



Impact Of Cultural Factors On The Acquisition Of English As A Second Language In Bangladesh

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Abstract: The research delved into how cultural factors affect the process of learning and using English as a second language (ESL) in Bangladesh. Recognizing that language acquisition is intertwined with cultural and social aspects, the study explores how cultural attitudes, language policies, education practices, and media exposure influence English proficiency. The problem statement underscores the complex interplay between Bangladesh's cultural heritage and the demands of learning English. The study's objectives include identifying and analyzing cultural factors affecting ESL acquisition, exploring language learning strategies based on cultural backgrounds, investigating culturally influenced challenges and motivations, and analyzing pedagogical implications. The research questions delve into how cultural factors influence ESL acquisition, the cultural barriers to English learning, and potential strategies to mitigate cultural impacts on English language learning in Bangladesh. This analysis delves into the intricate relationship between cultural factors and the acquisition of English as a second language in the context of Bangladesh. The discussion explores various dimensions, including the role of cultural factors in shaping language learning, the symbiotic connection between language and culture, the influence of teachers, aspects of language acquisition, attitudes toward language and social status, challenges faced by learners and teachers, and the impact of the educational system on language acquisition and cultural preservation. Key findings from the analysis include the diversity of perspectives on the cultural significance of learning English, varying opinions about suitable learning and teaching environments, contrasting attitudes toward the role of English and Bengali in social status, and mixed views regarding the influence of cultural identity on language learning and teaching.

Keywords: Cultural Factors, English, Acquisition, Education, Learners.

1. Introduction

The relationship between culture and language learning has long been debated. It was brought to light by many scholars, linguists including the correlation between language and culture is so intense that one cannot understand a person without understanding others. Although English is taught as a compulsory subject in Bangladesh from grades 1 to 12, many students are not proficient in English (Jannat et al., 2022). In the context of Bangladesh, Ara (2020) mentions that native culture plays a significant role in teaching English in classrooms. It is a long tradition of the country that teachers should be obeyed without any room for negotiation. This culture automatically makes the classroom teacher the center. Also, those who live in urban areas have better opportunities, and thanks to the Internet, television and educated parents, it also helps them to know English culture. This ultimately helps in learning English. While rural students lag behind. However, the study does not investigate whether or not students from similar economic backgrounds but from different geographical areas differ in practicing English. Similarly, Sharmin (2019) mentions that hesitancy and shyness in asking questions in class is too much alive among rural students. English is the medium of instruction here at all private universities and also at some public universities. In order to get a higher education or secure a better job, one should learn English as inevitable. As a result, parents prefer to send their children to English medium schools so that they can develop a strong foundation in English from day one. This study aimed to examine the impact of cultural factors on the acquisition of English as a second language in Bangladesh.

2. Background

The research focuses on understanding how cultural elements influence the process of learning and using English as a second language in the specific context of Bangladesh. This research recognizes that language acquisition is not solely a cognitive endeavor, but it is intricately intertwined with cultural and social factors. In the case of Bangladesh, a country with its own rich cultural heritage and linguistic identity, the acquisition of English as a second language is influenced by historical, societal, educational, and economic factors.

English holds a unique position in Bangladesh due to its colonial history, the subsequent linguistic shifts after gaining independence, and its continued significance in various aspects of life, including education, media, and professional spheres. The study of cultural influences on English language acquisition in Bangladesh offers insights into the motivations, attitudes, and challenges faced by learners. This research delves into how cultural attitudes toward English, language policies, educational practices, and exposure to media and popular culture all play a role in shaping the proficiency and usage of English among Bangladeshis. By examining these cultural dynamics, educators, policymakers, and researchers can better tailor language learning approaches to the cultural context, ultimately enhancing language learning outcomes for individuals in Bangladesh.

3. Problem Statement

The acquisition of English as a second language (ESL) in Bangladesh is a complex process influenced by various cultural factors. While English proficiency is essential for communication, education, and economic opportunities, the interaction between the rich cultural heritage of Bangladesh and the linguistic demands of English learning presents challenges that need to be thoroughly understood. The problem lies in identifying

and comprehending the specific cultural factors that impact ESL acquisition and their nuanced effects on language learning strategies, classroom dynamics, and educational policies. Without a comprehensive understanding of these cultural influences, efforts to optimize ESL education and enhance language proficiency among Bangladeshi learners may fall short. Thus, there is a critical need to investigate how cultural factors intersect with the process of acquiring English as a second language in Bangladesh and to provide insights that can inform effective pedagogical approaches and policy recommendations.

4. Significance

This study is significant because it sheds light on how cultural aspects unique to Bangladesh influence the process of learning English as a second language. This understanding can lead to improved language education strategies, better cross-cultural communication, enhanced employability, and more culturally sensitive educational policies.

5. Objectives

The study aimed to investigate how cultural factors influence the process of acquiring English as a second language in the context of Bangladesh. The major objectives of this research topic could be:

1. To identify and analyze the cultural factors that directly or indirectly affect the acquisition of English as a second language in Bangladesh.
2. To explore the language learning strategies used by ESL learners in Bangladesh in relation to their cultural background.
3. To investigate the challenges and motivations faced by ESL learners in Bangladesh that are influenced by cultural factors.
4. To analyze the pedagogical implications of the cultural factors identified.

6. Research Questions

1. How do cultural factors influence the acquisition of English as a second language in Bangladesh?
2. What are the cultural barriers to learning English in Bangladesh?
3. What strategies can be used to address the cultural factors that affect English language learning in Bangladesh?

7. Related Literature Review

A student's local culture can greatly affect learning a second or foreign language. It is a long tradition of the country that teachers should be obeyed without any negotiation. This culture automatically makes the classroom teacher focused. Also, those who live in urban areas have better opportunities and exposure to the Internet, television, and English-speaking communities that help them know the English language and culture. At the tertiary level, students come from a variety of backgrounds to obtain a higher education (Jannat et al., 2022). The influence of the educational and sociocultural environment on English language learning outcomes contains ambiguous issues and problems for many English language learners and has greater features and

challenges compared to native learners (Irfan, 2021). At English secondary schools and English-language universities, students learn the values of a foreign culture (Azad, 2019). Recently, there has been a pedagogical shift in language teaching from lecture-based, teacher-centered approaches to participatory, interactive, student-centered approaches. Learner autonomy (LA) could be a powerful concept that can contribute immensely to this movement (Begum, 2020). English is not an official language in Bangladesh. Whether English in Bangladesh is ESL (English as a Second Language) or EFL (English as a Foreign Language) is still a controversial issue. Although Kachru (1986) and Jenkins (2014) mentioned that English has the status of ESL in Bangladesh. But a number of researchers in Bangladesh oppose this view. A strong and bold statement was made by Farooqui (2007) who declared English as a foreign language in Bangladesh. Salahuddin et al. (2013) mentioned in their study that although English functions as a second language in Bangladesh in many ways, this does not make Bangladesh an ESL country. Ali (2013) supports them by specifying the fact that English has not acquired the official status of a second language in Bangladesh. Rahman (2005) in his study states that English is not used for interpersonal and inter-institutional communication and there is hardly any chance of it being a lingua franca in Bangladesh. On the other hand, after examining the intensity and importance of usage, Siddique (2004) stated that English is ESL in Bangladesh. Hasan (2011) reiterates that “we can easily say... English is the second language in Bangladesh”. A study of SSC and HSC students from Bangladesh by Chowdhury & Shaila (2011) concluded that students have almost no practice in speaking English in or out of class. Students at school learn English for 10 years and then 2 years at university. But in both of these cases, they are learning the language for exams. This also supports the evaluation of SSC and HSC syllabus and examination system. However, at the tertiary level, the medium of instruction is English and students will find an ESL environment in the classroom. Here too, the situation remains more or less the same, because they practically do not communicate in language outside the classroom. Although universities at the tertiary level try to keep English as the medium of instruction, this is not unanimously followed. Some tertiary level colleges and public universities run some programs where lectures are in Bangla, but students and teachers of these programs have to rely on English books for reference. In private trade and business organizations, English is widely used, but especially in formal situations. Bangladesh's economy is heavily dependent on foreign aid. For this purpose, communication with countries and organizations providing foreign aid is carried out using English. Countries like United Kingdom, United States of America, Canada, France, Germany, Italy, Japan and Australia etc. and organizations like World Bank, USAID and International Monetary Fund (IMF) are providing assistance to Bangladesh. The growing export and import business of Bangladesh depends on other countries. So, for business purposes, English is used to communicate with international buyers. English is not used in administration in Bangladesh. Although communication between international organizations and government offices is in English, all internal official work is done in Bangla. Except for formal occasions, no one speaks English in Bangladesh. It is not used at home among family members and friends in informal settings. But “to learn a language is to learn to communicate using that language” (Richards & Rodgers, 2014). Students in Bangladesh can only communicate through academic writing, although the standard is very poor. They are hardly able to communicate in English in and out of the classroom. However, due to daily global communication, many English words are often used in everyday

Bangladeshi life through code switching and mixing. In the judiciary, many judges, though not all, deliver their verdicts in English in the High and Supreme Courts. But in the lower court, Bangla is used to understand the mass people. Lawyers practicing in the High and Supreme Courts must be proficient in English, although they often use English in courtrooms. People use English to reduce their intercultural differences and build a new community where they can share their ideas and respective culture in a wider way. However, English is also a threat to other cultures because it does not allow culture to develop (Alfarhan, 2016). Nowadays, upper class children grow up without learning their native language. According to Shanta (2017), teaching and learning English is a common phenomenon in Bangladesh and we have assigned a unique status to this language. English is intended to be used for academic and professional purposes. In fact, it has become a new trend to speak "Banglika" and follow the cultural norms of English.

8. Methods

Qualitative methods including questionnaire and classroom observation are used in this study. Questionnaires and classroom observations are conducted primarily to identify cultural elements that hinder the process of learning a second or foreign language. The data used in this study is primary data. Primary data are collected through a random questionnaire from the English learners of different levels and teachers of English. Total 200 learners and teachers were considered as samples of data collection and collected data were analyzed by SPSS statistics.

9. Analysis

9.1 Cultural Factors and the impact of these on acquisition of English

The acquisition of English as a second language (ESL) in Bangladesh is influenced by a variety of cultural factors that shape the way English is learned and used in the country. These factors include historical, societal, and educational influences that play a significant role in the development of English proficiency among Bangladeshis. Here are some key cultural factors that impact the acquisition of English as a second language in Bangladesh:

Colonial Legacy: Bangladesh was once part of British India and was under British colonial rule, which introduced the English language to the region. This historical connection has led to English being perceived as a language of prestige, education, and advancement.

Language Policy and Education: English is taught as a compulsory subject in schools, and it is often used as the medium of instruction in higher education. This emphasis on English in the educational system has created a strong link between English proficiency and academic success.

Societal Status: English is associated with social status, upward mobility, and access to better job opportunities. Individuals who are proficient in English are often perceived as more educated and capable of succeeding in professional careers.

Media and Entertainment: English-language media, including movies, TV shows, music, and online content, are popular among the youth in Bangladesh. Exposure to these forms of media can contribute to improved listening and comprehension skills.

Code-Switching and Diglossia: In Bangladesh, there is a practice of code-switching, where individuals switch between Bengali (the native language) and English within conversations. Additionally, the concept of diglossia exists, with English being used in formal contexts and Bengali used for everyday communication.

Cultural Identity: While English proficiency is valued, there is also a strong sense of cultural identity associated with the Bengali language. Some individuals may prioritize preserving their native language and culture over becoming fluent in English.

Local Variations and Pronunciation: Bangladeshi English has its own unique pronunciation and vocabulary influenced by the local culture and languages. This can sometimes lead to variations in how English is spoken and understood.

Language Mixing: English is often mixed with Bengali, leading to the creation of a hybrid language known as "Banglish" or "Benglish." This mixing of languages is a reflection of the cultural context in which English is used.

Role of Religion: Religious education in Bangladesh is often conducted in Bengali, and Islamic education is highly valued. As a result, there might be less emphasis on English in religious education contexts.

Economic Factors: English language skills are seen as an asset in international business and trade. As Bangladesh engages in global economic activities, the demand for English proficiency in business and trade has increased.

9.2 Language and Culture

A process that can be described as socialization.' prepares individuals for the linguistically and extra-linguistically accepted pattern of the society in which we live. Culture is language and language are culture. Culture is the context in which we tend to exist, think, feel, and relate to others. It is the "glue" that binds a group of people together. So, culture helps us know how far we can go as individuals and what our responsibility is to the group. All language learners consciously and unconsciously use language learning skills when learning a new language. Despite this, research (Griffiths & Parr, 2001) has focused on language strategies used only by adolescents and adults. EFL/EFL education in countries such as the USA, Canada and Australia has been a primary focus of studies on language learning strategies due to the large number of people who migrate to these countries (Oxford, 1990). There is agreement that people do not acquire language skills in the same way, illustrating that code-switching and code-mixing are common phenomena in speech, provided that there are at least two languages in the community (Philp et al., 2008). In some societies, code-switched speech is the expected means of communication (Langman, 2001).

9.3 Cultural Dynamics of Language Acquisition

Culture is technically defined as the learned, shared behaviors and beliefs of people (Miller, 2007). Teachers usually command a considerable amount of respect from both students and the community as a whole. This environment makes it easier for the student to interpret the teacher as a benchmark they are trying to emulate, allowing the teacher to have a dominant influence on their academic decision-making. It is because of this perception that the second language learner will tend to rely more on the teacher than the rest of the students (Gumperz, 2001). As mentioned above, the strategies should be adapted to meet the dynamic needs of the students including the culture and therefore the teacher should guide the students in the best way to master the language easily and comprehensively because there is a greater chance for the teacher to dominate and influence the choice of strategy that such a student will use. The teacher should use the cultural background to effectively deliver the best as the student expects the teacher to be perfect. Because of their cultural setup where languages are spoken without nodding or shrugging – except to express agreement or otherwise. Therefore, the system still nods and shrugs as a sign of showing off or prestige. While a native speaker uses nods and shrugs unconsciously as paralinguistic items. The system blocks the social effectiveness of free speech and creates anxiety in learning English. During informal communication, people usually use physical gestures, facial expressions, and many other informal types of body language to convey different messages. In this case, the second language learner will have difficulty learning the language in an environment that will be different from what he already knows. Understanding this background information will help instructors of these students structure their strategies in a way that is acceptable to the student. Language acquisition is based on the mastery of five aspects of language knowledge, which are classified as morphemic, phonetic, pragmatic, semantic and syntactic. These elements form the basic attributes that include three levels of language knowledge, which are linguistic knowledge, metalinguistic knowledge, and verbalization of metalinguistic knowledge. Since the mother tongue is in most cases the first language of every child, it is the foundation on which every individual bases all future knowledge related to language acquisition, as (Harris et al., 2020) notes that learning to communicate orally is a prelude to mastering another linguistic paradigm. Slang is a cultural aspect of language expression that is typically defined as an informal way of speaking derived solely from the speaker's awareness of social and stylistic conventions as well as the slang status of any word or phrase. Such terminologies often exist as culturally relevant jargon that projects various stylistic elements into everyday language and are associated with various kinds of social interactions that give meaning to the unique vocabulary (Duff, 2001). The recognition and use of slang or jargon as a linguistic element is specifically linked to the association of these expressions with cultural or social dynamics. This includes the social jargon of small, localized groups that may be widespread for a short time before fading into obscurity. The origins and dynamics of common speech tend to be ethnically inclined and have their origins in different areas, so residents of that area can deliver messages and express ideas, events, or experiences more quickly.

9.4 Impact of Cultural Factors

Table 1: Impact of Cultural Factors

Questions	Agree	Strongly Agree	Disagree
It is very important to learn English in the context of Bangladeshi culture.	30	50	120
Cultural norms and values influence your motivation to learn English.	130	50	20
It is found that found that certain cultural beliefs or practices conflict with learning English.	40	50	110

The table 1 highlights the relationship between cultural influences and the perception of learning English within the context of Bangladeshi culture. The table includes responses to three key questions, each indicating the level of agreement or disagreement among the participants.

Out of 200 respondents, 30 agreed and 50 strongly agreed that learning English holds significance within Bangladeshi culture, while 120 disagreed with this notion. A majority of 130 respondents agreed that cultural norms and values play a role in motivating them to learn English, with 50 respondents strongly agreeing. In contrast, 20 respondents disagreed with this influence. The table indicates that 40 respondents agreed and 50 strongly agreed that certain cultural beliefs or practices create conflicts when learning English. On the other hand, 110 respondents expressed disagreement with this idea.

9.5 Language Learning Environment

Table 2: Language Learning Environment

Questions	Agree	Strongly Agree	Disagree
As a second Language to learn the English, there are very good environment in city area of Bangladesh.	110	70	20
As a second Language to learn the English, there are very good environment in urban area of Bangladesh.	40	30	130
Learners feel that exposure to English media (TV shows, movies, music) has positively influenced your English language skills.	90	50	60

Table 2 presents insights into the perceptions of English language learning conditions in different areas of Bangladesh and the influence of exposure to English media on language skills. The responses are categorized into three levels of agreement: "Agree," "Strongly Agree," and "Disagree."

A significant number of participants (110) agreed that there is a favorable environment for learning English as a second language in city areas of Bangladesh. Moreover, 70 respondents strongly agreed with this statement, while 20 respondents disagreed. In contrast, a relatively smaller group (40 respondents) agreed that the urban areas of Bangladesh offer a conducive environment for learning English as a second language. Similarly, 30 respondents strongly agreed, but a substantial number (130 respondents) disagreed with this viewpoint. A notable portion (90 respondents) of the participants agreed that exposure to English media (such as TV shows, movies, and music) has positively impacted their English language skills. Additionally, 50 respondents strongly agreed with this sentiment. However, 60 respondents expressed disagreement with the idea that English media exposure has a positive influence.

9.6 Language teaching Environment

Table 3: Language teaching Environment

Questions	Agree	Strongly Agree	Disagree
As a second Language to teach the English, there are very good environment in city area of Bangladesh.	60	130	10
As a second Language to teach the English, there are very good environment in urban area of Bangladesh.	30	30	140
The classrooms are highly equipped to teach English.	50	50	100

Table 3 examines the language teaching environment, particularly in relation to English instruction, across different areas in Bangladesh. The data reveals insights into the perceptions of respondents regarding the quality of teaching environments. Regarding the suitability of city areas for teaching English as a second language, 60 respondents agreed and 130 strongly agreed, with only 10 respondents in disagreement. Similarly, the suitability of urban areas for the same purpose garnered agreement from 30 respondents, 30 in strong agreement, and 140 in disagreement. In terms of classroom resources, 50 respondents perceived that classrooms are well-equipped for English instruction, while 50 disagreed, and 100 remained neutral on the matter. This table showcases varied perceptions about the teaching environment's effectiveness, with differing views on urban and city areas, as well as the availability of resources in classrooms for English instruction in Bangladesh.

9.7 Language Attitudes

Table 4: Language Attitudes

Questions	Agree	Strongly Agree	Disagree
You perceived the status of English in Bangladesh compared to the status of the native language.	60	80	60
Speaking English enhances your social status within Bangladeshi society.	50	130	20
Speaking Bengali enhances your social status within Bangladeshi society.	30	30	140

Table 4 explores language attitudes within the context of Bangladesh, shedding light on perceptions of English and Bengali languages and their impact on social status. In terms of the status of English compared to the native language, 60 respondents agreed and 80 strongly agreed, while 60 disagreed. Furthermore, the notion that speaking English elevates one's social standing within Bangladeshi society saw 50 respondents in agreement, with a significant 130 in strong agreement and 20 in disagreement. In contrast, the concept of speaking Bengali elevating social status received agreement from 30 respondents, 30 in strong agreement, and 140 in disagreement. This table underscores the multifaceted nature of language attitudes in relation to social status, revealing diverse perspectives on the status and impact of English and Bengali in Bangladesh.

9.8 Cultural Identity and Language Learning

Table 5: Cultural Identity and Language Learning

Questions	Agree	Strongly Agree	Disagree
Cultural identity is essentially needed to learn English.	20	30	150
It is needed to modify your cultural behaviors or practices due to the influence of English language and culture.	20	40	140
Cultural identity is essentially needed to teach English.	30	20	150

Table 5 delves into the relationship between cultural identity and language learning in the context of English. Regarding the necessity of cultural identity in the process of learning English, 20 respondents agreed, while 30 strongly agreed, contrasting with a substantial 150 respondents who disagreed. Similarly, the need to adapt one's cultural behaviors or practices due to the influence of English language and culture saw 20 respondents in agreement, 40 strongly agreeing, and 140 disagreeing. When it comes to teaching English, 30 respondents expressed agreement on the essential role of cultural identity, with 20 in strong agreement, and 150 in

disagreement. This table highlights the complex interplay between cultural identity and language learning or teaching, showcasing a range of perspectives on the matter.

9.9 Challenges and Strategies

Table 6: Challenges and Strategies

Questions	Yes	No	Neutral
Have you encountered any specific challenges while learning English that you attribute to cultural factors?	120	50	30
Have you encountered any specific challenges while teaching English that you attribute to cultural factors?	100	50	50
Did you take any strategic action to overcome challenges?	20	160	20

Table 6 presents a snapshot of challenges and strategies related to learning and teaching English within the context of cultural factors. In terms of learning, 120 respondents acknowledged facing challenges attributed to cultural factors, while 50 reported no such challenges, and 30 remained neutral. Similarly, among those teaching English, 100 respondents identified cultural factors as a challenge, 50 did not, and 50 remained neutral. Notably, a relatively small number of individuals (20) took strategic actions to overcome these challenges, while a larger portion (160) did not engage in such strategies. This table underscores the significance of cultural considerations in both learning and teaching English, suggesting room for more proactive strategies to address these challenges effectively.

9.10 Educational System and Cultural Influence

Table 7: Educational System and Cultural Influence

Questions	Agree	Strongly Agree	Disagree
Role of the Bangladeshi education system promotes English language acquisition while preserving cultural values.	40	60	100
Current English language curriculum in Bangladesh adequately addresses cultural aspects.	40	70	90
There are no cultural influences on acquisition of English as second language	30	50	120

Table 7 examines the interplay between the Bangladeshi education system, cultural influence, and English language acquisition. The data reveals varying opinions on several key aspects. While a significant portion agrees (40) and strongly agrees (60) that the Bangladeshi education system encourages English language learning while also preserving cultural values, a contrasting viewpoint emerges with a sizeable disagreement (100). Similarly, sentiments are mixed about the effectiveness of the current English language curriculum in

addressing cultural dimensions, with agreement (40) and strong agreement (70) contrasting against disagreement (90). Furthermore, the question of cultural influences on English acquisition as a second language sparks debate, as agreement (30) and strong agreement (50) stand in contrast to a higher level of disagreement (120). In essence, the table underscores the complex interplay between education, culture, and language acquisition in the context of Bangladesh.

10. Discussion

The study discussed cultural factors and their impact on the acquisition of English as a second language in Bangladesh. It also touches on the relationship between language and culture, the role of teachers in language learning, and various aspects of language acquisition and linguistic elements such as slang. It highlighted several cultural factors that influence the acquisition of English in Bangladesh, such as the colonial legacy, language policy and education, societal status, media and entertainment, code-switching, cultural identity, local variations and pronunciation, language mixing, the role of religion, and economic factors. These factors collectively shape the way English is learned, used, and perceived within the cultural context of Bangladesh. This interplay between culture and language acquisition underscores the importance of considering cultural nuances when teaching and learning a new language. Language and Culture emphasized the symbiotic relationship between language and culture. Culture provides the context within which a language is used, influencing how individuals express themselves, communicate, and relate to one another. It's described as the "glue" that binds a group of people together, shaping their collective identity and values. Role of Teachers and Cultural Dynamics suggested that teachers hold a considerable amount of influence in language learning environments, particularly in how students perceive and engage with the new language. In a culturally specific context like Bangladesh, where respect for teachers is emphasized, learners may rely more on their teachers for guidance. The teacher's role is seen as adapting language learning strategies to suit the dynamic needs of the students, including cultural considerations. Teachers are encouraged to utilize students' cultural backgrounds to facilitate effective language instruction, recognizing that learners expect teachers to provide instruction that aligns with their cultural context. Language acquisition aspects briefly touched on the different aspects of language knowledge that individuals must master when acquiring a new language. These include morphemic (word structure), phonetic (sounds), pragmatic (language use in context), semantic (meaning), and syntactic (sentence structure) knowledge. This breakdown highlights the multifaceted nature of language learning and acquisition, encompassing various linguistic dimensions. Cultural Significance of English (Table 1): The data in Table 1 highlights the varying perceptions among respondents about the importance of learning English within the Bangladeshi culture. While a significant number of respondents agree or strongly agree that English holds cultural significance, a substantial number disagree. This suggests a diversity of opinions on the role of English within the cultural context of Bangladesh. Table 2 provides insights into the perceived suitability of different areas in Bangladesh for learning English as a second language. The data indicates that there is more agreement about the favorable language learning environment in city areas compared to urban areas. Additionally, the impact of exposure to English media on language skills is a point of contention, with a mixed response from respondents. Table 3 delves into the teaching environment for English in different areas of Bangladesh. It shows that respondents have varying views on the adequacy of teaching environments, with

more respondents strongly agreeing about city areas being conducive for teaching English compared to urban areas. The mixed response regarding classroom resources suggests the need for further improvement in this aspect. Table 4 explores attitudes toward language and social status. It's interesting to note the strong agreement among respondents that speaking English enhances social status, while there's more disagreement regarding the role of Bengali in elevating social status. These attitudes highlight the complex relationship between language and societal perceptions. Table 5 emphasizes the importance of cultural identity in language learning and teaching. The data suggests that while some respondents agree with the significance of cultural identity in the context of English, a larger number disagree. This raises questions about the perceived influence of cultural identity on language acquisition and teaching. Table 6 highlights the challenges faced by both learners and teachers attributed to cultural factors. The data indicates that a substantial number of respondents have encountered challenges, but fewer have actively taken strategic actions to overcome them. This suggests a potential gap in addressing cultural challenges effectively. Table 7 provides insights into the role of the Bangladeshi education system in promoting English language acquisition while preserving cultural values. The mixed responses suggest ongoing discussions about the balance between language learning and cultural preservation within the education system.

11. Findings

Based on the data and insights provided in the discussion, several findings can be identified:

1. The findings reveal a diversity of perceptions and opinions among respondents regarding the role of English within the cultural context of Bangladesh. While some individuals strongly believe in the cultural significance of learning English, others disagree or hold more neutral views.
2. Respondents' perceptions about the suitability of different areas in Bangladesh for learning and teaching English vary. There is a tendency for respondents to view city areas more favorably than urban areas for language learning and teaching.
3. Respondents generally acknowledge that speaking English enhances social status within Bangladeshi society, which contrasts with mixed opinions about the role of Bengali in elevating social status. This suggests that English is perceived as having a certain prestige within the cultural context.
4. The significance of cultural identity in language learning and teaching is debated among respondents. While some believe in the importance of cultural identity, a larger portion disagrees, highlighting different perspectives on the interplay between language acquisition and cultural identity.
5. Many respondents have encountered challenges related to cultural factors in both learning and teaching English. However, fewer individuals have taken strategic actions to overcome these challenges, indicating a potential need for more proactive approaches to address them.
6. Respondents hold varying views on whether the Bangladeshi education system effectively promotes English language acquisition while preserving cultural values. The question of whether the current English curriculum adequately addresses cultural aspects also draws mixed opinions.

12. Recommendations

Need to develop educational programs that emphasize the importance of understanding and respecting different cultures, including the cultural significance of both English and Bengali languages. Incorporate cultural elements into English language teaching materials to help students appreciate the cultural context in which they are learning the language. Should design English language curricula that incorporate local cultural content, literature, and history. This can help students see the relevance of English within their own cultural context and foster a sense of pride in their heritage. Necessity to provide professional development and training for English language teachers that include strategies for addressing cultural sensitivity in the classroom. This can help teachers create a more inclusive and culturally aware learning environment. Emphasize the value of bilingualism and multilingualism, highlighting the benefits of being proficient in both English and Bengali. This approach can help address concerns about language identity while also promoting English proficiency. It is very important to organize forums, seminars, and discussions where individuals with diverse viewpoints can engage in constructive conversations about the role of English and its impact on cultural identity. This can help bridge gaps in understanding and promote empathy. Establish mentorship programs or support networks for individuals who are facing challenges related to cultural factors in learning or teaching English. This can create a supportive community that shares strategies and experiences. Review and update the English curriculum to include more culturally relevant content and activities that encourage critical thinking and creativity. This can make English learning more engaging and meaningful for students. Collaborate with local communities and organizations to create language-learning opportunities that integrate English language skills with cultural activities, such as storytelling, theater, or art. Conduct further research to gather more comprehensive data on the relationship between language acquisition, cultural identity, and social status. This can provide a deeper understanding of the dynamics at play and inform more targeted interventions. Work with government agencies to ensure that policies and initiatives related to language education take into account both linguistic and cultural aspects. This can help create a more holistic approach to language learning.

13. Conclusion

Finally, the study underscores the intricate relationship between cultural factors and the acquisition of English as a second language in Bangladesh. The findings highlight the diversity of perspectives surrounding English's role within the cultural fabric. Respondents' varying viewpoints on language learning environments, social status implications, and the significance of cultural identity reflect the complex interplay between language and culture. To address these dynamics, it is recommended to integrate cultural sensitivity into language education, design curricula with local content, provide teacher training for inclusivity, encourage bilingualism, facilitate open dialogues, and foster collaboration among diverse stakeholders. By implementing these recommendations, a more culturally aware and effective language learning environment can be cultivated, promoting both linguistic proficiency and a strengthened cultural identity.

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