

The Role of English Language in Cultural Domination in Bangladesh: A Comparative Study

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Abstract: Cultural domination has become a common phenomenon in Bangladesh as a third world country. Especially we observe it in the English medium institutions than that of Bangla medium institutions. English medium institutions in Bangladesh, particularly in Dhaka are providing an alternative form of private education at the primary, secondary and higher secondary levels. However, it cannot be denied that such institutions are generally unregulated by any national education boards or monitoring bodies in terms of their syllabus, recruitment policy, admission procedures or their tuition fee structure. The study tries to know whether the students of English and Bangla medium institutions follow their own culture e.g. language, norms, values, sanctions and customs or not. To conduct this study, descriptive research design, social survey method & stratified random sampling have been followed. To know the cultural domination, Likert Scaling on five rating scale has been applied. Again, for hypotheses testing, χ^2 - test has been used to test the degree to which two or more groups vary or differ in an experiment. The present findings suggest that majority 68.69 % think that cultural domination is high/very high, simultaneously 10.10% medium and 21.21% low/very low due to influence of foreign culture specially in English medium institutions in the country. Furthermore, the result of hypotheses testing suggests that a student English medium school is being largely dominated by language, norms, values, sanctions and customs of the foreign culture and English language is solely responsible for this. Therefore, these findings may help to the policy makers and planners of the government and non-government educational institutions to take appropriate initiatives to prevent the cultural domination of the country for retaining the native culture.

Keywords: Cultural domination, Role, Language, Bangladesh

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I. INTRODUCTION

Every nation bears their own culture in their heart and it is the instinct nature of human being. The people of Bangladesh are not far from this trend. But due to modernization, globalization and industrialization this common phenomenon has greatly been changed in Bangladesh for being the third world country. In modern society people count things which benefit them. The people of the third world country especially the people of colonized country intend to adopt the culture of their colonizers as they take their culture superior. Since Bangladesh was dominated by the British people so the fact is that there is a great impact of their culture on the people of the country. The native people easily accept the things positively like language, norms, values, sanctions and customs of the colonisers. Since language is the most effective method of communication so they blindly want follow their language. Apart from this, English is globally recognized so the people want to learn it with their culture as well. Considering the fact that, English is no more a language but a modern device to get an open access to the present world. In our society it is assumed that if someone is being skilled in English language is considered as a great achievement for the person. Most of the people think that efficiency in English language will help them to avail maximum opportunity to reach the target. According to them learning English language is a symbol of high brow which makes them feel upgraded or elevated to some extent. To attain to that imaginary height of excellence they easily shake off their culture and heritage and become eager to explore those of the people of English speaking countries. This study shows how the people of this country tending to the foreign culture drifting away from their own cultural heritage.

II. OBJECTIVES OF THE STUDY

The broad objective of the study is to identify the role of English Language in cultural domination in Bangladesh and its impact on the lives in Bangladeshi people. This objective of the study is divided into two categories as follows;

1. To know whether they use their own language in their daily life or not
2. To know whether they maintain their native culture which includes language, norms, values, sanctions and customs or not.

III. LITERATURE REVIEW

Language and Culture: Culture and language are closely tied with each other [1]. Modiano writes in his book 2001 that English virtually Anglo-Americanizes the non native speaker (2). In this regard Al-Quaderi, in 2010 writes that the tendency of English medium schools in Bangladesh is introduce western culture in place of the culture of Bangladesh.[3] Such tendency entertains the students to accept foreign culture in different forms in their lives like attitude, styles and ideologies undermining the traditional way of lives leading towards the way to globalization.[4] Chang defines the process as westernization.[5]As a result the students becomes very reluctant to use their mother tongue and gradually they get detached from Bangladeshi culture and start practising foreign culture at the cost of their own culture and tradition.[6] In this regard Phillipson rightly says that English language is either replacing or displacing other language.[1] Besides this it is obvious to all of us that English medium schools are providing quality education irrespective to all levels. The way they are approaching to the students may be questionable or debatable. In such schools English culture is practised along with the language and Bangladeshi culture is ignored. Since they follow English curriculum and read the books based on their context, the students learn western life, culture, history, geography, and politics pushing away resources of Bangladesh e.g culture, history, geography and so on. Actually one of the reasons for adapting foreign culture by the student of our country is foreign culture is introduced in much more appealing way than local culture. For instance, William Shakespeare is more highlighted than Kazi Nzrul Islam or Robindranath Tagor. The fact is that the syllabus, books, exams, classrooms, different cultural programs etc are practised, designed and monitored by the British Council. As a result they are highlighting and introducing their own culture and context. All these facts are solely responsible for deeming the native culture by the foreign culture. This study shows how the people of this country tending to the imported culture drifting away their native norms of life[6].The intention of haque's paper is to explore how cultural domition is occurring in English medium institution in compare to Bangla medium in light of Modiano (2001), Canagarajah (1999) and Phillipson (1992)' papers, and concepts of cultural domination or linguistic imperialism. The implication of this research is significant in the sense that the findings enable us to emphasize the so-called innocence of such (English medium) institutions that implicitly propagate cultural domination under the guise of modern education [6].

Cultural Domination : Following this practice, some important aspects of culture such as language, politics, economics, race, society, and ideologies need evaluation comparing to established attitudes to realize their impact upon the people [1].Tomilson (1991) expresses his view that cultural domination controls economy, politics, and culture of the whole world. He also says that the silent process of this cultural domination is accelerated by the influences of the cultures of the dominating countries. It was once assumed that colonization is the means of imperialism, but for the 20th and 21st century's capitalism is the new key of cultural domination. In that sense the effects of imperialism is parallel with that of capitalism [7]. Thus, as up to the 19th century imperialism and British Empire were synonymous, from the 20th century onward, imperialism and British and American capitalism have become identical [1,4] exclaims that the importance and dominance of English language are connected with two major factors as such- firstly, the rise of British Colonial power till nineteenth century, and secondly the flourishing economic power of the USA till present. According to Young, the paradigm of cultural dominance has been shifted from external military power to linguistic, economic, cultural, and educational spheres [5]. Besides the external issues, the dominating motive is understood through Macaulay's speech delivered in the British Parliament one hundred and fifty years ago. In that speech he expressed the intricate design of the British empire to establish their supremacy in language, literature and culture in the Indian subcontinent [5]. To substantiate that plan, they selected some group of Indian natives who were physically Indian but psychologically British enough to sound like them in taste, morality, intellect and opinion. The domination of our culture is the result of the British policy which has been playing the strongest role in constructing our notion of being modern and smart by imitating the western culture and consequently disrupting the Bangladeshi culture.

Linguistic Imperialism : Language is the most important medium for expressing oneself, and in, it contains a nation's exclusive cultural and traditional colours and flavours. According to Nordquist*, "Linguistic Imperialism is the imposition of one language on speakers of other language." This status of being a dominant

language for English is actually achieved by the colonial expansion of the British Empire. Tomilson (1991) rightly thinks that when a language achieves dominance, it can marginalize other languages [7]. In this process, English has toppled French and German languages and ultimately won the crown of the most used International language since the Second World War [8]. Phillipson elaborates that because of the language policy of the inner circle countries (based on Kachru's idea of concentric circles), the languages of the peripheral countries are being displaced or are at stake [1]. According to Kachru, the BANA (Britain, Australia, North America) countries are on the centre and the other countries like Bangladesh, India, China, and so forth are peripheral countries. The languages of such countries are clearly standing on the verge of deformity, hybridity and even extinction, elaborates and peripheral. The languages of such countries are clearly standing on the verge of deformity, hybridity and even extinction[9.10].

Cultural Imperialism : Today's world is a manifestation of cultural imperialism. Cultural imperialism operates in two ways- it can be some kind of forced acculturation of a subject population, or simply the voluntary acceptance of a foreign culture by individuals. The process of globalisation erases all national borders and makes the world a vast market place for all. It is definitely an opportunity for marketing but more surely a crucible of Darwinian struggle- survival of the fittest. The 'big bazar' gives an upper hand to the so-called countries in the centre. On the other hand, the peripheral countries cannot just rise and shine. This is applicable not only to material commodities but also to languages and cultures. Cultural imperialism can be understood in terms of 'Anglo centrality'. "Anglo centrality" defines all languages and cultures which are other than English, to be inferior [1]. This very 'other-ness' motivates the less developed countries' dependence on the developed countries for educational materials, methodology, expertise and so on and so forth [11]. Phillipson mentions that cultural imperialism is based on linguistic imperialism. That is why, if a language is devalued, the culture related to that language is also devalued. He also notes that cultural imperialism invades silently through the exploration of ideas, theories, publication and so on. Phillipson quotes the Director General of the British Council who said, "Britain's real black gold is not North Sea oil but the English language". The amplification of this statement can be traced in Iredale's words, when people learn English, for whatever purpose and by whatever method, they acquire something of the flavour of our culture, our institutions, our ways of thinking and communication. He also thinks that the promotion of British book trade is a successful vessel of carrying cultural imperialism as these books contain the ideas, attitudes, activities of the 'centre' and considered to be the model for the peripheral countries [1]. Therefore, learning English language by individuals of non-English countries bears the threat of being consumed by cultural imperialism.

History of linguistic and cultural Imperialism in Bangladesh : The history of Bangladesh, according to McLeod as quoted in Rahman et al. shows that it was under British rule from 1757—1947. The European missionaries and the East India Company established some educational institutions in this sub-continent. The education system that was established here at the beginning of the 19th century was imperialistic in nature. The principal motive behind establishing those schools and colleges was to enable the empire's subjects to understand their masters' orders and demands. During that period, the Indians who were proficient in English were employed in the government service. By the end the first half of the 19th century, British rulers decided to turn this continent into a never-ending source of profiteering business rather than a mere slave trade. With this view, they focused on making the natives educated and the medium of that education was English (ibid). Kumar, as mentioned in Rahman et al., says that the British colonial officials wanted to teach Indian people making English the medium of instruction, so that they can explore their (western) language, literature, science and technology. Thomas B. Macaulay passed an important resolution in 1835 with the goal to teach some Indians who retain their Indian traits in physical features but convert to be British in taste and ideology. The hidden agenda of the British was to create some so called British elites who would be Britain's future customers, particularly in terms of their language and culture. After Macaulay's resolution, the promotion of English was accelerated by political, economic and social power; thus, the seed of linguistic and cultural imperialism was shown. At the beginning of 19th century, the English language schools based on British model were established in the region, which is now Bangladesh [12]. The syllabus and curriculum of the English medium schools in the present day Bangladesh are still following that 19th century path that promoted assimilating the western culture and gradually discarding and rejecting their own culture.

Streams of Education: There are three streams of education in Bangladesh:

1. Mainstream Bangla medium
2. English medium
3. Madrasha medium

In Mainstream *Bangla* medium, the medium of instruction and education is Bangla [12,13]. Most of the students of Bangladesh fall under this stream [14]. There are two categories under Bangla medium: Public and Private.

However each category has a primary, secondary (S.S.C) and higher secondary (H.S.C) level Public schools and colleges provide only Bangla medium education but private Bangla medium schools and colleges provide both Bangla and English versions of the syllabus provided by the board; and it is mentionable here that there are six educational boards of Bangladesh (*ibid.*). English Medium system is a special kind of education system run by private ownership where the medium of instruction is English. As mentioned earlier, these schools are not monitored by any of the government authorities in terms of their syllabus, recruitment policy, admission procedures or their tuition fee structure. These schools directly follow the British curriculum and syllabus [6]. The students of English medium schools have to pass O-Level or Junior. Cambridge and A-Level or Senior Cambridge exams to enrol in the universities (*ibid.*). After passing from schools, most of these students study in the private universities or go abroad. English medium education is chosen by the elite group of the society who do not want their children to lag behind in the era of globalization and especially when English can bring them good jobs, opportunities of scholarships and so on ([14,15].

English Medium Education in Bangladesh : After the independence in 1971, guided by the thought of nationality and love for mother tongue, the government banned English medium schools, and they were completely removed from Bangladesh in 1972 [14]. However, English could not be removed from universities because the class lectures were needed to be given in English and the books and journals were all in English (*ibid.*). On the other hand, the elite group of the society started to feel the necessity of English, and consequently English medium schools started to emerge again [15]. As English was not emphasized in public Bangla medium schools, the English medium schools started to grow day by day, with the growing demand of English in every sector. Since the 1980s English medium schools, which are mall privately funded, have been mushrooming in Bangladesh, especially in Dhaka [14]. English medium schools in Bangladesh can be traced back at the beginning of the 19th century [12]. The students of such schools follow the British curriculum and syllabus directly [6]. They read imported western books written for the western context [3]. After reading these books, the students become familiar with western geography, history, literature, western way of life and their ideology (*ibid.*). Consequently, they do not get to know about Bangladeshi culture, for example, they are much more familiar with Shakespeare than Robindronath Tagore. Western ideologies and values are explored through the books and curriculum of British council but there is no mention of Bangladeshi culture and Bangladeshi resources [13,6,3].

IV. THEORETICAL FRAMEWORK

The term cultural domination or cultural hegemony is used and widely developed by Antonio Gramsci, activist, theorist, and founder of the Italian Communist party. He wrote when he was in prison in a Fascist jail. He was concerned about how the power works: how it is ceased then who use it and how it is gained who want to change the system. The most dominant idea at that time was Marxist radicals. He himself was a follower of that theory of attaining power needed to seize the means of production and administration. That is to say that the factories and state will be taken over. According to Gramsci it is not sufficient. He experienced in his youth that workers took over factories in Turin where they also got them back to previous owners as they did not know how to manage everything systematically. Gramsci also observed the power of the Catholic Church in exercising its power to retain the allegiance population. He realised that for maintaining and creating a new society, there must have the urgency of creating and maintaining a new consciousness. The power of cultural domination lies in its invisibility. Unlike a politician or a soldier with a gun system backed up by a written constitution, culture resides within us. Indeed the repository of consciousness is culture. Actually this includes both culture in an anthropological sense together with big-C Culture, culture in an aesthetic sense, and small-c culture: the norms, customs, values and mores discourses that make up our everyday lives. In this respect culture is what allows us to guide our ideas of right and wrong navigating our world giving the sense of beautiful and ugly, just and unjust, possible and impossible and so on. Someone may capture an industry or blow out a palace, but unless these things power are supported by a culture which gives the notion that what one is doing right and beautiful; possible and just; then any achievement on the military, economic and the political moves are likely to be transient. The power of the cultural domination lies in its invisibility. It's not like a coup with a gun or a written constitution of a political system, culture exists within us. Actually it is not political. It's just what we think or what we like is beautiful or what makes us comfortable. Covered in figures of speech, stories and images, culture is a sort of politics which does not look like the same and is thus much difficult to notice, and much less to resist. When a culture is dominating, it becomes a common sense for most of the people. However, no culture is completely dominating. The most complete system even under the utmost complete controlling system, there are some hole of what Gramsci and Hall, termed 'counter-hegemonic' cultures: the way of doing and thinking which have revolutionary potential because they keep running to the dominant power. According to Gramsci the location of the culture in traditional peasant beliefs or in the shop -floor culture of industrial workers; to Hall they are apparent in the subculture of the youth like punks and Rastafarians, and eventually in

the commercial entertainment. According to Hall, The activist's job is to recognise and to exploit the cultural pockets with a view to building a radical counter-culture within the frame the existing society waging the struggle for a new cultural domination. An important caveat that Gramsci did not believe is that the cultural power alone was only responsible for dominating a culture. There are more things along with this. The struggle for cultural domination had to be part of an overall technique which was also incorporated with fights for political and economic power [16,17].

V. RATIONALE OF THE STUDY

Recently it is observed that the students of English medium schools in Bangladesh are very much interested in using English language rather than using Bangla language which was achieved sacrificing a blood of ocean in 1952. In addition the researchers observed that there is the tendency of using English Language among the people of different quarters for instance university teachers, students, employees of multinational companies as well as different government personnel. Moreover, it is clearly noticed in writing bill boards, banners, festoons, name of restaurants or shops presence of English language everywhere. All these facts are playing the important role in changing native culture enormously in different cities especially Dhaka city in Bangladesh. In this regard, the study tries to find out the effect of English Language and the causes of using it. Similarly, some measures can be taken to reconcile the problems for sustaining the native culture and its development.

VI. OPERATIONAL DEFINITION OF THE CONCEPTS

Culture: Culture is the totality of learned, socially transmitted customs, knowledge, material objects, and behaviour. It includes the ideas, values and artefacts of groups of people. In this study means language, Norms, Values, Sanctions and Customs [18].

Cultural domination: In the present study, the cultural domination means the elements of overseas cultures imported and practiced into in native culture drifting from the traditional culture forming a new form of culture in a country.

Effect: A change that somebody or something causes in somebody or something (Oxford Dictionary). In this study effect means the changes that take place breaking the established native culture.

Language: It is an abstract system of word meanings and symbols for all aspects of culture. It includes speech, written characters, numerals, symbols and non-verbal gestures and expression [18]. In this study, language refers to know whether the natives using Bangla or English to communicate verbally; to know whether the natives using Bangla or English to communicate through writing; to know whether the natives using both Bangla and English both in speaking and writing.

Norms: Norms are the established standards of behaviour maintained by a society . In this study, norms refers to know the way of exchanging greeting; to know whether every natives follow existing norms[18].

Values: Values are the collective conceptions of what is considered good, desirable and proper or bad, undesirable and improper. In this study, values refer to know the family is fundamentally important in life or not; to know whether the belief maintaining a balanced life or not; to know about the belief in Good steward of resources; to know whether the belief in good exercising frugality; to know whether honesty is the best policy and trust to be earned and to know about whether every citizen should learn and follow the native values [18]

Sanctions: Sanctions are penalties and rewards for conduct concerning a social norm. In this study sanctions refer to know whether the natives have been appreciated for using English language or not; to know whether the natives have been appreciated for using Bangla language or not; to know whether the natives have been neglected for using Bengali language or not and to know whether the natives have been appreciated for using Bengali language or not;

Customs: An action or way of behaving that is usual and traditional among the people in a particular group or place: something that is done regularly by a person [19]. In this study, customs refer to know whether the native traditional customs should be practiced or not to know whether it should be mingled and would form a new hybrid custom.

VII. MATERIAL AND METHODS

Research Design and Method: To focus on the present objectives, the researchers have tried to find out the cause-effect relationship between variables. Therefore, the analytical research design has been followed for this study. When, an effect occurs by the causes, than analytical research design is used. On the contrary, the social survey method has been followed for collecting the data that researchers can observe directly.

The Study Area and Its Importance/Rationality: Firstly, Dhaka Metropolitan City is considered as the study area purposively. Later, to find out the study respondents, the four academic institutions are selected as a study area where two from Bangla medium like Adamjee Cantonment College and Romij Uddin College and another two colleges from English medium are Scholastica and Turkish Shop, Dhaka. These study areas in Dhaka Metropolitan city. Among the students in these colleges it's noticed cultural domination is tremendously apparent in their attitude. The guardians are very much concern to get modern and standard education from their institutions for their beloved children.

Population and Sampling of the Study: The research population is students, of intermediate level and equivalent of the said institutions, who have come to receive proper and modern education. Total population of said institutions is 1030 whereas Bangla medium colleges is 620(290+330), simultaneously the population of English medium colleges as A level is 410(210+200) respectively, Sampling frame) that is counted up to 30 April 2018 and data is collected during June-July of the same year (Timeframe). Every student who has come to receive education from those institutions is selected as a unit of analysis. Stratified random sampling is used because it is a technique that provides each of the total sampling units of the population equally from said each institution/stratum and non-zero probability of being designated. To draw the each sample, random digits table is used. As a social research, the level of confidence assumed 95 percent. The Sample size found 99 by using the following formula [20];

Formula $S = n/N * 100$ [290].

Here S= Sample size

n= population of each stratum.

N=Total population

Now, Population of 'Adamjee Cantonment College' is 290. Therefore, sample size is $290/1030 * 100 = 28.15 = 28$. By the same procedure, the sum of samples = $(28+32+20+19) = 99$.

Variables and Indicators of the Study: The main concept of the study is culture. It includes five variables such as Culture language, norms, values, sanctions and customs. Indicators of language are the natives using Bangla or English to communicate verbally, the natives using Bangla or English to communicate through writing and the natives using both Bangla and English both in speaking and writing. Indicators of norms are the way of exchanging greeting and every natives follow existing norms. Indicators of values are the family is fundamentally important in life, the belief maintaining a balanced life, the belief in Good steward of resources, the belief in good exercising frugality, honesty is the best policy and trust to be earned and every citizen should learn and follow the native values. Indicators of sanctions are the natives have been appreciated for using English language, the natives have been appreciated for using Bangla language, the natives have been neglected for using Bengali language and the natives have been appreciated for using Bengali language. Indicators of custom are the native traditional customs should be practiced and custom should be mingled and would form a new hybrid custom.

Data Collection Techniques: In the study, interview schedule is used for survey. Firstly, the data collection carried out by using a structured questionnaire on 34 variables from 99 respondents through sample survey method. Closed ended and open ended questions have been set up in the structured questionnaire and information collected through face-to-face interviews. For some of variables (11 variables), Likert Scaling has been followed in the structured questionnaire. These variables has been rated on a 1-to-5 rating scale where: 1=Agree, 2=Agree strongly, 3=Neither agree nor disagree, 4=Disagree and 5=Disagree strongly.

Research Tools and Analysis Techniques: The collected data analyzed through statistical tools. In this regard, The Statistical Package for Social Sciences (SPSS) has been used. Here, univariate analysis i.e. percentage and frequency table, χ^2 -test (for hypothesis test) have been used as the statistical tools to analysis the data. Again, the procedure of Likert Scaling (1-to-5 rating scale where: 1=Agree, 2=Agree strongly, 3=neither agree nor disagree, 4=Disagree and 5=Disagree strongly) has been followed for analyzing some cultural domination related variables. Firstly, a total score for each respondent has been found out and then average scale values has been found out by subs- tracing the low judges (bottom 25%) from high (top 25%) judges. As a result, it would be possible to find out Discriminative Power (DP) for each variable.

Limitations of the Study: Research work is a tough task. Therefore, the present study faces some limitation as follow;

1. Study area and sample size is very small. Therefore, it may not represent the fact. In this regard, a wide range of research is necessary for this purpose.
2. The researchers had to limit the sample size and range of the study due to lack of money, financial crisis and inadequacy of work force.
3. Some respondents are not available in exact time and place.
4. Relevant huge materials could not find in shortage time.

VIII. RESULTS AND DISCUSSION

Univariate Analysis

Table-1: Basic Information

Bangla Medium			English Medium		
Specification	Frequency	Percentage (%)		Frequency	Percentage (%)
1.Number of institutions					
Total	2	100	Total	2	100
2.Number of respondents					
Total	60	100	Total	39	100
3.Gender status					
Male	35	58		25	64
Female	25	42		14	36
Total	60	100	Total	39	100
4Age of respondents					
Less than 16	5	8		7	18
16-18	52	87		27	69
19 or above	3	5		5	13
Total	60	100	Total	39	100
5. Level of class					
Class 11	28	47		17	43
Class 12	32	53		22	57
Total	60	100	Total	39	100
6. Group of Study					
Science	14	23		14	36
Commerce	24	40		14	36
Arts	22	37		11	28
Total	60	100	Total	39	100
7.Educational qualification of the parents					
SSC	8	13		4	10
HSC	14	23		4	10
Bachelor	22	37		18	46
Masters	10	17		12	31
Above	2	3		1	3
None of them	4	7		0	0
Total	60	100	Total	39	100
8.Father's occupation					
Businessman	26	43		18	46
Job holder	28	47		15	38
Politician	4	7		4	10
Others	2	3		2	6
Total	60	100	Total	39	100
9.Mother's occupation					
Business	5	8		5	13
Job holder	15	25		18	46
Politician	2	4		1	3
Housewife	35	58		12	31
Others	3	5		3	7

Total	60	100	Total	39	100
10. Monthly income of the respondents' family(Tk.)					
Less than 20000	4	7		1	3
20000-40000	34	56		6	16
40001-60000	10	20		11	28
60001-80000	6	10		18	46
80001-above	4	7		3	7
Total	60	100	Total	39	100

On the basis of gender status, age, level of class, group of study, educational qualification of the parents, father's occupation, mother's occupation and monthly family income of the respondents for Bangla medium colleges are respectively 58% from male,42% from female,8% was less than 16years,87% from 16-18 years ,5% above 19years,47% from class 11,53% from class 12,23% from science,40% from commerce and 37% from arts,13% SSC,23% HSC,37% Bachelor,17% masters,3% above masters and 7% none of them of educational background of the parents, 43% businessman,47% job holder,7% politician and 3% others of father's occupation,8% business women,25% job holder,4% politician,58% housewife and 5% others of mother's occupation,7% less than BDT.20,000,56% 20001-40000,20% 40001-60000,10% 60001-80000 and 7% 80001 and above of family monthly income.

Simultaneously on the basis of gender status, age, level of class, group of study, educational qualification of the parents, father's occupation, mother's occupation and monthly family income of the respondents for English medium colleges are respectively 64% from male,36% from female,18% was less than 16years,69% from 16-18 years ,13% above 19years,43% from class 11,57% from class 12,36% from science,36% from commerce and 28% from arts,10% SSC,10% HSC,46% Bachelor,31% masters,3% above masters and 0% none of them of educational background of the parents, 46% businessman,38% job holder,10% politician and 6% others of father's occupation,13% business women,46% job holder,3% politician,31% housewife and 7% others of mother's occupation,3% less than BDT.20,000,16% 20001-40000,28% 40001-60000,46% 60001-80000 and 7% 80001 and above of family monthly income.

Table-2: Information on cultural domination

Specification	Bangla Medium		English Medium	
	Frequency	Percentage (%)	Frequency	Percentage (%)
1. Language preference to speak in communication				
English	12	20	32	82
Bangla	40	67	5	13
Both	8	13	2	5
Total	60	100	39	100
2. If English, then why?				
School status	5	42	24	75
Social status	4	33	6	19
Comfortable to the language	3	25	2	6
Total	12	100	32	100
3. If not English, why?				
Comfortable in Bengali	36	75	4	57
Don't think necessary everywhere	4	9	1	14
Wish to	8	16	2	29
Total	48	100	7	100
4. Using language with classmates				
English	10	17	35	90
Bangla	42	70	1	3
Both	8	13	3	7
Total	60	100	39	100
5. Using language with teachers				
English	2	3	36	92
Bangla	54	90	1	3
Both	4	7	2	5
Total	60	100	39	100

6. Using language with relatives and friends				
English	4	7	25	64
Bangla	50	83	10	26
Both	6	10	4	10
Total	60	100	39	100
7. "English is a superior language"				
Agree	8	13	5	13
Agree strongly	4	7	30	77
Neither agree nor disagree	14	23	1	3
Disagree	7	12	2	5
Disagree strongly	27	58	1	2
Total	60	100	39	100
8. Every native should use Bangla language in daily life both in written and verbal				
Agree	14	23	3	8
Agree strongly	25	42	4	10
Neither agree nor disagree	5	8	2	5
Disagree	6	10	8	21
Disagree strongly	10	17	22	56
Total	60	100	39	100
9. Ways of exchanging greetings with seniors				
Start giving 'Salam'	52	87	5	13
Good morning/evening/afternoon	8	13	34	87
Total	60	100	39	100
10. Ways of exchanging greetings with juniors				
Start saying "Kemon Acho"(How are you?)	53	88	4	10
What's up/Good morning/evening/afternoon	7	12	35	90
Total	60	100	39	100
11. Ways of exchanging greetings with senior acquaintance				
Bow down and touch their feet as token of respect	38	63	8	21
Say hello or hi and shake hands	22	37	31	79
Total	60	100	39	100
12. Every native should follow existing social norms				
Agree	12	20	3	7
Agree strongly	32	53	5	13
Neither agree nor disagree	4	7	1	3
Disagree	3	5	6	15
Disagree strongly	9	15	24	62
Total	60	100	39	100
13. Family is fundamental important in our life				
Agree	3	5	6	15
Agree strongly	55	91	29	73
Neither agree nor disagree	0	0	0	0
Disagree	1	2	2	6
Disagree strongly	1	2	2	6
Total	60	100	39	100
14. The belief in maintaining life balance				
Agree	8	3	6	15
Agree strongly	46	77	7	18
Neither agree nor disagree	1	2	8	21
Disagree	3	5	11	28
Disagree strongly	2	3	7	18
Total	60	100	39	100
15. The belief in Good steward of resources				

Agree	12	20	14	36
Agree strongly	38	63	20	51
Neither agree nor disagree	6	11	3	7
Disagree	2	3	1	3
Disagree strongly	2	3	1	3
Total	60	100	39	100
16. The belief in good exercising frugality				
Agree	18	30	2	6
Agree strongly	22	36	3	8
Neither agree nor disagree	7	12	4	10
Disagree	7	12	12	31
Disagree strongly	6	10	18	46
Total	60	100	39	100
17. The belief that honesty is always the best policy and that trust has to be earned				
Agree	12	30	8	21
Agree strongly	44	73	29	74
Neither agree nor disagree	4	7	2	5
Disagree	0	0	0	0
Disagree strongly	0	0	0	0
Total	60	100	39	100
18. Every citizen should learn and follow the native values				
Agree	6	10	2	5
Agree strongly	52	87	2	5
Neither agree nor disagree	2	3	5	13
Disagree	0	0	6	15
Disagree strongly	0	0	24	62
Total	60	100	39	100
19. The appreciation for using Bangla language				
Yes	38	63	2	5
No	22	37	37	95
Total	60	100	39	100
20. The negligence for using Bangla language				
Yes	8	13	36	92
No	52	87	3	8
Total	60	100	39	100
21. The appreciation for using English language				
Yes	44	73	38	97
No	16	27	1	3
Total	60	100	39	100
22. The negligence for using English language				
Yes	10	17	0	0
No	50	83	39	100
Total	60	100	39	100
23. Native traditional customs should be practiced				
Agree	6	10	2	5
Agree strongly	47	78	2	5
Neither agree nor disagree	2	3	4	10
Disagree	3	6	9	22
Disagree strongly	2	3	22	56
Total	60	100	39	100
24. Native traditional customs should be mingled and would form a new hybrid one				
Agree	3	6	6	15
Agree strongly	5	7	28	72
Neither agree nor disagree	10	17	1	3
Disagree	14	23	3	7
Disagree strongly	28	47	1	3
Total	60	100	39	100

From table-2 we observe that firstly, most of the students (87%) of English medium colleges prefer to communicate in English whereas only 20% from Bangla medium prefer to speak in English. In consequence, the love for English language of English medium institutions makes them to adopt their English culture. In this connection, the respondents of English medium colleges opined that they speak English to maintain social (19%) and school(75%) status whereas the respondents of Bangla medium colleges like speaking English for social status(33%) and school status(42%). The students of Bangla medium colleges evaluate society highly as a result their consideration for speaking English is high which helps them to sustain in the society. On the other hand, the students of English medium colleges consider their institution highly. So there is the basic tendency of overlooking society in a raw. It is one of the reason they disregard society and import overseas culture. Besides this, the environment of both the institutions are quiet different. Classmates as well as teachers of English medium institutions encourage and accept the students to speak English language thoroughly, e.g. 90% students of English medium use English language to communicate each other and 92% use English with teachers. The picture of Bangla medium institutions is quiet opposite to it e.g. only 17% students speak English with classmates and only 3% with teachers. Furthermore, 64% students of English medium communicate with their relatives and friends in English but the number of using English in the students of Bangla medium is very low(only 7%). The stream of the study is extremely supported by them. Likewise, 77% students of English medium institutions belief that English is a superior language and it should be used practically in daily life both in written and verbal. But the students of Bangla medium differ from them mentioning that as the citizen of the country they must use Bangla both in written and verbal communication disagreeing superiority of English language (57%). The fact is that among the English medium colleges only because of language cultural domination is greatly responsible.

Scaling Analysis

Information Related to Cultural Domination

After asking respondents to indicate their level of activity, there is a total score of each respondent by summing the value of each item. Suppose that, a respondent checked agree in item 1(score1), neither agree nor disagree in item 2 (score3) and disagree strongly in item 3(score5). This person’s total score is 1+3+5=9. Following illustration has been used to measurement –

1. English is a superior language in your opinion
2. Every native should use bangla language in daily life both in written and verbal
3. Every native should follow existing norms
4. Family is fundamentally important in our life
5. The belief in maintaining a life balance
6. The belief in Good steward of resources
7. The belief in good exercising frugality
8. The belief that honesty is always the best policy and that trust has to be earned
9. Every citizen should learn and follow the native values
10. Native traditional customs should be practiced
11. Native traditional customs should be mingled and would form a new hybrid custom

The total result of the 99 respondents are given below in tabulated form-

Table-3: level of view about cultural domination			
Response	Corresponding scores	Frequency	Percent
Low/Very low	3-5	21	21.21
Medium	6-10	10	10.10
High/Very High	11-15	68	68.69
Total		99	100

From table-3, it is clear that cultural domination in English medium students is high in connection with the 11 parameters stated above. As, majority 68.69 % think that cultural domination is high/very high, simultaneously 10.10% medium and 21.21% low/very low due to influence of foreign culture specially in English educational institutions in our country.

Now, for each item it is required to compute the Discriminative Power (DP) - which helps us to find the items that consistently distinguish who are high on the response continuum for those who are low.

Table 4: Computing the Discriminative Power (DP)

Item	Group	Number in Group	1	2	3	4	5	Weighted Total	Weighted Mean	DP(Q1-Q4)
1	High(top25%)	25	0	0	2	11	12	110	4.4	2.68
	Low(bottom25%)	25	10	12	3	0	0	43	1.72	
2	High(top 25%)	25	0	0	4	4	16	108	4.32	2.40
	Low(bottom25%)	25	5	17	3	0	0	48	1.92	
3	High (top 25%)	25	0	0	3	10	12	109	4.36	2.68
	Low(bottom25%)	25	11	12	1	1	0	42	1.68	
4	High(top25%)	25	0	3	5	8	9	98	3.92	2.00
	Low(bottom25%)	25	11	8	3	3	0	48	1.92	
5	High(top25%)	25	0	1	2	9	13	111	4.44	2.12
	Low(bottom25%)	25	9	6	5	3	2	58	2.32	
6	High(top25%)	25	0	3	4	7	11	104	4.16	2.00
	Low(bottom25%)	25	8	9	4	4	0	54	2.16	
7	High(top25%)	25	0	0	7	9	9	102	4.16	2.40
	Low(bottom25%)	25	10	11	4	0	0	44	1.76	
8	High(top25%)	25	0	2	4	6	13	105	4.2	2.20
	Low(bottom25%)	25	9	7	9	0	0	50	2.0	
9	High(top25%)	25	1	0	7	6	11	101	4.04	2.16
	Low(bottom25%)	25	11	7	6	1	0	47	1.88	
10	High(top25%)	25	0	0	6	7	12	106	4.24	2.44
	Low(bottom25%)	25	12	6	7	0	0	45	1.80	
11	High(top25%)	25	0	1	2	9	13	109	4.36	2.64
	Low(bottom25%)	25	12	8	5	0	0	43	1.72	

In Table-4, we observe that all of the cited-tabulation clearly reveals the expected result. The calculation of Discriminative Power for each item represent that, the strongest items poses the highest discriminative power. In all cases, it seen from the table that discriminative power varies to the variation of items. Most of the items score are high and DP is positive high value .So, all the items refer to positive impact on native culture specially in English medium institutions. Here, Weighted total=Score* no. who check that score. Weighted mean=Weighted total /no. in-group. Discriminative Power=High (top 25%)-low (bottom 25%) [21].

Hypotheses Testing

Hypothesis-1:

Ho: Due to cultural domination, there will either be no significant difference in learning Bengali Language or will be a significant decrease.

Ha: By Due to cultural domination, there will be a significant increase in learning Bengali language.

Hypothesis-2:

Ho: Due to cultural domination, there will either be no significant difference in maintaining native norms or will be a significant decrease.

Ha: Due to cultural domination, there will be a significant increase in maintaining native norms.

Hypothesis-3:

Ho: Due to cultural domination, there will either be no significant difference in maintaining native values or will be a significant decrease.

Ha: Due to cultural domination, there will be a significant increase in maintaining native values.

Hypothesis-4:

Ho: Due to cultural domination, there will either be no significant difference in maintaining native sanctions or will be a significant decrease.

Ha: Due to cultural domination, there will be a significant increase in maintaining native sanctions.

Hypothesis-5:

Ho: Due to cultural domination, there will either be no significant difference in maintaining native customs or will be a significant decrease.

Ha: Due to cultural domination, there will be a significant increase in maintaining native customs.

Table -5: Short summary from SPSS, representing the above hypotheses

Hypotheses	Degree of freedom	Level of confidence	Calculated χ^2 value	Particular χ^2 value/Table value	Significance
Hypothesis-1	8	95 %	51.300(a*)	2.733	.054
Hypothesis-2	6	95 %	52.300(a**)	1.635	.000
Hypothesis-3	6	95 %	101.877(a***)	1.635.	.000
Hypothesis-4	6	95%	51.300(a****)	1.635	.054
Hypothesis-5	6	95%	101.877(a*****)	1.635	.000

a* 12 cells (80.0%) have expected count less than 5. The minimum expected count is .02.

a** 9 cells (75.0%) have expected count less than 5. The minimum expected count is .06.

a*** 9 cells (75.0%) have expected count less than 5. The minimum expected count is .04.

a**** 9 cells (75.0%) have expected count less than 5. The minimum expected count is .06.

a***** 9 cells (75.0%) have expected count less than 5. The minimum expected count is .04.

Statistics of the table-5 reveals that calculated χ^2 value is greater than particular χ^2 value/table value for the hypotheses 1-5. Therefore, the alternative hypotheses can be accepted by rejecting the null hypotheses. Thus, a student is being dominated by language, norms, values, sanctions and customs of the foreign culture.

IX. CONCLUSION AND RECOMMENDATION

Based on the findings we can cite that in Dhaka city, most of the students of English medium institutions simply disregard native culture with the influence of foreign culture in terms of language ,norms ,values, sanctions and customs rather than that of the students of Bangla medium institutions. Mostly the role of English language plays striking role in the regard. Besides this the native people themselves are not only dominated by foreign culture but also the members of their family, community and society as a whole, are being dominated by the western culture. As a result, the native culture is greatly struggling with this domination. For instance, there has been creating a new sort of culture which is mostly dominated by the westernization which is very alarming for the native culture. Especially the old people can neither accept this new culture nor can they reject it. So, there has been a new problem in the lives of the people of the country they are facing because of it. Basically a certain culture is the very tradition of a certain nation. So they must go with their own tradition and culture to introduce and to reflect the people of typical dignity. The fact is English medium institutions in Bangladesh are mostly highlighted by some group of people presenting them as superior in quality than Bangla medium institutions in the sense that the students of the mentioned stream can easily avail most of the opportunity e.g. good position in a company, studying abroad and so on. Because of this emphasise on English language along with their culture, the native culture is in jeopardy. Based on present findings, the policy makers and planners of the government and non-government academic institutions should take some initiatives, such as; firstly, they should not discriminate among the institutions whether English, Bangla and Arabic medium. Secondly, social awareness among the students and guardians will be increased in the logic that following their own culture they could have equal opportunity and they should take foreign culture to know about it. Thirdly, the students should have the positive mindset regarding their own culture in this sense that they will learn English language and the culture to compete the world bearing their own culture in practice. In doing so the educated class should come forward to build awareness among the mass people.

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