenced by their speech they may copy or imitate the style of their speaking standard language. Sometimes the language represents the educated class. Some teachers mention that when they are in university they observe that university teachers speak standard Bangla or English, so they are influenced by getting influenced by their speech to imitate their style of standard language.

Participants who have grown up with local dialect or who have lived in village for a long time, have to change their local language. They said when they start talking with local dialectal sound people around see them amusingly. Even when they come to town or city for job or education purposes they find that people somehow do not appreciate their local dialect. They say that Standard Bangla or English is kind a raise our status. They consider that standard Bangla or English is more a high status than any other language variety. It can help to make a position around your people.

Some teachers say that they are to change their local dialect or accent because they are to teach the students. They are the followers of their students. Students are followed their teacher as how they talk, how they gave lecture or how they make understandable. Students learn language from them, it will be embarrassing for them if they do not pronounce the word correctly or pronounce the English word with local Bangla sound. So for the sake of their students there need to be more conscious of their use of local dialect. They love to talk by using local dialect when they talk with their relatives or friends.

c. If you have any specific incident in your class where students' dialect has become a barrier for teaching English, please describe that incident briefly or give example.

In answer to this question, most of the participants say that they do not have such kind of incident. They teach in urban colleges, such kind of incident is rare. Few teachers mention that they have experience on teaching English in rural colleges. In there, they found most of the students speaking in English with a local accent or dialectal accent. They found it when they asked their students to read from book. Teachers found that students were pronouncing the English word with the sounds of Bangla dialect. It feels like someone talking English with a Bangla sound. Most of the students had same problems in the classroom. Teachers admitted that

for that situation it is tough to make correct of those students. In that situation sometime they ignore those problems.

Another problem is that some students came from village after passing their S.S.C. They admitted into the urban colleges. Teachers found a ridiculous situation when the students could not speak Standard English. They pronounced the word with local accent or dialectical accent. Other students sometimes started laughing at those students.

Some teachers mention that some students were not aware of their problem. Even they don't know the correct pronunciation. Sometimes teachers make correction of their mistake. But they forget and made the same mistake again and again.

Some teachers gave example of some word that the way some specific students pronounce in the classroom. Examples are listed in appendix 2. The examples they mentioned is really sounds funny. Teacher said they tried to make correction of their mistake. Some students easily catch up their fault and try to solve by their own. But some were not serious about correcting their mistakes. They did the same mistake more than once.

d. Why are students not aware of their dialectal accent? Mention some reasons.

The participants mentioned some reasons. The reasons are mentioned here.

- In our county, speaking skill is still remaining as a neglected skill. There are no individual marks to judge this ability. Both students and teachers do not so much bothered about this skill. So without speaking they cannot identify the problem. Without speaking, how a student can understand that he or she may have problem on pronouncing correct English.

- Students do not have so much scope to speak. Sometimes teachers ask them to read from the book. Teachers try to figure out their speaking ability and try to understand how well they pronounce the English word. But lack of communication creates obstacles on teaching. Students cannot speak in the target language for the lack of effective communication.

-There is a communication gap between teachers and students. Students don't have enough scope to talk in the classroom. In our country, most of the classes are teacher-oriented. So students are not aware of their speaking ability.

-All English classrooms in the public sector of Bangladesh are overcrowded. In a class a teacher cannot keep attention properly on individual students. Even students do not have enough space to talk in the classroom. So the teacher may not identify those students who have dialectal problem.

- Teachers themselves have sufficient knowledge and experience about Standard English. So they see themselves it tough to teach Standard English in the classroom.

- Some students have problem of mixing their mother tongue while speaking. Many of the students think in Bangla and want to deliver their thoughts in English which makes the expressions complicated and incomprehensible.

-The uncomfortable environment is created by the peers in the classroom. In the large classes when a student speaks with a local dialectical sound, his or her peers make laugh at her or him. So students are in less confidence and feel nervous and scared to speak.

- Unfamiliar word or sounds may be difficult to pronounce. So students may encounter the problem of pronouncing the word properly. They need so much time to pronounce the word properly. They are not so much interested to talk in the classroom.

-Some students feel shy to speak in front of the class. They feel shy and embarrassed to talk in front of the class. Without speaking, teacher cannot understand students' problem or cannot identify the problem.

-Students have lack of practice and they feel scared to speak. They have lack of confidence to speak Standard English.

- Some students grow up with local dialect .They feel that it is natural way to speak. So they do not feel bothered to change their speaking style.

-Some students reached in a fossilized step. That means, they are not very much motivated to improve their speaking ability. So they always speak English with their local accent.

-Some students hide their face in the classroom. That means they are not much interested to talk. They are known as a back bencher. They always give excuse not to talk in the classroom or they are less interested to participate in speaking activity.

e. Sometime some students' local accent of English create problem of misunderstanding each other in the classroom. How do you deal with that situation?

Teachers mentioned that they have to face problem of students' dialectical accent while they teach in the classroom. Some students' accent of English could make problem in the classroom. Participants mentioned some of the problems with solutions.

-Sometimes some students pronounce a word in a way that teacher cannot understand properly. Teacher asked them to repeat the word again.

-Teacher tries to motivate students to speak more in the classroom. So that he or she can identify the students' problem.

- Not only for the specific students, teachers also try solve the problem in the class for all students. So everybody can remember and can avoid similar kind of mistakes.

f. Do your students appreciate your in class error correction? How do you do that?

Most of the teachers agree that students do not like direct error correction. They find themselves embarrassing in front of the whole class. Everybody laughs at them. Some teachers also mentioned that peers or friends make humour about this incident after the class. When teachers understand the students' mentality, they ask those students to meet individually with them.

Some teachers like to do error correction in the classroom. A lot of students are present at a time in the classroom. So when a student make mistake, other students are aware of avoiding those mistakes. Teachers try to handle the situation softly so that any student does not feel humiliated in the classroom because of his or her mistake.

g. How can students learn Standard English to overcome their local dialectal accent/sound?

Teachers gave so many suggestions to overcome their local dialectal accent or sound . These are mentioned here.

-Teachers said that the students should be aware of their own varieties in their spoken English. For that they need enough drilling of correct pronunciation of English.

-The students should have comparative studies between sound systems of both L1 and L2. i.e. Bangla and English.

-Students should have focus on both the structure of language and on how to communicate.

-They should concentrate on the structure of language ,situational language requirements and language as a vehicle for thinking.

- Students can develop a sensitivity to the various forms of a language via stories in standard English, poems in different dialects, and records, tapes or video recordings of various speakers. At this stage, specific likeness and differences are emphasized.
- Students should learn to recognize differences in various languages and dialects and to associate specific features with each linguistic system.
- Students should practice producing standard English. Initially, students can follow a model at this stage, e. g. a script, choral reading or poem.
- Students can produce standard English without a model, e. g. role playing or retelling a story
- Students should try to practice speaking appropriately in real life situation.

Chapter 5 – Conclusion

5.0 Introduction

This chapter emphasizes the results of the findings and discussions by presenting the context. It blends the questionnaire responses with the research findings. Finally, recommendation and conclusion are provided on the basis of the findings and discussions.

5.1 Summary of the Findings

The data obtained from this research highlights a number of points concerning the viewpoints of teachers regarding the Bangla dialect effect and English language teaching. All English teachers are not aware of this problem. Some of the teachers believed that lack of awareness create an obstacle to produce Standard English. Sometimes teachers are not so much co operative. Some teachers neglect this type of problem whereas they need to take extra care for those students who have problem of producing correct English. Students who come from rural schools have this type of problem. From the teachers' view, the researcher had found that either the students or the teachers are not aware of it. It is not possible only to blame the teachers, students themselves are responsible for failing to produce Standard English.

5.2 Contribution to Research

The educational system of our country is now under the process of development, but the teachers, the government and education board tend to ignore some factors. They talked about real communication. But our speaking skill is neglected by our education board. There is no testing process where students have chance to test their speaking ability. Even they do not have any

opportunity to practice speaking skill except in English medium school. So there is discrimination between English medium schools with Bangla medium school. An English medium student can fluently speak as if he or she were a native speaker whereas a Bangla medium student sometimes cannot produce a single word with the correct pronunciation. Therefore, this research will help the education board, the teachers and the authorities to realize on language learning through emphasis on teaching Standard English. From this research, they might be careful about paying attention to those students who might have dialectal sound problem to produce Standard English. Even teachers should be more sincere about those students and help them to overcome this problem.

5.3 Practical Implication

A student can learn Standard English or correct English with accurate pronunciation if the teachers help and support them. If teachers' attitudes are positive towards the correct English word, the students can overcome their dialectal problems. From the research, it is necessary to think about when we consider teaching proper English in real life, The question arises that a English medium student can't produce native like English sound so why a Bangla medium student cant to produce it. Competition is prevailing in job market. Those people who are selected have good communication skills. Classroom environment should be changed. Communication should take place in a way where students are bound to talk and teachers can point out students' problem and solve it. Above things are some internal factors but the external factors like authority, teacher, education board and government also need to take a step for the betterment of the students.

5.4 Recommendations

The researcher recommended that in order to support necessity of correct pronunciation of Standard English for those students who have severe problem of pronouncing Bangla dialectal sound in English language. Ongoing collaboration is needed among the government, education board, college authority, teachers and education planner of the country.

The researchers also suggested that if the authority recruited language teachers for students then they could learn better English. It should be started from the beginning of the school. Only English medium schools' have language teacher for their students. In Bangla medium schools, one teacher takes several subjects. There needs a language expert who can teach better than other teachers. School authority also can train teachers for teaching Standard English. College authorities can do the same thing. They can keep extra speaking class where a language teacher teaches English. They can choose those weak students who came from rural areas and have problem of pronouncing Standard English. It also increases the reputation of college. Both the students and authorities can be benefitted. Because these students are represent them in front of the real world.

Another suggestion is made by the researchers, if we could involve the parents, the problem may be reduced. Family plays an important role for a person to learn language. Language represents a society, a social class and a family. From the childhood, parents can help a person and can encourage that person to produce correct English. English is become a second language in our country. We are bound to learn English. We have to like this language. Otherwise it is considered a mere subject as usual.

Bangla language is our main language. It has so many varieties. This language is interfering with English language. We pronounce a mixed sound of English which is called 'Banglish'. It becomes worse when we produce the English word with our Bangla dialectal

sound. Language is like property and wealth for a nation. We should be aware of using these Bangla dialects. Dialects also represent our cultural identity. We have to be more careful and aware of using this in right time in right place.

5.5 Further Studies

Further studies can be done in the institutions of the primary, secondary and madrasa level of schools, colleges and universities. Government and non-government institutions have not been incorporated in this research. It will then help and encourage others explore this study in their respective areas.

5.6 Conclusion

To conclude, it can be illustrated that, the teachers, the authorities, the government and the education board should think over the importance of improving speaking skills and English pronunciation. Students are really helpless when they have pronouncing problem. They are discriminated for those students who have better pronunciation skill. They are more prioritized in class, job or communication sector. Teachers should have positive attitude to teach correct and Standard English. But they also have some limitations. Within a short time in a class they cannot take proper care of every student. They can help those students who want to help themselves. Teachers appreciate those students who want to improve their speaking skill and want to produce native like English. To make a real communication, teachers and students both should be more active, so that teaching and learning can take place properly. Therefore, teachers' positive attitudes and perspective can help students teach Standard English and students can overcome their problem of pronouncing Bangla dialectal sound in English Language.

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11. .Have you ever changed your dialect/accnt to adapt to your surroundings? Briefly explain the situation or reason.

12. If you have any specific incident in your class where students' dialect has become a barrier for teaching English, please describe that incident briefly.

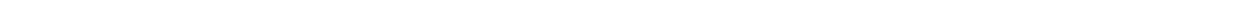
13. Why are students not aware of their dialectal accent? Mention some reasons.

14. Sometime some students' local accent of English create problem of misunderstanding each other in the classroom. How do you deal with that situation?

15. Do your students appreciate your in class error correction? How do you do that?

Part 4- Suggestions

16.How can students learn Standard English to overcome their local dialetal accent or sound?



Appendix 2

(Examples of Mispronunciation)

serial	Name of the place	mispronunciation word	Correct pronunciation word
1.	Old town of Dhaka known as 'Dhakaiya dialects'	cuper	Super
2.	Madaripur	plower	Flower
3.	Comilla	Profosor	Professor
4.	Capaynobabgonjo	pafar	Paper
5.	gazipur	plusk	Flask
