English words in Bangla speeches and conversations: An analysis of their influence on Bangla in Bangladesh

Muhammad Azizul Hoque
Department of English Language & Literature
International Islamic University Chittagong (IIUC), Bangladesh

Abstract

English now serves as a global communication tool for diverse people and purposes, not just native speakers. Bangladesh borrows, code-switches, code-mixes, transliterates, and uses the language like other countries. As observed in writings, Bangladeshi multi-professionals also often use English lexicon in Bangla speeches and conversations. The phenomenon appears to have received little scholarly attention. Therefore, the current researcher has closely observed multi-professional conversations and speeches to determine how English lexical components affect Bangla spoken texts. Purposive sampling was used to select 42 multi-professional speeches and conversations for this study. The recorded data were analyzed using quantitative content analysis. The findings reveal the presence of English lexical elements of various natures in the daily speeches and conversations of Bangla speakers. This paper shows that while redundant, some English vocabulary components can make Bangla verbal communication livelier. To determine how English words affect Bangla, 17 academics were interviewed. Interview data were thematically analyzed. This paper aims to discuss the importance of language awareness, which can influence language policy and use in Bangladesh by focusing on the functions of both the native (Bangla) and foreign (English) languages.

1.   Introduction

The phenomenon of contact between English and Bangla led to the increase of English lexical elements into Bangla following the British colonial regime in the Indian subcontinent. English's association with progress, modernity, science, and technology (Phillipson, 1992) increased the rate at which lexical items from the language entered Bangla. As a result, English lexical use has affected every aspect of Bangla. According to Akteruzzaman & Islam (2017), English language use has significantly increased in Bangladesh, a former British colony and third-world nation. The language has been connected with honor, money,

and power in Bengali society, and its use is noticed in everyday interactions. Furthermore, the language is associated with power, cultural capital, and social prestige (Shanta, 2017). Therefore, it is plausible to suppose that English may have influenced Bangla at the lexical level, potentially resulting in perceptible changes in Bangla speeches and conversations among persons of various professions. Hence, the purpose of this article is to investigate the nature of English lexical elements used in Bangla speeches and conversations as well as how they influence Bangla.

2.   Related literature

2.1. Theoretical perspectives

In today's world, no language can remain isolated from other languages (Whinnom, 1971). Language contact, as defined by Weinreich (1968), is the use of two or more languages at the same time. Alterations of various sorts may result through language contact. Contact is an inevitable part of the development of any modern language, including English (Mufwene, 2013). Because of this, many languages have adopted English lexis (Jackson & ZeAmvela, 2002). It is called "Englishization" (Kachru, 2005, p. 99) when English becomes more common and a part of other languages because of contact-driven trends like borrowing. The processes of *borrowing* and *Englishization* are facilitated by linguistic contact. *Englishisation* has become a global trend, spread across cultures and language communities (Haspelmath, 2009).

Another contact-induced phenomenon known as "nativisation," i.e., a typical modified English element mixed with lexical elements and juxtapositions from local languages (Kachru,1986), has gained widespread acceptance among people in the periphery (i.e., less developed countries), and has contributed to the development of new English varieties (Kachru, 1992). Banu (2000) rightly maintains that a long-term attachment of English to native varieties has resulted in several "varieties" of English in several former British colonies. Along the same vein, Rajashanthan (2016) maintains that South Asian authors nativised English through widespread stylistic investigation and acculturation. The varieties have been developed with some exclusive elements, namely sounds, intonation patterns, words, and expressions (Platt, Weber, & Lian, 1984).

During the colonial era, Indian languages were primarily exposed to English on a wide scale. English gradually surpassed Hindi in the subcontinent's social, literary, linguistic, and ideological realms (Kachru, Kachru, & Sridhar, 2008). Chatterji (1963) correctly states that the impact of English and ideas through English provided new means of expression for their regional languages. Bangla, like other Eastern Indo-Aryan

languages spoken in India and Bangladesh, has had centuries of interaction with English (Tunga, 1995). As a result, broad lexical borrowing from English has probably become ubiquitous in Bangla (Chatterjee, 2015).

Whereas borrowings are meant to fill in the lexical gap in the recipient language, not all loans are taken because of a perceived lack of a similar term in the recipient language. In this case, *cultural borrowings* (lexical forms that are novel to the borrowing language) and *core borrowings* (lexical forms that have viable analogues in the borrowed language) by Myers-Scotton (1992; 2006) are worth presenting. She contends that the social status and symbolic value of donor languages, such as English, encourage core borrowings and the adoption of English lexical characteristics, particularly by educated bilinguals, without phonological alterations. The similar claim is made by Kachru's (2005) deficit-dominance formula. The "dominance hypothesis" contends that lexical items are not borrowed to make up for the shortfall of the receiving language, contrary to the "deficit hypothesis," which claims that borrowings from other languages are made to make up for the shortfall of the receiving language. Instead, the lexical elements are loaned out due to the symbolic value affiliated with a prestigious language like English. Both hypothetical situations of borrowing from English have been documented in Bangla (Hoque, Puteh-Behak, Baharun, & Molla, 2018). While the former contributes to the enrichment of Bangla, the latter threatens the survival of some traditional Bangla words.

According to Higa (1979, as cited in Kachru, 2005), when dominant and subordinate cultures interact, borrowing moves from dominant to subservient. Languages meet for a variety of reasons, yet some may be jeopardized if speakers choose to use a more prevalent or predominate language (O'Shannessy, 2011). The current situation, however, indicates that people in the peripheral countries learn the language for their own benefit (Brutt-Griffler, 1998); they are not directly ruled and dominated by the Centre (i.e., Britain, Australia, and North America). Because English competence has become the gatekeeper to advancement in various sectors including education, business, science, and technology, the local ruling class of these countries benefits from capitalist development through English (Pennycook, 1994; 1995). Language, as Modiano (2001) points out, is now a contributor to the global village and information highways. As a result, English has emerged as the universal language (Romaine, 1992).

2.2. Previous studies

Some research, similar to this study, focused on the English lexical contribution to Bangla.

According to Hoque, Puteh-Behak, Baharun, and Molla (2018), modern Bangla literary texts like novels and short stories reflect a wide spectrum of English lexis. They found a large number of English loans are progressively being incorporated into Bangla. While many of them frequently replace Bangla equivalents, but they also frequently introduce new words to the Bangla lexicon. However, it is feared that the English equivalents of Bengali words may cause these words to shift. Along the same vein, Hoque, Ali, Puteh-Behak, and Baharun (2021) examined five modern Bangla short stories and identified four types of borrowings: English words with Bangla equivalents, without Bangla equivalents, with close Bangla equivalents, and 'hybridized', which were then studied further to understand the domains in which lexical borrowing occurred. According to the findings of this study, an increasing number of English lexis is gradually gaining a position in Bangla creative works. These data support the concept that, while lexical borrowings might enrich Bangla, they can also contribute to the language's marginalization by replacing some of its lexis.

Mostafa and Jamila (2012) examined 500 English loan words from various Bangla short stories, novellas, daily newspapers, and oral discourse, such as talk shows, interviews, and news broadcasts on TV and radio, in a study dealing with *Banglish* (i.e., the phenomenon of coining words from English into modern Bangla). They recorded the words they heard in daily conversations at university, banks, companies, shopping malls, and so on, and analyzed their beneficial and detrimental effects on Bangla. The phenomenon of *Benglish* or *Banglish* (the fusion of Bangla and English) has also been investigated by Banu and Sussex (2001b), Hassan (2011), Alam (2006), Basu (2009), and Akteruzzaman & Islam (2017).

According to Hassan (2011), the usage of English is considered as "power and prestige" because of the colonial past. As a result, English has spread widely throughout Bangladesh. A conversation here typically contains 30% to 40% English. Today, *Banglish* is extremely popular in the media, such as on television and on private radio stations, such as Radio Foorti. Public event and concert hosts are frequently expected to speak *Banglish*. *Banglish*'s evolution is linked to historical and social factors, as are its function, context, and usage. As a result, it is a common practice in Bangladeshi culture to combine English and Bangla in media. However, the popularity of *Banglish* has prompted concerns about identity and its practical application in non-native English settings.

In a different study, Dash, Chowdhury, and Sarkar (2009) tried to concentrate on how English lexical items are naturalized in Bangla and enrich the language by gradually replacing the existing Bangla words and terms and helping to increase the overall number of existing Bangla lexical stock to fill in the lexical load to meet the requirement of the modern age. They have seen that English words have an impact on many aspects of Bengali life and society through their reflection in fields like science, technology, entertainment, administration, politics, culture, foreign affairs, mass media, information exchange, etc. The influence of these English words, terminology, idioms, and phrases may be noticed in the speech and writing habits of the average Bengali person. Thus, they believe that the widespread use of English in all facets of Bengali life and culture, as well as the integration of English culture and education into English-medium schools, the sharing of news and information, and close international business dealings, are what largely contributed to the expansion of English words and terms in the modern Bangla vocabulary and to English's profound influence on Bangla.

To comprehend Bangladesh's contemporary language landscape, Shanta (2017) has looked into dialogues from private radio and TV channels as well as Facebook pages. She noted that in both electronic and social media conversation due to the swapping or blending of Bangla and English codes, Bangla has seen significant alterations (recently *ami* facebook-*e etota* active *na*). According to her observations, Bangla has undergone significant modifications due to the usage of English accents in Bangla speech, transliteration of Bangla into English, violations of the normal form of Bangla, and the trendy use of English by the younger generation. These pieces of evidence make it clear why English is now prominently used in a variety of fields, namely education, the press, and the media (including radio, television, motion pictures, and advertising). A regular Bangla-English interaction pattern can be seen in television programs like discussion shows and drama serials (Shanta, 2017). The phenomena illustrate Bangladesh's shifting linguistic environment.

The above literature reveals that the use of English lexical items in Bangla has become common in Bangladesh. The present study has had similar findings. However, the current research focuses on English lexical elements spread out in various domains in everyday speeches and conversations of multi-professional people and their use with necessary adaptation using primary data. None of the above studies individually addressed the issue of English lexical borrowings into Bangla speeches and conversation in terms of their nature and influence on Bangla on Bangla as needed for a comprehensive understanding of the situation for any meaningful policy decision. Under the circumstances, there is a

research/literature gap.   This study is designed to fill this gap by addressing the issue of English lexical use in Bangla in a comprehensive manner, using empirical data; to analyse and understand a) the nature of English words, b) the influence of English words on Bangla in communicative functions in Bangladesh and recommend the necessary policy strategies to ensure maintaining the self-identity of Bangla and desirable enrichment of Bangla language.

3. Methodology

Quantitative and qualitative methods were used in this research. The quantitative data came from transcripts of various conversations and speeches of multi-professional people, while the qualitative data came from in-depth interviews with a variety of intellectuals and academic experts. To investigate the nature of English words used in Bangla speeches and conversations and their influence on Bangla as discovered through observation by the researcher and the perception of the intellectuals and academic experts, a mixed methodology approach was adopted in the design of the research.

3.1 Data collection methods

Observation

The current study relies on close observation of speeches by university and college professors, political figures, business leaders, public speakers, village leaders, women school guardians, schoolboys, bus, micro, and tempo drivers, bus helpers, dry fish traders, restaurant waiters, gate keepers, expatriates, housewives, and Chittagong airport waiters. The current researcher made the observations while traveling, shopping at markets and bazars, eating snacks at tea stalls, attending outdoor and indoor public gatherings, attending village cow markets, and walking along roads, mostly in Chittagong city and rural areas of the district, with a few trips in Dhaka and Cox's Bazar cities. Before recording the speeches and conversations, he secured permission from all participants. In this study, the researcher acted as a non-participant observer who is "an observer who visits a site and records notes without becoming involved in the activities of the participants" (Creswell, 2012, p.215).

In order to find out the nature of English words used in Bangla speeches and conversations, the researcher recorded 42 sample speeches and conversations of multi-professional people in daily formal and informal speeches and conversations of educated and ordinary people in urban and rural settings. The samples were selected employing a purposive sampling method (Mason, 2005) and recorded data were then transcribed.

Both settings were again divided into educated and ordinary circles. Speeches and conversations were observed in both formal and informal settings as well. Thus, the urban settings consist of 26 speeches and conversations. Whereas the formal educated circle includes 5 speeches and conversations, the informal educated circle comprises 9 conversations. Likewise, the formal ordinary circle covers 4 conversations and the informal ordinary circle includes 8 conversations. Accordingly, the rural settings represent 16 speeches and conversations. The formal educated circle includes 4 speeches and the informal educated circle comprises 4 conversations. Similarly, the formal ordinary circle covers 2 speeches and conversations, whereas the informal ordinary circle includes 6 conversations.

Interview
In order to get insight into the nature of English words and their influence on Bangla, using a purposive sampling method (Mason, 2005) a semi-structured interview guide was used to conduct the interviews with 17 academic experts and intellectuals. They included five academicians, five university professors, five social activists, and two media figures. The sampling method is appropriate for a small group of people who have personal experience, expertise, or knowledge in the topic under investigation (Cleary, Horsfall, & Hater, 2014; Creswell & Clark, 2011). To safeguard their identities, the participants were labeled as A for academicians, T for university teachers, S for social activists, and M for media celebrities. Academicians are people who have extensive teaching experience and are active in the management of educational institutions. The labelling of five academics ranged from A1 to A5. T1 through T5 represent university lecturers with 6 to 18 years of experience teaching at the university level. Social activists were those who were interested in social welfare activities and were concerned about social issues and they were labeled S1 through S5. Participants who work as reporters for newspapers and magazines and attend a variety of media programs were introduced as media personalities (M1 & M2).

The author visited numerous universities, institutes, and offices in Chattogram and Dhaka to gather the interview data. Before the interview, interviewees received research information and gave written consent (Appendix B). The interviews were performed and recorded using an OPPO mobile phone configured in English and Bangla according to the preferences of the participants.

3.2 Data analysis
To analyze the documents in the current study, quantitative content analysis (Neuendorf, 2002) with a descriptive method for the contents

(English words & their categories) was used. To identify the nature English words in Bangla speeches and conversations, 42 selected samples were recorded and were then transcribed. Each conversation continued between two, three, and four participants. The researcher played the recording repeatedly for verification while transcribing the data, found English lexical items, and classified English lexical items as part of content analysis. The researcher conducted a thematic analysis of interview data taken from 17 intellectuals and academic experts in support of the textual data extracted from speeches and conversations. From their opinions, the influence of English words in Bangla is realized through several themes (please see the section 4.2).

4.   Findings

4.1 Various natures of English words found in different settings

The English words that have been extracted from Bangla speeches and conversations in diverse settings in Bangladesh have been presented in four different forms: "Bangla equivalent English words," "non-Bangla equivalent English words," "close Bangla equivalent English words," and "hybridized words." Table I displays the vocabulary items.

Table I
Nature and number of English lexis in Bangla speeches and conversations

	No. of English words borrowed*								Total*	Net Total **
	urban educated circle		urban ordinary circle		rural educated circle		rural ordinary circle			
Nature of loans	formal speech #5	informal speech #9	formal speech #4	informal speech #8	formal speech #4	informal speech #4	formal speech #2	informal speech #6		
1. Bangla equivalent English words	64	48	7	22	26	6	1	40	214	179 (73.36%)
2. Non-Bengali equivalent English words	11	6	1	2	3		2	14	39	35 (14.34%)
3. Close Bangla equivalent English words	7	6	1	3	1	2	2	9	31	25 (10.25%)
4. Hybrid	3							1	4	5 (2.05%)
Total	85	60	9	27	30	8	5	64	288	244

(See table I and 2 in Appendix C for details).
* Number of words excluding internal overlapping in the speeches in each circle
** Net no. of words after avoiding overlapping words in speeches across the circles

Table I demonstrates that speeches and conversations observed in the urban settings consist of 26 speeches and conversations. As seen in the table, the formal educated circle which includes five speeches and conversations presents 64 Bangla equivalent, 11 non-Bangla equivalent, seven close Bangla equivalent English words and three hybrid words. Then the informal educated circle which comprises nine conversations presents 48 Bangla equivalent, six non-Bangla equivalent, six close Bangla equivalent English words. On the contrary, the formal ordinary circle which includes four conversations presents seven Bangla equivalent, one non-Bangla equivalent, one close Bangla equivalent English words, while the informal ordinary circle which includes eight conversations represents 22 Bangla equivalent, two non-Bangla equivalent, three close Bangla equivalent English words.

In the same way, the rural settings represent 16 speeches and conversations. The formal educated circle which includes four speeches presents 26 Bangla equivalent, three non-Bangla equivalent, one close Bangla equivalent English words; while the informal educated circle comprising four conversations presents six Bangla equivalent, two close Bangla equivalent English words. Similarly, the formal ordinary circle with two speeches covers one Bangla equivalent, two non-Bangla equivalent, two close Bangla equivalent English words and conversations; whereas the informal ordinary circle with six conversations includes 40 Bangla equivalent, 14 non-Bangla equivalent, nine close Bangla equivalent English words and one hybrid word.

Thus, findings reveal 244 total English words used in common speeches and conversations once overlapping words are taken out. Findings demonstrate that after deducting overlapping words Bangla equivalent English words are the most widespread, i.e., 179 which stands around 74%, where as non-Bengali equivalent English words are 35 or about 15% of all words, close Bangla equivalent English words are 25 which stands 10.25% and hybridized words represent 5 which stands 2.05%.

In many circumstances, English lexical items are subjected to phonological and morphological procedures in order to be suitable for Bangla. Original is pronounced as orginial, intact as intak, luggage as lakis, off as ouf, and thoroughly as 'through' are examples of words in this category. Similar to Ferdous' (2016), this study also notes the occurrence of clipping, such as the substitution of phone for telephone, inter for intermediate, net for mosquito net, and net for internet. The current study recognizes epenthetic adaptation, e.g., form >forom.

As noted by Ferguson and Chowdhury (1960, cited in Banu and Sussex 2001a, p. 54), "/ɛ/ is inserted to satisfy Bengali phonological rules, since final consonant clusters usually do not exist in standard colloquial Bangla as well as local dialects. This paper, like Ferdous (2016), discovers final consonant elision, for example, lift>lif, in which the final consonant /t/ of the word is eliminated. In some local dialects, /r/ is replaced with /l/, as in load for road. The ordinary class, however, makes more changes than the educated class. Thus, the impact of these English words, terms, idioms, and phrases is seen in the ordinary Bengali people's speech and writing habits (Dash, Chowdhury, & Sarkar, 2009).

4.2. The influence of English words on Bangla as perceived by intellectuals and experts

It is observed that English has established itself with a higher social status in Bangladesh. The way it is preferred here in daily life seems it is superior to Bangla. In view of the social image of English, 17 scholars and academic experts interviewed have had several observations.

4.2.1. English as a sign of exceptionality following the colonial image

According to T1, as presented in Extract 4.1, the person who can use English is especially valued. Such an image that English users hold is derived from the British colonial legacy.

Extract 4.1
T1: *The colonial past has shaped an image of the English. A person who can use English is believed to be exceptional.*

Imam (2005) supports T1's claim that English has remained in the country due to British colonial past and the language's growth as a worldwide force with strong influence in numerous sectors. Crystal (2003a) believes that the current dominance of English is due to two factors: the rise of British colonial power up to the end of the nineteenth century and the expansion of US economic power in the twentieth century. "English has become the marker of sophistication and high social status since the colonial era," Rahman (2009, p. 155) says.

4.2.2. English as a socioeconomic status indicator

Regarding the status of English, A1 claims, as mentioned in Extract 4.2, that it has become a component of status in Bangladesh. He continues by saying that English language proficiency has risen to prominence in Bangladesh.

Extract 4.2
A1: *The use of English means to be a part of status; knowing English has become a dominant aspect of our society.*

The statements of A1 is also supported by M2 when he opines that the use of English has become a symbol of showing status. A person who can use English is, therefore, treated with some special status in Bangladesh. Thus, English proficiency appears to be a sign of social status and prestige in modern Bangladesh. (Shanta, 2017; Alam, 2006; Hosain, 2014; Banu & Sussex, 2001b).

T2 believes (as seen in Extract 4.3) that the frequent use of English brings a superior social image of its users in the society of Bangladesh. He is respected here to all classes of people, including educated and uneducated.

Extract 4.3
T2: *The frequent use of English contributes to the image of a speaker who has better access and acceptability to our society. People of all classes of people, regardless of being educated or not, lay him or her respect.*

Banu & Sussex (2001a) state that business marketing and signs use English and Bangla to attract customers and show their grandeur and image. The phenomenon appears well-established in Bangladeshi media. TV and radio sponsors and entertainers utilize English to demonstrate their language and cultural prominence (Begum, 2015). The participants of the present study also expressed the same opinion. According to T3, the use of English has become a matter of prestige, and the phenomenon is a culturally accepted practice in Bangladesh. T3's observation chimes with that of M1 (as Extract 4.6 presents) when he opines that the ability to use English is deemed prestigious and has become a cultural tradition.

4.2.3. Prevalence of English and marginalization of Bangla
Banu & Sussex (2001b) opine that the prestigious use of English is linked strongly to socio-economic status. As a result of showing superiority towards English, Bangla is being neglected. In this context, A2 thinks (as extract 4.4 shows) that superiority toward the English originates from the British colonial era and consequently Bangla is subsided.

Extract 4.4
A2: *The present condition of English is the result of colonisation. Since then, English has become the language of status; Bangla has been subsided.*

Regarding the phenomenon, Rahaman, Quasem, and Hasam (2019) also observe that while the use of English has become an encouraging factor in Bangladesh, the use of Bangla appears to be discouraging. It is regrettable that gradual influence of English consequently poses a threat to the indigenous culture. Contextually, T5 claims (as Extract 4.5 shows) that some educated people feel comfortable in English, and in some cases, they know very little of Bangla.

Extract 4.5

T5: *Bangla is neglected in such a way that even some educated people don't know Bangla properly, don't like it as well, and feel more comfortable in English.*

While enrichment is obvious, the phenomenon of using unbridled English lexis is alarming for the existence of Bangla. Contextually, T3 believes that the spread of English is threatening for Bangla because in various domains, English lexis is occupying their Bangla counterparts. In support of the view, Myers-Scotton (2006) opines that English borrowings are entering languages everywhere, and in more domains than just science and technology. S1, therefore, is worried if English lexical elements continue to occupy all Bangla domains, it will be threatening for Bangla.

4.2.4. Preference of English for expressing emotions and supremacy

According to S3, as indicated in Extract 4.6, people in Bangladesh are fascinated not only by English but also by other languages to show superiority over others. It is observed that when a person shows his or her anger and strong happiness with the use of English words.

Extract 4.6

S3: *People are used to using not only English but also other foreign languages to show superiority. Therefore, while somebody is angry, he uses English, and when someone is overwhelmingly happy, he uses English.*

4.2.5. A symbol of educational attainment and intellectual esteem

In Bangladesh, English is generally associated with education. Therefore, it is observed that in public speeches, in lectures, in media, people are seen to use English to show that they are educated. "The target group is reported to use English in an educated and sophisticated atmosphere, which gives them a special image and separates them from the others of their surroundings", states Alam (2006, p.58). In this regard, S3 states that (as Extract 4.7 shows) among educated people, there is a trend of using English whenever they meet any knowledgeable person. He also observes whoever can speak English is regarded as educated.

Extract 4.7

S3: *In modern educated people, there is a trend to use English whenever they get some enlightened people and knowledgeable persons. When someone speaks English, he is admired and regarded as educated.*

Similarly, M2 believes the person who can use English holds some status and is valued especially. The person who can use English cultivates some status in mind that he is educated and superior in society. Therefore, he looks for occasions to use English.

4.2.6. Popularity of English-medium education and English national curriculum
For a prestigious attitude of people towards English and a disrespectful attitude towards Bangla, parents choose English-medium schools for their children. English's prominence makes parents favor English-medium schooling (Tickoo, 2006). English-medium schools have proliferated in Bangladesh during the past 30 years. Parents want their children to attend such schools for better prospects (Banu & Sussex, 2001b). In the interview response, A2 observes, as indicated in Extract 4.8, that parents have a liking to English medium schools. He also feels that national curriculum-based English medium schools in Bangladesh are increasing alongside British curriculum-based institutions. Many Bangla-medium schools emphasize English. According to Basu (2016), Bangla-medium schools now provide an English-medium curriculum for those who can afford it.

Extract 4.8
A2: *For sons and daughters, English medium is preferred by the parents. And nowadays the national curriculum in English version is becoming popular as well.*
    Imam (2005) claims that the British used English medium schools in Bangladesh to train a privileged but subjugated native caste as auxiliary administrators and professionals. After graduating from these schools, several attended British universities. English-educated elites dominated political, social, and economic leadership in India and Pakistan after partition. English was their worldwide and internal communication language in multilingual India and Pakistan. As Hasan (2004) notes, English use, teaching, and learning were relatively restricted in Bangladesh after independence, and elite groups were interested in reestablishing English Medium Schools. The view is supported by T3 when he states (as quoted in Extract 4.9) that it is mainly the elite class who patronise English medium schools by sending their children to the schools. Their attitude also shows that they prefer English to Bangla. Even they are trying to create a situation for English to be used everywhere.

Extract 4.9
T3: *The dominance of English is patronised by the elite class who send their children to English medium schools. They prefer English to Bangla. They are creating a situation for English to be used everywhere.*
    According to M2, as seen in Extract 4.10, parents seem glad when their children can use English, while their inability to speak Bangla with standard pronunciation is not a matter of concern to them. He also thinks while almost all people keep English dictionaries in their houses, they are not interested in keeping Bangla dictionaries there.

Extract 4.10

M2: *it is a social tendency that parents are happy when children can use   English, but not when they can speak Bangla with standard pronunciation. In almost all houses, we keep English dictionaries, but Bangla dictionaries are mostly absent.*

4.2.7. Determining employment-prospects

In Bangladesh, fluency in English is preferred for job recruiting, but Bangla is not. The setting is British colonial. English-speaking Indians were hired by the colonial authority (Phillipson, 1992). Hamid (2015) writes, "the instrumental value of English, particularly in relation to education and employment, motivated segments of the colonised communities in Asia and Africa to engage with English during British colonial rule" (p.1). In this context, some English medium school teachers agreed that good English is important for most lucrative employment, but Bangla is not (Haque & Akter, 2012).

In the same context, T2 states that the candidates get preference in their recruitment on the basis of their fluency in English. The view is also supported by A2 when he states that the person who is fluent in English is regarded highly and gets good jobs easily (Extract 4.11). Thus, it is observed that the job sector in Bangladesh is dominated by English knowing people.

Extract 4.11

A2: *Those who were and are well-conversant in English were and are regarded highly, and are getting good jobs and respected everywhere.*

4.2.8. Matter of sophistication and social status

English adds an air of sophistication to its users. In this connection, Shahriar (2012) believes it is considered a stair of prosperity, a tool of acquiring knowledge, a means of establishing international relationships, and a sign of sophistication in Bangladesh. In support of the view, Shanta (2017) also opines that acquiring and practising English is "a sign of sophistication" (p.35). In the interview data of the present study, M1 thinks, as quoted in Extract 4.12, that the person who can communicate in English is important and elevated according to the ordinary people's belief. He is somehow an educated and sophisticated person.

Extract 4.12

M1: *This is a matter of sophistication who can use English. Common people think who can argue English, can talk in English, communicate in English, they are somehow elevated people.*

4.2.9. Psychological preference over societal and cultural factors
Some Arab students, as Al-Jarf (2016) observes, like to show off and brag about knowing English and would like to give others the impression that they are of educated, civilised, and high class. Along with the similar attitude in Bangladesh, Extract4.13 represents T3's speculative opinion that English is preferred not for practical reasons, but for emotional attitude towards the language.

Extract 4.13
T3: *The use of English is not considered for society or culture. The preference for the use of English is more psychological than economic.*

4.2.10. The use of English for show off
The phenomenon of using English lexical elements with Bangla may also be motivated by the feeling that the speaker knows English. Extract 4.14, in this context, quotes the opinion of A2, who says sometimes it happens that people who cannot speak English well mix English with Bangla to show that they know English.

Extract 4.14
A2: *People who cannot speak English well make a mixture of English and Bangla in order to give a feeling of English. The practice of such mixing is the general tendency in our society now.*

The view expressed in Extract 4.14 is also reflected in the opinion of a professor interviewed by Alam (2006) when she says most of the people who mix English with Bangla are bound to return to Bangla due to the lack of sufficient linguistic competence in English. Thus, the people of this country speak in English along with Bangla, as a means of code-switching and mixing (Alam, 2006). However, the phenomenon of combining English with Bangla (i.e., code-switching) has turned out to be a means of showing that the speakers or users know English. A reason behind code-switching (i.e., mixing English lexis or lexical elements with Bangla) could be that the speakers or users would like to show off (Dykhanova, 2015; Hosain, 2014; & Alam, 2006).

4.2.11. English borrowing for the lack of equivalent Bangla vocabulary
English lexical borrowings contribute to filling the lexical gaps in Bangla in dealing with contemporary situations in terms of modernisation, industrial and technological advancement, and globalisation and has made Bangla smoother and more functional. In Extract 4.15, A3 states that they are in need of using English in the absence of their Bangla equivalents. Here, his utterance 'in absence' indicates the lexical gap in Bangla. The lexical gap is mostly visible in the domain of science and technology.

Extract 4.15
A3: *We use English in the absence of equivalent Bangla words, e.g., calculator, computer.*

Ferguson (1968, p.28, as cited in Kishe, 1994) believes that science and technology, education, business, and other fields have changed and introduced new notions. Speakers of other languages would have to borrow English phrases to explain these notions until they can invent their own. English, the world's most spoken language, has helped Bangla's lexical gap. In support of the view, T1 opines that English words habitually come whenever he falls short of words in his use of Bangla. T1's perspective is evident in Extract 4.16.

Extract 4.16
T1: *The use of English automatically comes when we run out of words in Bangla.*

4.2.12. Dual influence of English on Bangla: augmentation and potential erosion
Regarding the borrowings from English into Bangla, it can be said that the borrowings can be advantageous for Bangla if they do not push back on their Bangla counterparts. In this context, S4 states that English lexical borrowings obviously enrich Bangla if the borrowings do not cause their Bangla synonyms to lose. However, he thinks to present English as something associated with knowledge is ridiculous. His opinion is quoted in Extract 4.17.

Extract 4.17
S4: *English words enrich Bangla. But the tendency of presenting English as knowledge is ridiculous. Because of the overuse of English, if Bangla words are lost, that is harmful. But English words will enrich Bangla.*

4.2.13. Linguistic richness of Bangla through acceptance of English words
Borrowing between languages is ancient. Since nations met, the phenomena began. However, the world sees nations' ups and downs, and borrowing sources also changed with time. French was the best source of borrowings, but English is now the "insatiable borrower" from almost 350 languages (Crystal, 2003b, p.126). Along with the same observation, A4 opines that as English is enriched with various foreign words, including French, Bangla has also been enriched, taking words from several foreign languages, including English. The point is evident in Extract 4.18.

Extract 4.18
A4: *Bangla is a rich language after accommodating foreign words, as English has incorporated many French words.*

It is undenying that no language can be perfect alone. The observation is made by A5 when he states, as referred to in Extract 4.19, a language reaches perfection by incorporating words from other languages. Bangla is, thus, getting perfect with the words from English.

Extract 4.19
A5: *A language becomes perfect through borrowings from other languages. In the same way, Bangla reaches perfection through lexical borrowings from English.*

Nevertheless, borrowings, in any way, should not be harmful to the receiving language. T2 contextually asserts that careful selection of English words cannot be detrimental to Bangla; instead, they will increase the usability of Bangla. The assertion is seen in Extract 4.20.

Extract 4.20
T2: *Judicial selection of English vocabulary will never harm Bangla, rather will make Bangla smoother and usable.*

There are some words that are new in Bangla. As English-speaking countries are developed, they are at the forefront of modernisation and development. T2, in this regard, asserts that some English words cannot be written with any Bangla counterparts. The words are contributing to the enrichment of Bangla lexical stock.

4.2.14. English words: emotionally harmful& practically useful for Bangla
Many English words have already been implanted in Bangla. Even many Bangla speakers do not know their Bangla meaning and also do not see that they are English. In some cases, English is more convenient than Bangla. The English lexical elements are useful for Bangla if they are used for practical reasons but harmful if the English words are used emotionally. The observation is made by A1, as indicated in Extract 4.21.

Extract 4.21
A1: *There are many English words we frequently use in our mother tongue Bangla. They have almost become parts of Bangla, though they are originally English, e.g., chair, table, etc. Even we don't know their Bangla counterparts. Borrowings are necessary for any language. For practical necessity, English is more convenient to operate. Emotionally it is harmful, and practically it is useful.*

The textual documents used in the present study also present the same picture. As the documents show, non-Bangla equivalent English words, e.g., *semester* and *tebil<table* are playing considerable roles in making Bangla lexical stock enriched. They introduce new ideas that were not available in Bangla. Mostafa and Jamila (2012) also observe that English

borrowings play roles in introducing new concepts that are not available in Bangla, e.g., *sofa* and *software*.

4.2.15. English terms as precise alternatives for Bangla in certain fields

It should be accepted that some English words can convey themselves more meaningfully than their Bangla counterparts. In this case, Extract 4.22 reflects A3, who believes that English terms are safer than Bangla words in some fields. Furthermore, certain English terms have more significance than Bangla words. In this context, his utterances' some English words are safer' and 'in some English terms are more significant' do not show a lexical gap; rather, the words are, in his opinion, comfortable to employ.

Extract 4.22

A3: *In some domains, English words are safer than Bangla words, e.g., physical organs, friendly exchanges. We feel comfortable with them. In some cases, English words give more precise meaning and more meaningful.*

A3's statement is supported by A2 when he opines that some English words are necessary for better expression and making things understandable to others. Thus, Bangla is being enriched by English lexical contribution. The point is detected in 4.23.

Extract 4.23

A2: *For better expression, ideas understandable to others, we need to borrow English words but not in any random way. By borrowing, our language is developing.*

4.2.16. English lexical use in Bengali: usability, code-switching, and naturalisation

According to A4 (please see Extract 4.24), the people are prone to use some words like *chair* more comfortably than their Bangla counterparts. Sometimes English words are used depending on the addressee's educational background. Moreover, when a person is bilingual between English and Bangla, he code-switches between them. He also believes that many English words have already been naturalised.

Extract 4.24

A4: *Use of English words is a matter of usability; people are accustomed to words like chair and understand it more than its Bangla counterpart. English is used depending on the addressee, whether he is educated or uneducated. Depends on reality, when a man is bilingual, he naturally interchanges words through code-switching. Many English words are naturalised into Bangla.*

4.2.17. Historical circumstances causing English overuse

It is reasonably discernible that English appears to be an overused language in Bangla. In this regard, A1 rightly states that the use of English

is not need-based in Bangladesh. Many Bangladeshi people do not use it for any practical purpose. The people are the victims of history, and Bangla is also under English dominance for historical reasons. A1's statements are evident in Extract 4.25.

Extract 4.25
A1: *Many people do not use English for any practical purpose. Practically English is overused and over-practised language. Though we use English for practical reasons, we are the victim of history. Not only Bangla but also a dominating language subordinates any native language.*

4.2.18. The expansion of English words causing declination of Bangla counterparts
It is a matter of the fact that some English words are contributing to overthrow the readily available Bangla words equivalent to them. The upward rise of these words in use accentuates the downward trend of the Bangla equivalents in use. In this view, A5 states the unguided entrance of English contributes to lessen the existing lexical stock of Bangla. The observation of A5 is rightly supported by A2 when he states that many Bangla words are getting lost because of the frequent use of their English equivalents. The phenomenon is mainly observed in electronic media. The statements of A2 are presented in Extract 4.26.

Extract 4.26
A2: *Many Bangla words are dying, as many English words with their Bangla equivalents are being used in Bangla, particularly in TV and media.*

4.2.19. English's impact on youngsters: still not harmful for Bangla
Some interviewees are not much concerned about the English lexical insertion into Bangla. However, they believe that the phenomenon is threatening just then when it sidelines Bangla. T2, in this context, states (as Extract 4.27 refers) that English is harmful to Bangla if its use seems to freeze out Bangla. In that sense, the practice of using English is not welcoming. The phenomenon may bear a threat to the existence of Bangla.

Extract 4.27
T2: *The use of English is harmful if used to marginalise Bangla. The practice is not welcoming, instead threatening for Bangla.*
If the use of English goes on to be used in such an increasing manner, it is feared that the young generation will fall short of Bangla words. The alarming is sensed by S1 (please see Extract 4.28) when he states that in the next 10 to 15 years, the kids will be found with no Bangla words. However, he does not think the present ratio of English

use is so high. Therefore, according to him, the kids should be allowed to be grown with both Bangla and English.

Extract 4.28
S1: *In the next 10 to 15 years, kids will not be found with Bangla. But the percentage is minimal, i.e., 10 or 15%. We should let our kids grow with Both English and Bangla.*

M1's statements, as quoted in Extract 4.29, reflect the same observation. According to him, in today's Bangladesh, young learners are overwhelmingly influenced by English. It seems Bangladeshi people are growing with new English words every day. But he thinks the present status of English is not threatening for Bangla, though Bangladeshi people who are mindful are not happy with the current trend of using English.

Extract 4.29
M1: *English has become so influential for young learners. Every day we are going with new English words instead of Bangla regular words. Still not in the form of threat to Bangla. But we are not happy with this stand.*

A similar observation is reflected in the statements of S3 when he thinks (as indicated in Extract 4.30) the phenomenon is not harmful to Bangla because a language like Bangla is required to get better by incorporating loan words from a language like English. However, in doing so, as he thinks, Bangla should not be underestimated. It is to be realized that to know English better, Bangla should be understood better. While borrowing from English, the safeguard of Bangla should be maintained; in Bangla writing English borrowings should be guided.

Extract 5.30
S3: *The use of English is a common phenomenon that is unwelcoming. I think it has a little negative influence on Bangla, though a language is enriched with lexicon from other languages. To learn English, one should learn Bangla better. Knowing better Bangla, there is no harm in knowing better English. Safeguard of Bangla is needed. In writing, the use of English should be controlled.*

Thus, while experts have mixed opinions about the incorporation of English words into Bangla, some admit that many Bangla words are dying out due to the use of their English counterparts in Bangla, while others believe that English words enrich Bangla. Most of them oppose adding unrestricted English words to Bangla. In order to preserve Bangla, English words that displace Bangla should be avoided.

5. Discussion

English words of different natures, i.e., Bangla equivalent, close Bangla equivalent, and non-Bangla equivalent English words; hybrid words; and the spread of them in various formal informal urban and rural settings and their use both by educated and ordinary circle imply their significant impact on Bangladeshi society within the framework of globalization (Ali & Hamid, 2021). As English is equated with the advancement of science and technology, modernism, and development in the contemporary world, the language has helped to bridge the lexical gap in Bangla (Phillipson, 1992). According to Hoque, Puteh-Behak, Baharun, and Molla (2018), it is preferable for Bangla to be expanded in this context so that it can fit well for successful communication. The percentage of English words revealed in this study—about 15% non-Bangla equivalent, 10.25% close Bangla equivalent English words—indicates that English loan words helped to extend the Bangla lexicon (see Table I). The primary reason for such borrowings is to address a lexical gap in Bangla (as indicated by Kachru's 'deficit hypothesis').

On the contrary, English words that have Bangla equivalents can be used for a variety of purposes. They may have been employed to provide more specific meaning, for as program. Others, such as market, represent modernised concepts. However, a considerable proportion of them are likely to be lent out when they are seen as having better status and image, as well as being prestigious. Regarding English words of this category, it can be stated that the current proliferation of English in several domains of Bangla appears to be dominant, whereas Bangla appears to be dominated (as assumed by the 'dominance hypothesis').

Like Dash, Chowdhury, & Sarkar's (2009), the present study also identified the borrowings as adopted, e.g., chairman and adapted, e.g., nombor< number. Hence the phenomenon of adoption can be termed as Englishization and that of adaptation may called 'nativization'. According to Modiano (2001), learning English is unavoidable. Since there are more non-native speakers of English than native speakers and English is being more widely used worldwide, it has now become a language for everyone (Romaine, 1992). Bangladeshis, too, cannot avoid using it to engage in internationalisation and globalisation. Learning English, on the other hand, should not cause one to neglect their first language (Mostafa & Jamila, 2012).

6. Conclusion

English lexical elements, whether harmful or useful, play a critical part in faster, more comfortable, and smoother communication abilities in Bangla (Hoque, 2021). Both Bangla and English have their unique language

attributions that reflect their speakers' cultures and feelings. As a result of globalization, new pedagogy that ensures native languages are magnificent in their own right should be employed for teaching and learning a foreign language. Furthermore, correct language planning and policies should be reflected in these strategies and procedures. Bangladesh needs a comprehensive language awareness campaign, a political decision, and contributions from academics, linguists, social thinkers, and writers.

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Corresponding author

Muhammad Azizul Hoque can be contacted at: azizul.hoque@iiuc.ac.bd

Appendices

Appendix A: English Lexis Identified in Speech & Conversations

Table 1

Total English lexis identified in speech in different settings

Settings & circles		Nature of English words			
Urban setting		Bangla equivalent English words	Non- Bangla equivalent English words	Close Bangla equivalent English words	Hybridized words
A. Educated circle	i) formal communication Total=85 (100%)	finance committee, fill up, logistic support, class nine, donating club, vice-chairman, already, longevity, interaction, effective, select, introduce, promote, percent, students, care, model, otherwise, creativity, slot, hour, chairman, program, sentiment, morality, routine, performance, class, model, school, college, lesson, degree, centre, honors, seat, thesis, secretary, constitution, bridge, tension no (an advocate), building, origin, senior, election, printing, blood, next, donation, blood, campaign, admin, busy, active, camp, donor, celebrity, pose, beach, stop number<nombor, mayor = 63 (74.12%)	Semester, credit, form, commission, RS, BS, minute, truck, timeline, SSC =11 (12.94%)	Warranty, guaranty, panel, presiding officer, Boss, mood, overtake, sir, pump. = 8 (9.41%)	Point-টোয়েন্ট party গত, votadhikar (vote+অধিকার) =3 (3.53%)

	ii) informal communication Total=60 (100%)	associate professor, very good, English medium, grand ambassador, class two, class three, class four, first, second, year, lakis<luggage, chair, English, research, impression, expression, control, math, selection, board, planning, professor, author, teacher, bill, phone, print, medical, operation, school, uncle, fan, accident, fracture, intak<intact, building, current, bed=bedroom, result, writing, continue, calculator, road, use, skillful, nombor< number = 48 (80%)	Tebil<table, point (required quality), bank, flat, gas, cycle = 6 (10%)	Mobile, cake, nursery, polythene, sir, miss (lady teacher) = 6 (10%	
B. Ordinary circle	i) formal communication	Model, election, live (সরাসরি), district, secretary, rice, vote = 7 (77.78%)	crest =1 (11.11%)	Committee =1(11.11%)	
		Total = 9 (100%)			
	ii) informal communication	School (a barber), current, road<load (a gate keeper), rough (driving vehicle), original<orginial, sure, contract, student, Machine mara, adjust kora, design, extra, bill, office, slow, same time, rice, customer, clear, passenger, airport, slow =22 (86.20%)	DC, milit< Minute =2 (6.90%)	Mobile, tanki< tank, lift<lif (a gate keeper), =3 (6.90%)	
		Total= 27 (100%)			
Rural setting		School, world, program,	Chairman	Committee	

A. Educated circle	i) formal communication	joint secretary, society, day-labourer, ninety-one, varsity, basically, English, Off day, envelope, class, principal, degree, commerce, building, forom (adaptation of form), college, class four, through (thoroughly), primary level, officer (of police), party, circle (of police), mayor = 26 (86.67%)	(union), gazette, hi-fi = 3 (10%)	=1(3.33%)	
		Total= 30 (100%)			
	ii) informal communication	Value, at a time, fly over, Chittagong, road, wait = 6 (75%)		pant<pants, shirt = 2 (25%)	
		Total= 8 (100%)			
B. Ordinary circle	i) formal communication	Officer in charge =1 (20%)	Additional SP, SI = 2 (40%)	Lighting, police = 2 (40%)	
		Total = 5 (100%)			
	ii) informal communication	heart stroke, Command, inter (intermediate), second year, life support, life, partner, main, target, teacher, (class) seven, clear, phone, brain stroke, tension, Chittagong, daktar<doctor, flight, mike, market, registry, schedule, issue, pocket, main, road, direct, train, airport, colour, print, net (mosquito), off<ouf, factory, worker, main, target, teacher, receive, back. = 40 (62.50%)	KG, visa, minute, mike, in (inserting shirt into pants), balance, ticket, CNG, local (train), ticket, company, net (internet), truck, MP, cc camera = 14 (21.88%)	Diabetes, miss/flight miss, shirt, call, mobile, police, staff, inhaler =8 (12.50%)	Juice-টুশ and একশ percent =2 (3.12%)
		Total =64 (100%)			

Source: field data

Table 2
Net English lexis identified from observation of speech

Nature of loans	Urban setting A. Educated circle: formal & informal communications B. Ordinary circle: formal & informal communication	Rural setting A. Educated circle: formal & informal communication B. Ordinary circle: formal & informal communication
Words with Bengali equivalents =179 (73.36%)	finance committee, donating club, very good, associate professor, grand ambassador, ninety one, class two, class three, class four, class seven, class nine, English medium, fill up, logistic support, life support, brain stroke, heart stroke, vice-chairman, day-labourer, already, longevity, interaction, effective, introduce, promote, care, otherwise, creativity, slot, hour, chairman, program, sentiment, morality, routine, select, performance, school, college, lesson, degree, centre, honors, seat, thesis, constitution, bridge, tension, no, , origin, senior, printing, next, donation, blood, campaign, admin, busy, active, camp, donor, , celebrity, pose, beach, stop, chair, research, impression, expression, control, math, selection, board, planning, professor, author, first, second, year, phone, luggage, medical, operation, uncle, fan, accident, fracture, intact, bed(bedroom), result, writing, continue, calculator, rood, use, skillful, model, election, live, district, secretary, rice, current, rough, original, sure, contract, student, machine, adjust, design, extra, bill, office, slow, same time, customer, passenger, world, joint secretary, society, varsity, basically, English, off day, envelope, principal, commerce, building, through (fluently), primary level, officer, party, circle, value, at a time, fly over, Chittagong, road, wait, officer in charge, command, inter (intermediate), life, partner, teacher, clear, tension, doctor, flight, market, registry, schedule, issue, pocket, direct, train, airport, colour, print, net(mosquito), off, factory, worker, main, target, nombor<number, mayor, panel, miss, back, receive.	
Words without Bengali equivalents = 35 (14.34%)	Semester, credit, form, commission, RS, BS, timeline, SSC, DC, SP, SI, KG, CNG, MP, table, point, bank, flat, gas, cycle, crest, chairman (union), hi-fi, additional visa, minute, mike, inn, balance, local train, ticket, company, net(internet), truck, cc camera, gazette.	
Words with close Bengali equivalents = 25 (10.25%)	Warranty, guaranty, presiding officer, boss, cake, nursery, polythene, mobile, tank, pants, lighting, diabetes, shirt, call, police, staff, inhaler, Ms (lady teacher), sir, lift, pump (to oil), vote, committee, overtake	
Hybridized words = 5 (2.05%) Total=246 (100%)	Point-টয়েন্ট party গত, votadhikar (vote+ অধিকার), Juice-টুশ and একশ percent	

Source: Field Data

Appendix B: Interview

Section A: RESPONDENT'S CONSENT FORM

Research Title: English words in Bangla speeches and conversations: An analysis of their influence on Bangla in Bangladesh **Researcher:** Muhammad Azizul Hoque Department of English Language and Literature International Islamic University Chittagong (IIUC) Cell Phone: +88 01818146370 Email: azizul.hoque@iiuc.ac.bd

Dear Participants,

I am writing to invite you to participate in this research, titled: English words in Bangla speeches and conversations: An analysis of their influence on Bangla in Bangladesh.

Objectives of the project:

This study aims to conduct an analysis of English words in Bangla speeches and conversations and their influence on Bangla in Bangladesh.

Participation:

The participation in this research is voluntary. I am inviting you to please agree to be a valued participant as a member of the team of selected intellectuals and academic experts to be interviewed and consulted for collection of information and personal views and observations as data for this study.

Confidentiality:

You will remain anonymous in the research. Your responses will be kept secret and stored securely.

Questions/further information:

If you have any questions or require more information pertaining to the research, please contact the researcher through the details given below:
Center for Research and Publication, International Islamic University Chittagong, Kumira, Chattogram-4318, Bangladesh, Tel.: +88-03042-51154-61, Fax: 03042 51160, Email: crpiiucbd@gmail.com.

Name: _____

Signature: _____

Date: _____

Section B: Interview

Part 1: Participants' Personal and professional information

Name:
Gender (male/female):
Age group: 20-40; 40-60; 60 and above.
Profession:

Part 2: Interview questions

To know the existing status of English, the reasons behind the use of the language by Bangladeshi people and the face value of the language in Bangladesh, the researcher of this study has conducted an in-depth interview with the intellectuals and academic experts. The interview surrounds the followings questions.

1.   If you use, why do you use English in your Bangla communication?
2.   What are the factors responsible for English lexical borrowing in Bangla?
3.   How are the people who know English and who don't know evaluated in Bangladesh?
4.   What is your view about the use of English in Bangladesh?
5.   Do you think the use of English is harmful for Bangla? If yes, why? If not, why not?