

English-styled Articulation of Bangla: Influence of English Pronunciation on the Cultural Identity of Tertiary-level Students in Bangladesh



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Identity of Tertiary-level Students in Bangladesh**

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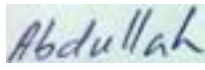
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CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.

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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.



03.01.2025

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Dedication

I would like to dedicate this thesis to my late father, who had an unyielding belief in my potential to do something great and did his best to support me in my journey. I am grateful to him for his trust and for giving me the opportunity to fulfill his wishes. I sincerely pray for his soul to find peace, and I hope that he is looking down on me proudly.

Acknowledgements

I would like to express my gratitude to Almighty Allah for I was able to put my sincere effort into learning and applying my knowledge alongside dealing with many other obstacles in life.

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I want to thank my partner, friends, colleagues and everyone else for believing in me and boosting my confidence.

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Abstract

English is spoken by more than 1.5 billion people as their second language; as a result, English impacts native languages to a great extent, especially on the people of previously colonized countries like Bangladesh. The phonetic influence of English on Bangla is prominent mainly among the youth. According to Alfarhan (2016), language has a great influence on cultural identity. Therefore, this paper highlights the change in the cultural identity among students due to specific articulatory features in the English language. This study explores some segmental features like rhoticity and aspiration which are now commonly used by private university students in articulating Bangla words and sentences. It examines how the adoption of such features is reconstructing the cultural identity of students, highlighting the power of English language and its associated culture. This study follows a mixed method approach; sampling technique for selecting the appropriate participants and respondents is purposive sampling and stratified random sampling respectively. The data is collected by semi-structured interviews and online survey questionnaires. Data from the online survey has been clustered under similar themes and presented using pie charts; while, data from the interviews consisting of audio recordings of the participants, identified and analyzed both the segmental features. It was again clustered under the two main segmental features; patterns were drawn and a comparative analysis between standard Bangla pronunciation and the English-styled articulation was presented with relevant examples. This paper would present relevant examples of the English-influenced pronunciation of Bangla among tertiary-level students situated in Dhaka, Bangladesh and their cultural identity being reshaped as a result of this form of articulation.

Keywords: Tertiary- level Students, Language and Power, Cultural Identity, Aspiration, Rhoticity, Articulatory Phonetics, Pronunciation, Globalization of English Language.

Chapter One

Introduction

Background

English is the global Lingua Franca and globalization has ensured the spread of English across all domains. The English language and its associated culture exert an overarching influence on other languages and cultures and this is an agent of neocolonial power relation as stated by Mahmud (2020), Neocolonial power is exercised economically, linguistically, and culturally (p. 27). Since the Brits were our colonial fathers, the English language continues to have an influence over languages of the previously colonized nations including Bangladesh, India, Pakistan etc. The widespread use of English language in Bangladesh is mostly seen in the education sector, mainly at the tertiary level. The private university students situated primarily in the capital city of Dhaka adopt an English-influenced style while speaking Bangla. These English-influenced speaking patterns consist of segmental features of articulatory phonetics. Articulatory phonetics can be defined as how the vocal organs produce speech sounds (Katz & Assmann, 2019). There are many features of articulatory phonetics including but not limited to segmental and suprasegmental features, also, places and manners of articulation. This research focuses on features such as rhoticity which refers to the pronunciation of the consonant /r/ in all r position (Costa & Serra, 2022) as well as aspiration which is the sudden release of a breath with certain consonant sounds (Kim, 1970). These often impact the standard Bangla pronunciation. Although subtle, these linguistic features have a prominent impact on cultural identity because “without language, it can be difficult to establish one’s cultural identity” (AbdAlla, 2020) and “each language is the carrier of its culture” (Alfarhan, 2016). Through such articulatory features, university students undergo a

change in their cultural identity illustrating the power of English language and its associated cultural influence among private university students in Bangladesh.

Problem Statement

English as a global language influences native languages of post-colonial countries like Bangladesh. These influences include linguistic features such as grammatical, lexical and phonetic. This phenomenon significantly affects the pronunciation of Bangla among university students; due to the constant exposure to English in the education sphere. Students of private universities in Dhaka mostly incorporate features of English phonetics such as rhoticity and aspiration. Even though use of these articulatory features are widespread among students, implications of this linguistic shift on cultural identity is significantly unsatisfactory in academic research. Students diverting from the traditional phonetic style of Bangla, could mark cultural transformation, massively impacting their cultural identity. Although several researches explore the relationship between language and cultural identity, existing research lacks a focus on identifying how English phonetic features may result in cultural shift among students in a Bangladeshi context.

Research Objective

This study aims to bridge the gap between the language and culture by highlighting the phonetic segmental features adopted by private university students in Dhaka, Bangladesh in their Bangla pronunciation and by identifying how this may be an indication of a broader cultural shift among them.

RO1 To explore the features of articulatory phonetics in English that are mostly found in the pronunciation of Bangla among private university students.

RO2 To investigate how this type of articulation of Bangla is reshaping the cultural identity of tertiary level students in Bangladesh.

Research Questions

RQ1 What features of articulatory phonetics in English are mostly found in the pronunciation of Bangla among private university students?

RQ2 How is English-style articulation of Bangla reshaping the cultural identity of tertiary level students in Bangladesh?

Significance

The significance of this study remains in the intertwined relationship between identity, language and culture. While existing literature evaluates the impact of the English language on cultural identity, this study would highlight how simple phonetic shifts could result in the cultural transformation among the youth of Bangladesh, particularly students. Therefore, this paper would give valuable insight to socio-linguists, policy makers, educators, and cultural theorists, by bridging the gap through understanding the relationship between phonetic changes and cultural identity reconstruction. This will further emphasize on the power of English language and its domination on cultural identities of students in a post-colonial country like Bangladesh.

Conceptual Framework

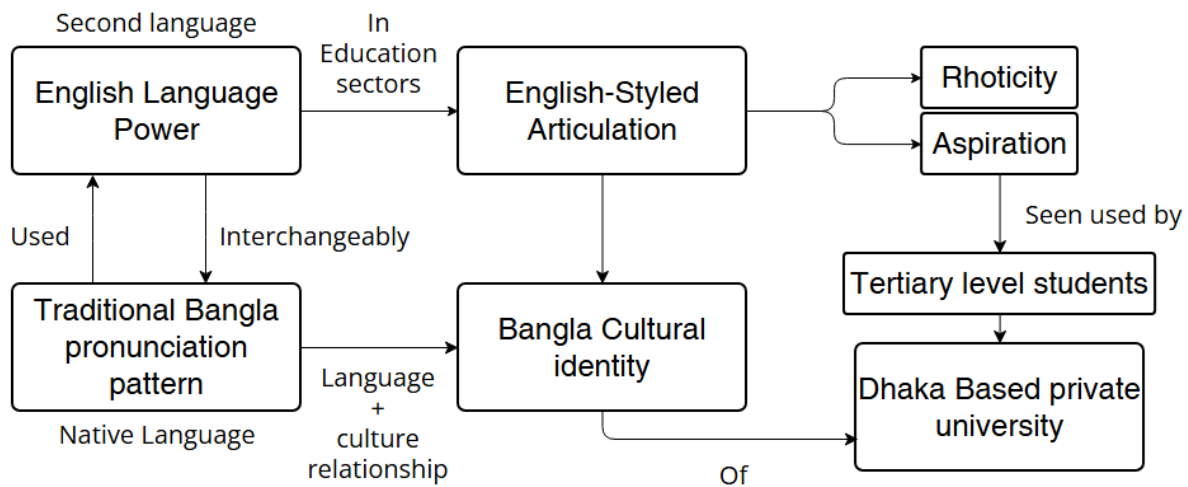


Figure 1.1 – Conceptual Framework

Scope

This study will be conducted on students of three private universities situated in Dhaka, Bangladesh. This will consist of both male and female students from all departments from the undergraduate and graduate levels. It would also exclude the teachers, or any administrative staff.

Thesis Overview

In order to help readers navigate through the thesis effectively, this paper has been divided into 5 chapters. A brief outline of chapters' contents are as follows:

Chapter one will introduce the study by providing sufficient background information on the topic. It would also state the research's problem, objectives, questions, and significance of the effect of linguistics shifts on the cultural identity of Bangladeshi private university students.

Chapter two discusses the existing research on cultural identity, English language and power, language and culture, phonetic features of English and clearly identifies the gap which this paper aims to fill.

Chapter three contains a detailed discussion of the methodology including the mixed-method approach, sample, sampling technique such as purposive random and stratified random sampling, and the data collection process including interviews and surveys as well as their analysis.

Chapter four represents the findings from the data collected through interviews and surveys. It focuses on how cultural identity of students are being reshaped as a result of changes in their articulation style.

Chapter five discusses the collected data by drawing conclusion from them and engages in descriptive elaboration to further connect the relationship between the linguistics practices of a second language on its speaker's cultural identities.

Chapter six concludes the entire thesis by summarizing the research's findings, re-evaluating existing research and connecting it to the findings as well as providing recommendations for further research.

Chapter Two

Literature Review

Features of Articulatory Phonetics

The study of phonetics and phonology falls under pure/theoretical linguistics. Phonetics studies ‘human speech sounds’ (Siddiqua, 2024). The production of human speech sounds falls under the branch of articulatory phonetics. Articulatory phonetics “is concerned with the physical mechanisms involved in producing spoken language” (Huffman, 2016). It explains the working of articulatory organs and airstream mechanisms in production of sounds. The associated articulatory organs in speech production are “upper lip, lower lip, alveolar ridge, hard palate, soft palate/velum, uvula, tongue, larynx, trachea and lungs.” There are five manners of articulation; namely plosives, fricatives, affricates, approximants, and nasals. There are five different places of articulation; bilabial, labio-dental, dental, alveolar, palato-alveolar, post-alveolar, palatal, velar, glottal. (Siddiqua, 2024). This paper focuses on two specific features of articulatory phonetics; rhoticity and aspiration. Rhoticity is concerned with the articulation of /r/ sound in English, while aspiration is an accented version of certain consonants like /p/, /t/, and /k/ sound. It would explore how these features affect the standard Bangla pronunciation.

Rhoticity: র, ৱ in Bangla vs. R in English:

The R sound is present in both Bangla and English language. However, their places and manners of articulation is varied among Bangla and English. This produces different variations in pronunciation and differentiations in word meanings. The English language has two varieties of the R sound, namely; rhotic and non-rhotic. Costa and Serra (2022), describes rhoticity as the pronunciation of the consonant R in all positions including beginning, middle or end of a word.

Rhotic variations pronounce R, while non rhotic variations eliminate the pronunciation of R when “it is immediately after a vowel and not followed by another vowel.” In this paper the rhotic variation will be detailed. According to Siddiqua (2024), the /r/ sound in English is an Approximant as the tongue partially raises but does not touch the hard palate. It is a voiced Palato-Alveolar sound (p. 33). The English /r/ is called “retroflex as in pronouncing it, the tongue is usually slightly curled backwards with the tip raised” (Roach, 62 as cited in Mostafa). Although the rhotic /r/ sound has several variations like flap, retroflex, or approximant, the /r/ sound is one phoneme. Where as, in Bangla, র, ৱ are two different voiced phonemes. The র sound in Bangla is similar to the /r/ sound in English, Mostafa (2010), states that “the Bengali and English /r/ are equivalents; the difference lies in the degree to which either is rolled.” In the pronunciation of the English /r/, the tongue is far more rolled than it is done in the pronunciation of র in Bangla. The ৱ phoneme in Bangla is pronounced with a ‘flap’ which occurs when the point of the tongue, after being curled upwards and back, falls forward onto the floor of the mouth, hitting the teeth-ridge on its way (Mostafa, 2010). There is no similar sound in the English language. Once again, due to the absence of the flap /r/ sound in English, words with the র phoneme is pronounced with an approximant /r/ sound in English. For example; the word আর (and) is pronounced as আড় (sideways) where the flap /r/ is pronounced as the approximant /r/. This is changing word meanings and hence affecting the standard Bangla pronunciation.

Aspiration: ঞ, ফ in Bangla vs. P, F in English

Bangla and English languages have several vowel and consonant phonemes. In English, there are 24 consonant phonemes, while Bangla has 30 consonant phonemes (Barman, 2010, p. 23-24). Phonemes can be described as ‘the smallest sound unit in a language that is capable of conveying

a distinct meaning and can be used to differentiate words’ (Barman, 2010). In English, /p/ is a ‘voiceless bilabial plosive’ meaning that air is prevented from leaving the mouth by both the lips making contact. There is an aspirated sound which is made when the pulmonic air is released with a sudden exhalation (Siddiqua, 2024, p.11). Aspiration can be described as the release of ‘puff of air’ (Kim, 1970) from the mouth. Another voiceless phoneme is the /f/ sound. It is a ‘labio-dental fricative’ meaning that the upper teeth and lower lip make contact and causes frictions. The Bangla equivalent of the /p/ sound are the প, ফ sounds which are two separate phonemes. These are voiceless bilabial plosives, ফ is aspirated while প is unaspirated (Barman, 2010, Table 14). Since, in the English language the aspirated /p/ sound is not present as a separate phoneme, words with ফ in Bangla is being articulated with the nearest similar sounding phoneme which is /f/ sound in English. For instance, ফুল (phul) is being pronounced like (ful). This is frequently concurrent in the education sphere, especially among university students. This represents the influence of English styled articulation on Bangla pronunciation.

English Articulation Affecting Pronunciations of Native Languages

The English language has some articulatory features which makes its second language speakers speaking their respective native languages with their proper articulatory patterns difficult for them. Bangla and English phonetic features are vastly different. These include rhoticity, aspiration, stress-timed rhyme, vowel length, intonation, vowel reduction (schwa) sound among many more. According to Mostafa (2010), “English is a stress-timed language as opposed to Bangla which is a syllable-timed language.” This means that, in the English language, the time from each stressed syllable to the next will tend to be the same, irrespective of the number of intervening unstressed syllables. On the contrary, in Bangla, all syllables, whether stressed or unstressed, tend to occur at

regular time-intervals and the time between stressed syllables will be shorter or longer in proportion to the number of unstressed syllables (Roach, 135 as cited in Mostafa 2010). Examples of Bangla as a syllable-timed language might include “বাংলাদেশ” which contains the syllables বা-ং-লা-দে-শ, here, each syllable is pronounced with roughly the same duration and emphasis. This feature gives Bangla language a flowy way of pronunciation and it sounds sweeter to hear. However, in English, the word “বাংলাদেশ” would be articulated as “BAN-glulh-desh” with primary stress on BAN and secondary stress on desh. Another feature is vowel reduction; English has a vowel called schwa (/ə/); the use of this vowel is to reduce stress in unstressed syllables. Use of schwa in Bangla words causes the vowel in the unstressed syllable to be reduced. Example can be ‘glulh’ in ‘BAN-glulh-desh’ in which the /a/ sound in ‘Bangla’ becomes a schwa (/ə/) in English, sounding like ‘glulh.’ Additionally, there is a significant variation in vowel length and quality between Bangla and English, which often changes the meanings of words. According to Barman (2009), there are 7 vowels in Bangla (Table. 5) and 12 vowels in English (Table. 3) among those 12 vowels, 5 are long vowels (/i:/, /u:/, /ɔ:/, /ɑ:/, /ɜ:/). The long and short vowels in English are used to differentiate between words, often creating minimal pairs. Some examples are ‘sheep’ and ‘ship’, ‘pool’ and ‘pull’ etc. Even Bangla has long and short vowels, however, unlike English, Bangla does not cause minimal pairs hence the word meanings are not different. As stated in Barman (2009), “in Bangla, vowel length carries less importance, as it is not a meaning-distinguishing factor in the language” (p. 27). Through these excessive use of English in post-colonial countries, English tends to have a linguistic domination over native language speakers. Bangladeshi second language learners of English face these articulatory differences, often creating a difficulty in maintaining standard Bangla pronunciation especially among the tertiary level

students within Dhaka city. English being the medium of instruction, results in the prominent power of English often affecting the articulation of Bangla.

English Language and Power in Post-Colonial Nations due to Globalization

Globalization is the integration of ‘different cultures, languages from around the world’ forming a worldwide connectedness among people. It often forms a hybridized state where linguistic and cultural transmission rapidly take place. While this may have some positive effects such as cross-cultural communication, exchange of ideas and ideologies; however, one language and its associated culture tends to subtly dominate over others, resulting in loss of linguistic and cultural authenticity amongst a group (Mohammed, 2020). In today’s globalized world, the English language is the global lingua franca, as it is one of the most widely spoken languages worldwide. English has achieved a ‘status quality’ because it is the dominant language in business, media and science, hence making it the language of international communication. English has more than 1.5 billion speakers globally; where almost 75% of them are non-native speakers. In spite of their colonial history, English is an official second language in many post-colonial nations. Therefore, English dominates over the educational sphere as well. In Bangladesh, English is the most widely spoken second language. Most of these learners are students and the youth. This is because English is mandatory to learn at the primary, secondary and higher secondary levels. It is also the medium of instruction in English medium schools and at the tertiary level especially in private universities. Due to the ‘Status of English’ in post-colonial countries like Bangladesh, people tend to pronounce their own native language in an English style by adopting linguistic features of English such as rhoticity and aspiration into the pronunciation of Bangla. As language and culture are intertwined, English language is hence affecting the cultural identity of Bangladeshi private university students.

Relationship between Cultural Identity and Language

Language and cultural identity are deeply connected to each other so much so that “without language, it can be difficult to establish one’s cultural identity” (Alfarhan, 2016). The globalization of the English language, popularized the language and successfully spread the English associated culture amongst its non-native speakers, primarily in the post-colonial countries like Bangladesh. The extensive use of English in education has enforced English language learning and its use amongst the youth. Therefore, students, predominantly the tertiary level students in private universities, articulate Bangla language with linguistic features of English. Alfarhan (2016) states that “language is the carrier of its associated cultures” emphasizing the interconnection between language and culture. However, he also adds that, “English is detrimental to the world's cultural diversity” referring to the effect of the English language on the cultural identities of its learners and users (p. 3). Within the tertiary level students of private universities in Bangladesh, the most commonly used linguistic features of English adopted into the pronunciation of Bangla is rhoticity and aspiration. Adoption of such features gradually impacts the cultural identities of its users, resulting in “loss of cultural identity.” Johnson (2009) further highlights the impact of language on culture and identity by stating that learning a new language causes the loss of irreplaceable concepts and knowledge in the native language leading to the loss of cultural identity among a group. As language is no longer simply a mode of communication rather a repository of culture and identity (p. 137). Similarly, learning and using English is causing its non-native speakers to adopt its culture hence causing them to speak, act and behave as the English people do. Since the majority of English language learners and speakers are students, this phenomenon is resulting in reshaping the cultural identity of tertiary level students in Bangladesh.

Gap in Literature

Despite extensive research done on globalization of English illustrating its power in postcolonial countries, affecting the cultural identity of second language learners mainly students, there are hardly any studies showing the linguistic aspects of English articulation affecting pronunciations of native languages. The phenomenon of phonetic shifts causing a cultural transformation among its users is severely overlooked. Existing studies primarily focus on the challenges faced by second language learners when articulating English. Several studies have shown the phonetic barriers which Bangla speakers face when pronouncing English like native speakers. This research addresses the gap in literature that shows how adoption of simple phonetic features can have a much broader impact like cultural transformation among bilingual speakers in post-colonial nations, by focusing on rhoticity and aspiration. Due to globalization of English, most learners and users of English in Bangladesh are students and the youth. This English-styled articulation of Bangla, is reshaping the cultural identity of predominantly private university students.

Chapter Three

Methodology

This chapter outlines the research design, sample, sampling technique, data collection process and methods of data analysis for the topic of English-styled articulation of Bangla as well as the implication of this practice on their cultural identity among tertiary level students.

Research Design

In this study, a mixed method approach has been used in which both quantitative and qualitative data has been collected by using online survey questionnaires and semi-structured interviews. This was done to allow cross-validity, highlighting trends and gaining deeper insights; hence providing a multidimensional view of the topic.

Population and Sample Size

The sample for this study consists of both undergraduate and graduate students across all departments from three private universities based in Dhaka city. A total of 45 students participated in the study, in which 36 students have been surveyed, and 9 students have been interviewed. This sample size enhances reliability and credibility of the research. Half of the students were male and the other half were female in order to maintain fairness and equality in terms of gender.

Sampling Technique

Stratified random sampling has been used for the quantitative data collection as this would be representing the diverse student body from the chosen universities. They would then be selected randomly from each stratum like academic year and departments. Purposive sampling method has

been used for the qualitative data collection, mainly from participants who frequently use English-style articulation of Bangla. This ensures the selection of individuals who can provide rich and meaningful data.

Data Collection Procedure

The data collection process for the quantitative data included a structured online questionnaire to gather sufficient data from students about their cultural identity being impacted as a result of English-styled articulation of Bangla. The questionnaire will have a 5-point Likert-scale consisting of 15 items, distributed among students of various demographics in order to obtain diverse perspectives. The qualitative data is collected through semi-structured interviews. The interview consisted of an open-ended question as well as reading of a short passage written in Bangla. This was designed to explore the usage of rhoticity and aspiration within the words and phrases used by the participants. The interview has been conducted both in-person and via a virtual platform depending on the availability and preference of the participants and the interview duration was between 20-30 minutes long to ensure data collection is within practical constraints. All the interviews are audio-recorded with the participants' consents and have been transcribed verbatim for accurate analysis of the articulations. Prior to data collection, a pilot study was conducted on 4 people for the survey and 1 person for the interview to ensure the respondents and participants are clear about the instructions and the questions are simple and easy to understand.

Data Analysis Method

The data was collected using an online survey questionnaire and semi-structured interviews. 36 students were surveyed and 2 were pilot studies across three Dhaka-based private universities. The survey focused on the correlation between English-styled articulation and cultural identities of

students. The interview section provided in-depth insights of the integration of English phonetic features in Bangla pronunciation among tertiary level students by focusing specifically on rhoticity and aspiration. 9 participants shared valuable opinion on the topic and pilot study was done on 1 participant to ensure the interview was comprehensible for all.

Survey Data Analysis:

The responses collected from the online survey questionnaires were analyzed by describing the statistics illustrated using pie charts. The 15 items of the Likert chart were grouped under two major themes; which are "Perceived Impacts of English-Styled Articulation of Bangla" and "Social and Cultural Identity." Each response of Likert chart items varied across three categories; namely, "Agree," "Disagree," and "Neutral," with percentages reflecting the distribution of views. Responses were analyzed critically, trends across different demographics were observed like gender, educational background, and level of education. Another type of analysis method included comparative analysis, which was performed to identify relationship between self-perception, social appeal, academic implications, and social plus cultural identities, providing insights into how university students view the influence of English articulation on their linguistic practice and cultural identity.

Interview Data Analysis:

The interview data was analyzed by focusing on the articulation features primarily, rhoticity and aspiration. Transcriptions were made from the audio recordings, and the most important points were extracted regarding the pronunciation of specific phonemes in English and Bangla. Transcription and analysis were based on International Phonetic Alphabet (IPA) to compare the phonemic differences in English and Bangla. The participants' perceptions were explored in

relation to how these features affected their pronunciation of Bangla and whether they felt any influence from English pronunciation patterns. Thematic analysis was used to identify recurring themes from the responses, such as awareness of phonetic differences and the adoption of English-styled articulation in everyday speech.

Chapter Four

Data Presentation and Analysis

This section presents the data collected through online survey questionnaires and semi-structured interviews conducted during the research. The data is organized according to the research questions and objectives. The demographics for the respondents and participants include male/female, undergraduate/ graduate, educational background and departments. The demographics are visually depicted below.

Table 4.1 - Demographic profile of the survey respondents

<u>Demographic Details</u>	<u>Percentages</u>
<i>Gender</i>	
Male	55.3%
Female	44.7%
<i>Educational Background</i>	
Bangla Medium	55.3%
English Version	7.9%
English Medium	34.2%
Madrassa Medium	2.6%
<i>Level of Education</i>	
Undergraduate	81.6%
Graduate	18.4%

Survey Questionnaire

The data collected from the survey questionnaire aims to answer the second research question, which is, “How is the English-style articulation of Bangla reshaping the cultural identity of tertiary level students in Bangladesh?” This question aims to explore the impact of English-influenced articulation of Bangla on the cultural identity of private university students. A total of 36 responses were collected from 3 different universities, where 12 students have responded from each university, 2 pilot studies have also been conducted. This section represents collected data from survey questionnaires using pie charts. Each pie chart represents the responses for one item on the Likert chart separately to aid understanding. Responses have been grouped under similar themes and have been critically analyzed. Responses have been clustered under two major themes; ‘Perceived Impacts of English-Styled Articulation of Bangla’ and ‘Social and Cultural Identity’.

Perceived Impacts of English-Styled Articulation of Bangla

1. *Self-Perception and Identity*

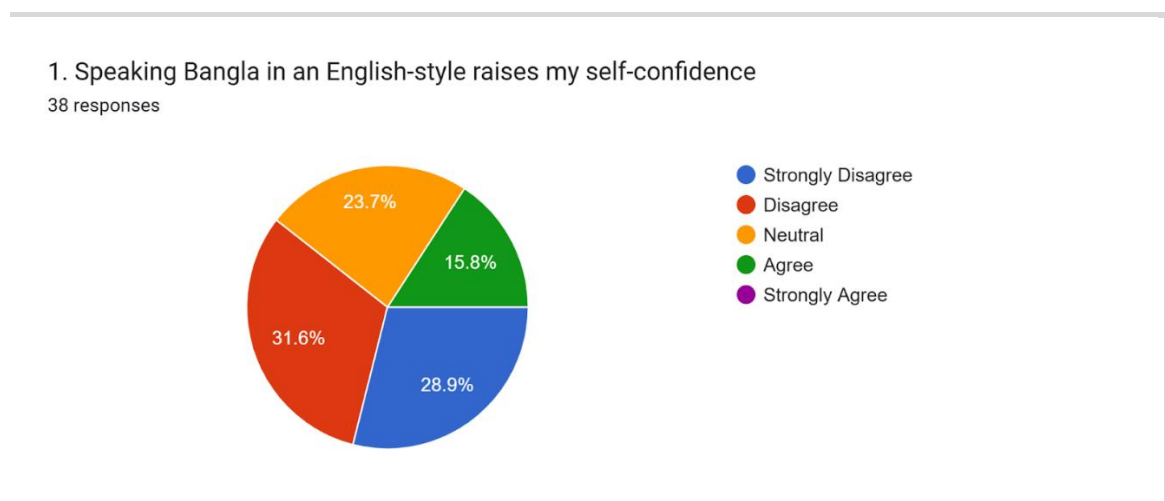


Figure 4.1 – Speaking Bangla in an English-style raises my self confidence

Illustrates that a majority of (60.5%) of the respondents disagree with the notion that English-styled articulation raises their self-confidence, confirming that there is a lack of association between English-styled articulation and confidence. While a smaller group (15.8%) agree that they get a confidence boost; the lack in the rate of agreement portrays that there is no real connection between a person's style of articulation and their confidence in themselves. Many respondents view English-styled articulation as a factor which takes them away from their linguistic heritage. It can be assumed that the majority of the respondent's confidence in themselves are directly related to the standard Bangla articulation. Therefore, they agree that English-styled articulation of Bangla does not raise their self-confidence.

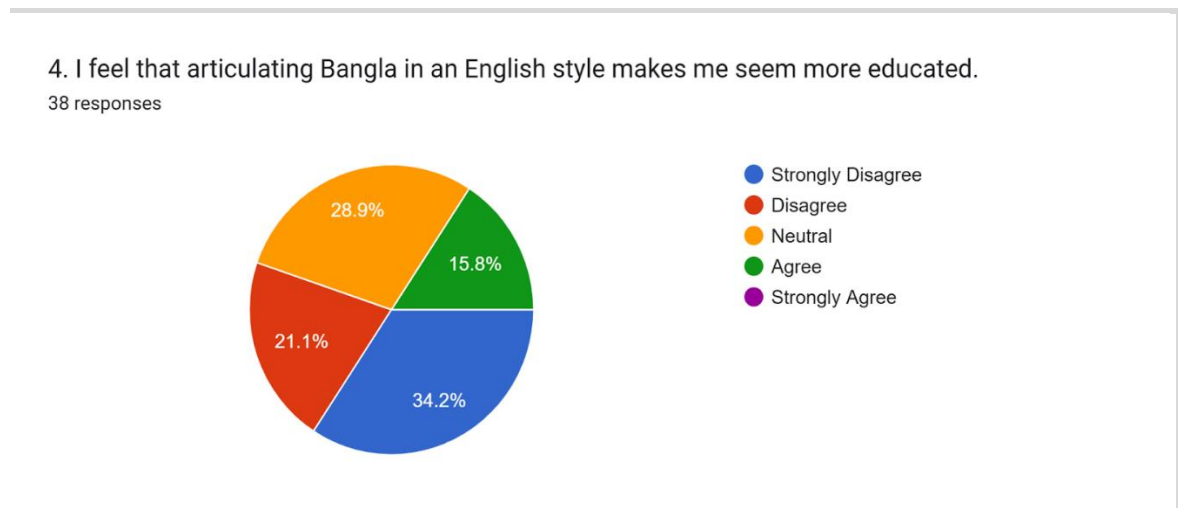


Figure 4.2 – I feel that articulating Bangla in an English style makes me seem more educated.

A significant portion of the respondents (55.3%) disagree with the statement that articulating Bangla in an English-style makes them appear more educated. This shows the respondents belief that education does not correlate to a particular style of articulation but rather on the content of the knowledge. While more than a quarter (28.9%) of the

respondents remained neutral towards this notion, only a small group (15.8%) of respondents agreed that English-styled articulation portrays their perceived educational background. High disagreement rate clearly reflects that Bangladeshi university students do not relate style of articulation with educational prestige further confirming that education consists of a set of acquired skills, academic credentials and cannot be portrayed with specific articulatory patterns.

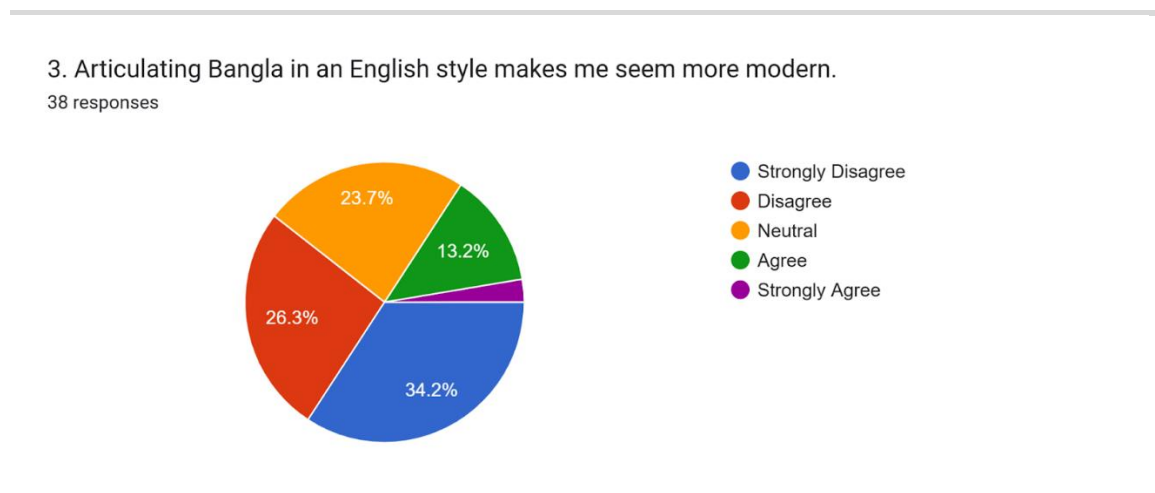


Figure 4.3 – Articulating Bangla in an English style makes me seem more modern.

The largest proportion of respondents (60.5%) disagreed with the statement reflecting that there is no connection between articulatory style and being modern. This further strengthens the fact that modernity has to do more with culture and behavior; it is not just engraved into linguistic style. A notable segment (23.7%) of the respondents are neutral, reflecting that some may associate modernity with articulation and some associate it with other factors like technology, education and lifestyle. However, a small fraction (15.8%) of the respondents associates Western linguistic style with modernity because they feel it makes them globally aware.

2. *Social Appeal and Preferences*

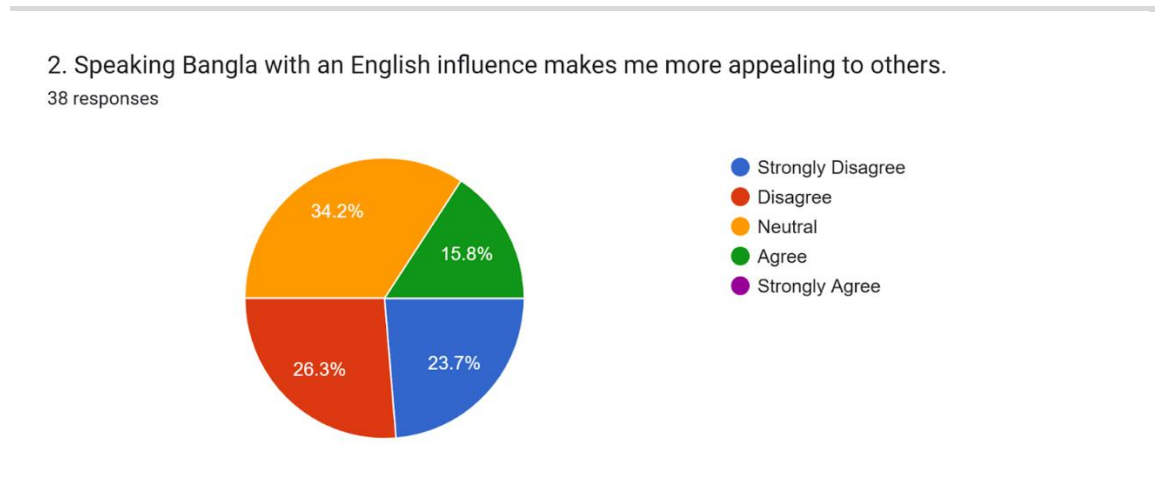


Figure 4.4 – Speaking Bangla with an English influence makes me more appealing to others.

The largest group of respondents (34.2%) remain neutral towards the social appeal of English-styled articulation indicating mixed opinions of the notion. This shows that respondents do not strongly associate an individual's social appeal with articulatory style however, they also do not deny its possibility in situational-context. The combination of disagree and strongly disagree makes up half of the total responses (50%). These respondents believe that a specific linguistic style does not necessarily make an individual socially attractive. It can be assumed that they reject this idea primarily due to their pride in traditional Bangla articulation. A very small portion of the responses (18.4%) agree that English-styled Bangla enhances their social appeal because it makes them seem trendy, educated, or cosmopolitan. It can be stated that, English-styled articulation of Bangla does not universally make individuals attractive however, rather it is context-specific.

7. I prefer to articulate Bangla in an English-style over traditional Bangla pronunciation.

38 responses

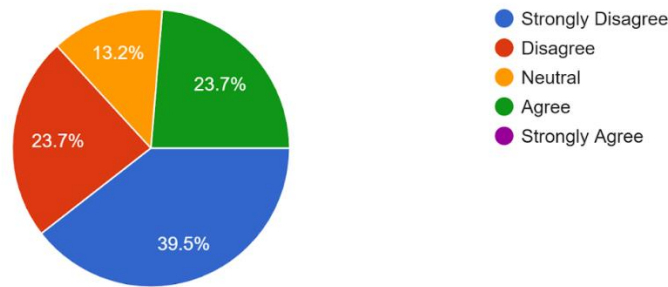


Figure 4.5 – I prefer to articulate Bangla in an English-style over traditional Bangla pronunciation.

Majority of the respondents (63.2%) showed disagreement regarding preferring English-styled articulation over traditional Bangla pronunciation. This implies their shared consent towards preserving the linguistic authenticity of Bangla. It also highlights resistance towards linguistic mix-up and their strong cultural attachment. Another relatively smaller proportion of respondents (26.3%) prefers speaking in English-styled Bangla, portraying that they associate this linguistic practice with professional and personal elitism. A fraction of the respondents (13.2%) was neutral showing their uncertainty, indifference or situational preference.

3. *Academic and Career Implications*

11. I think those who articulate Bangla in its traditional form face a lot more challenges in their academics than those who articulate in an English-style.

38 responses

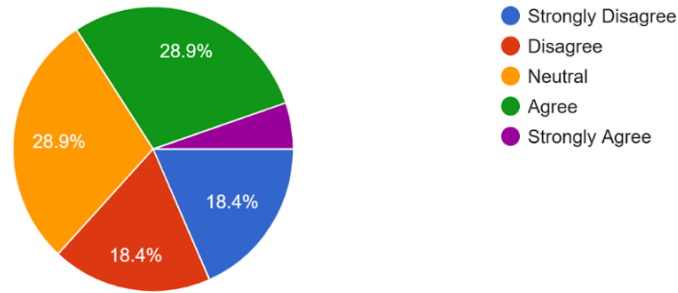


Figure 4.6 – I think those who articulation Bangla in its traditional form face a lot more challenges in their academics than those who articulate in an English-style.

The responses have an almost equal distribution between agree, disagree and neutral which clearly suggests that one-third of respondents feel that English-styled Bangla does not hamper academic performances, while an almost equal portion of the respondents believe that English-styled Bangla may be beneficial in academics because it might give better access to global resources. A significant yet similar fraction of responses feels that the connection between English-styled articulation and academic challenges is context-dependent hence they are uncertain about the impact of articulatory style in academics.

5. I feel that using English articulation in Bangla is necessary for academic and career success.
38 responses

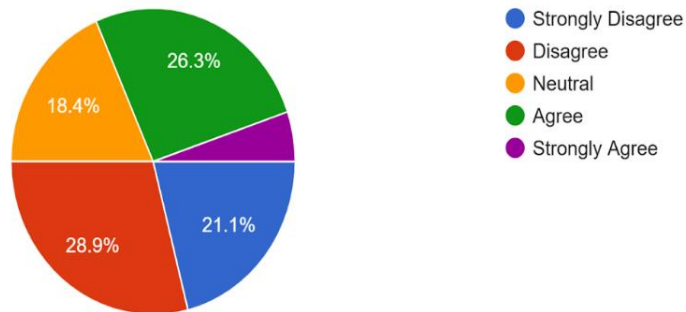


Figure 4.7 – I feel that using English articulation in Bangla is necessary for academic and career success.

Half of the respondents (50%) showed disagreement regarding the necessity of English-styled articulation in academic or career success. This reflects their belief that traditional Bangla is sufficient or there are other factors which contribute to both academic and career success. One-third of the respondents (31.6%) agreed to the notion of English-styled Bangla playing a vital role in success. They seem to recognize the benefits of this articulatory style associating it with prestige and global competitiveness in academics and career. A very minor percentage of the population remained neutral (18.4%) on their opinion on this issue.

Social and Cultural Identity

1. Connection to Global and Local Cultures

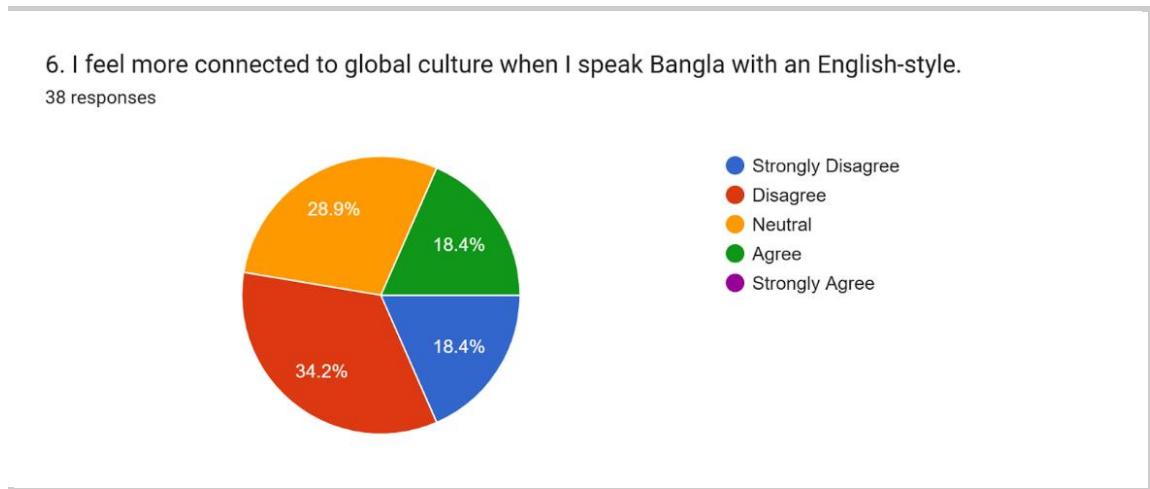


Figure 4.8 – I feel more connected to global culture when I speak Bangla with an English-style.

More than half of the respondents (52.6%) show disagreement to the statement clearly showing that English-styled articulation of Bangla does not necessarily serve as a connector to global culture. Nearly one third of the respondents (28.9%) remain neutral suggesting their uncertainty about the connection between global culture and English-styled articulation. Only a small percentage (18.4%) of respondents agree that English-styled Bangla creates a sense of inclusion to the global community. In short, the responses of the majority confirms that adoption of a specific type of articulation cannot align individuals to global cultures.

12. I think that using English style in articulating Bangla distances me from traditional Bangla culture.

38 responses

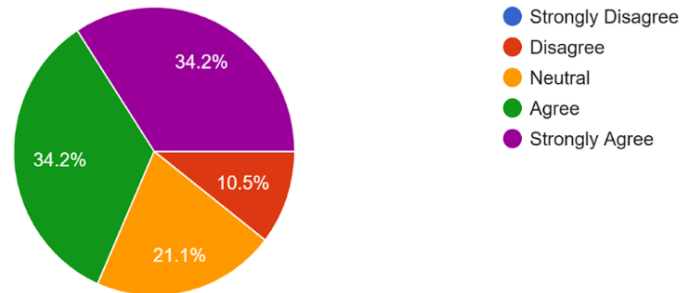


Figure 4.9 – I think that using English style in articulating Bangla distances me from traditional Bangla culture.

Nearly two-thirds of respondents (68.4%) agree that English-styled Bangla distances them from traditional Bangla cultures clearly portraying a connection between linguistic patterns and cultural identity. This significant quantity of responses towards agreement highlights concerns among the respondents that English-influenced Bangla pronunciation hinders their connection to Bangla culture. This also indicates that due to English-styled articulation of Bangla, linguistic authenticity and cultural identity of Bangla are being threatened. A smaller group of respondents (21.1%) remain uncertain about the topic, reflecting mixed feelings among respondents regarding linguistics shifts and cultural identity. A tiny fraction of the population (10.5%) disagrees showing minimal opposition towards linguistic shifts causing a departure from Bangla culture.

15. I feel a sense of pride when I speak Bangla in its traditional form

38 responses

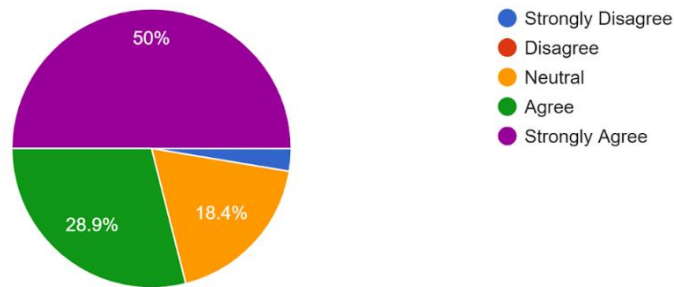


Figure 4.10 – I feel a sense of pride when I speak Bangla in its traditional form

More than seventy-five percent of respondents (78.9%) feel a strong sense of pride while articulating Bangla in its traditional form. This reflects their emotional connection to Bangla culture through the traditional articulation of Bangla. The rest of the respondents, either remained uncertain (18.4%) or showed disagreement (2.6%) conveying that a minor section of the population is indifferent towards the association of sense of pride from traditional Bangla articulation. Three-fourth of the respondents confirm feeling proud of traditional Bangla articulatory style portraying that there is strong connection between language and cultural pride, which further highlights that the respondents look at traditional form Bangla articulation not only as a communication method rather as a marker of cultural identity.

2. *Social Perception and Status*

8. I feel that speaking Bangla in an English-style affects my social status among my friends and peers.

38 responses

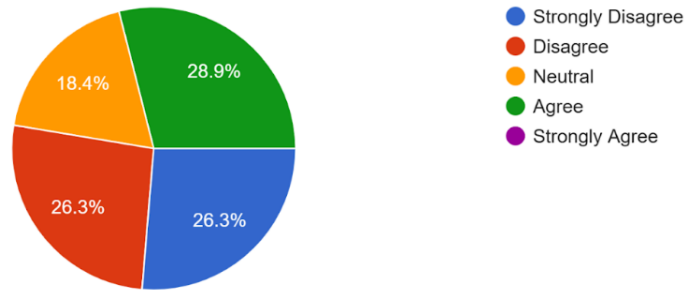


Figure 4.11 – I feel that speaking Bangla in an English-style affects my social status among my friends and peers.

Over half of the respondents (52.6%) combined, disagree with the notion that speaking in English-styled Bangla affects their social status. While an almost equal number of respondents (18.4%) are either indifferent towards it or agree (28.9%) with the statement. This shows that this particular linguistic practice is not perceived as a factor that could affect an individual's social status among their peers, either positively or negatively. Therefore, it is confirmed that, according to the respondents; a person's perceived social status among their acquaintances cannot be affected only by an articulatory style; there might be other factors too.

9. I am more respected and considered as smart among my friends and peers when I articulate Bangla words with an English-like accent.

38 responses

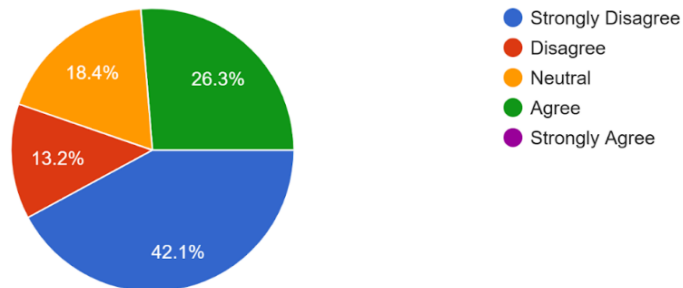


Figure 4.12 – I am more respected and considered as smart among my friends and peers when I articulate Bangla words with an English-like accent.

More than half of the respondents (55.3%) disagree with the statement that speaking Bangla in an English-style enhances their intelligence or respect hence rejecting the idea that English-styled articulation is associated with social superiority. A portion of the responses (18.4%) reflect mixed perceptions among respondents. Less than one-third of the population (26.3%) agree indicating correlation between articulatory style with modernity or prestige. The results reflect that most respondents do not view English styled articulation as a marker of status even in a globalized world.

10. Most of my friends and peers articulate Bangla in an English style.

38 responses

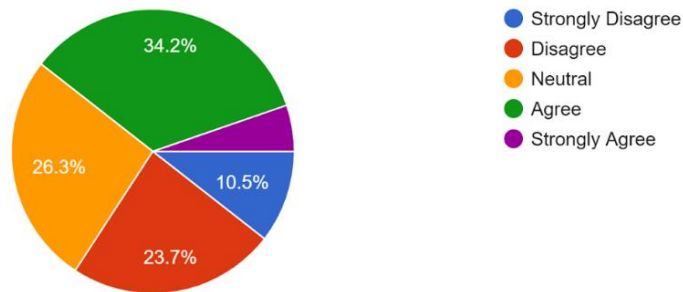


Figure 4.13 – Most of my friends and peers articulate Bangla in an English style

According to this pie chart, nearly (40%) of the respondents observe their friends and peers adopting an English-style while articulating Bangla indicating its widespread use among tertiary level students. About one-third of respondents (34.2%) disagree by stating that they do not observe English-styled Bangla pronunciation among their friends and peers which highlights resistance to the adoption of foreign linguistic style or cultural pride in Bangla language. A significant segment (26.3%) of responses were neutral suggesting environmental factors (academic, urban, or informal settings) playing an important role in the use of English-styled Bangla.

3. *Cultural Identity and Priorities*

13. I think that English-accented Bangla could negatively impact Bangla cultural identity over time.
38 responses

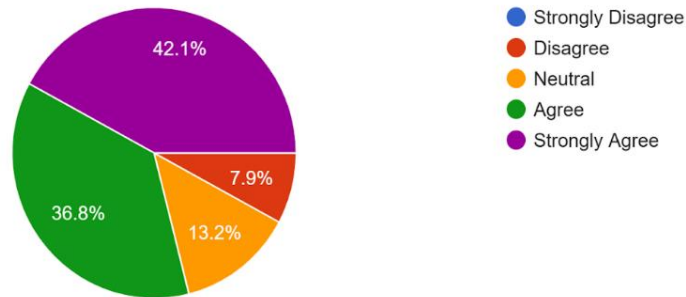


Figure 4.14 – I think that English-accented Bangla could negatively impact Bangla cultural identity over time.

A vast majority of the respondents (78.9%) believe that English-styled articulation of Bangla is not just a linguistic practice but rather poses a threat to Bangla culture over time. This clearly illustrates the respondents concerns about the long-term impact of adopting foreign articulatory style into the pronunciation of native language. This also sheds light on the connection between language and identity. An insignificant minority of responses (7.9%) believe that articulatory patterns of a language will not serve as a threat to cultural identity; while a small group (13.2%) remain undecided showing a lack of opinion on the issue.

14. I believe that using English influenced articulation of Bangla reflects a shift in my cultural priorities and values.

38 responses

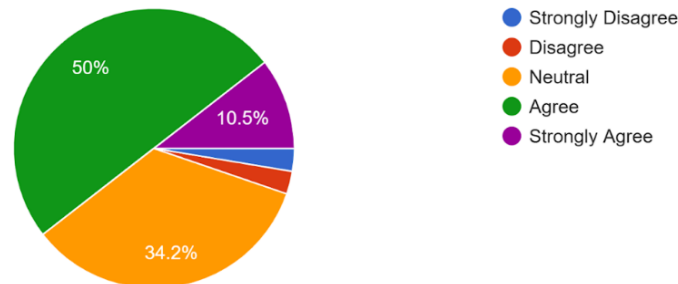


Figure 4.15 – I believe that using English influenced articulation of Bangla reflects a shift in my cultural priorities and values.

About two-thirds of the population (60.5%) agree that English-styled articulation signifies a shift in cultural priorities and values showing that tertiary level students associate the use of English-influenced pronunciation of Bangla with cultural alignment denoting broader cultural adaptations. The issue remains unclear or complex to about one-third of the population (34.2%) signifying that more contextual comprehension might be required to find the link between linguistic patterns and cultural priority. A very minute part of responses (5.2%) rejects the idea that linguistic practices can affect cultural values.

Interviews

The data collected from the interview questions seeks to address the following research question, “What features of articulatory phonetics in English are mostly found in the pronunciation of Bangla among private university students?” The data collected consists of audio recordings from the participants and they primarily focus on features like rhoticity and aspiration. The data is presented descriptively, where essential parts of the recordings

are transcribed in full verbatim and individual answers are described. The differences in pronunciation are illustrated using International Phonetic Alphabets (IPA) for English and Bangla, additionally, transliteration and translation is used to aid better understanding. A total of 9 responses were collected from 3 different universities, where 3 students have responded from each university, 1 pilot study has been conducted. 5 recordings were taken in-person and the rest were taken online considering the preference of the participants. Each interview consisted of 20 minutes and participants used code-switching throughout the interview to facilitate a smooth interaction. Ethical standards are upheld by ensuring that the participants' responses remain anonymous and their identity remain confidential. Four interview questions were asked, where two questions explored participants' understanding about rhoticity and aspiration and the other two found if participants actively use English-styled articulation of Bangla in their regular speaking/ reading.

The purpose of this interview was to explore rhoticity and aspiration used in English-styled articulation of Bangla among tertiary level students. According to observation, articulatory phonetic features like rhoticity and aspiration tend to distort the traditional Bangla pronunciation and hence slowly diminishing linguistic authenticity of Bangla. The interview question aims to find the degree to which these features have infiltrated Bangla articulation. It also explores tertiary level students' perception and understanding about the causes and effects of adopting these foreign linguistic patterns into their native language, Bangla. The interview questions have been designed to identify the participants' understanding of phonemic differentiation between English and Bangla, identify the degree to which they tend to use English-styled articulation of Bangla and what they perceive as the reasons that others use English-styled Bangla.

Rhoticity

Rhoticity is a feature surrounding the R sound in English. Rhoticity refers to the articulation of the R sound in ‘R positions’ which is the beginning, middle or end of the words. Since the R sound is present in both English and Bangla; in order to differentiate between those /r/ sounds, the participants were asked, “What differences do you find in the pronunciation of the R sound in Bangla and in English?” This question was answered elaboratively.

Difference between English R and Bangla র, ড

All the participants agreed that “English has only one R phoneme” which might sound different depending on the positioning of the /r/ sound in the words. This is reflected in the two most commonly used accents in English, namely: American and British accent. In contrast to that Bangla has three different R phonemes, র (r), ড (ɽ), ঢ (ɽʰ). For this study, we would be focusing on the first two. These might sound close to one another; yet are vastly different. They form words which mean completely different things. Example of such a minimal pair is given below.

র (r) - তারা (star), পরা (reading), হার (necklace)

ড (ɽ) - তাড়া (urgency), পড়া (fallen), হাড় (bone)

The English R sounds

Depending on where the R sound is present in a certain word; the sound might be pronounced entirely, partially or dropped fully. One participant specifically pointed out that “while pronouncing the /r/ sound, there is no vibration inside the mouth”, also “the /r/

sound in native English is soft” Most participants have stated that in both American and British accent the words starting with an R is always entirely pronounced with full force. For instance; Rose /roʊz/ or Rather /'ræðə/. As the /r/ sound falls in the middle, it turns into a “long neutral” resulting in its partial pronunciation which gives it a certain stress without actually articulating it, such as in the words Further /'fɜːrðər/ and Garden /'gɑːdən/. When the R sound is towards the end of a word, it is often entirely dropped. This phenomenon is always observed in British the accent which is a non-rhotic variation of English. For instance, the Father /'fɑːðər/ is pronounced as Father /'fɑðə/. Subsequently, in the American accent, the R sound towards the end of the words is changed into a “short neutral” resulting in the /r/ sound being transformed into a long A sound /ɑː/ or a schwa sound /ə/.

The Bangla ঝ, ড় sounds

All participants have agreed that there are three sounds in Bangla which are ঝ (r), ড় (ɽ), ঢ় (ɽʰ). “The ঝ is hard and pronounced with a lot of force and emphasis so as to create vibration” which illustrates that the ঝ sound in Bangla is articulated entirely such as in words like রাত (night) or রীতি (traditions). Whereas, the ড় is articulated with a lesser emphasis and a certain “buzzing sound” words examples include, বড় (big/elder) and চড়া (high). This R sound is most similar to the English /r/ because the English /r/ is pronounced with a certain tongue rolling as this is a palate-alveolar semi-approximant sound. One participant has highlighted that the ঢ় (ɽʰ) is pronounced with a twisting happening inside the mouth. For example, in the word গাঢ় (Dark), আষাঢ় (Bengali Month).

Aspiration

Aspiration refers to the need of an ‘extra puff of air’ to articulate some phonemes in Bangla and English. The aspirated phonemes in English include -

P /p/ (pin)

T /t/ (top)

K /k/ (kite)

Similarly, the aspirated sound in Bangla consists of -

ফ /p^h/ ফুল (phul "flower")

ধ /d^h/ ধন (dhan "wealth")

থ /t^h/ থালা (thala "plate")

ঢ /d^h/ ঢাক (dhak "drum")

ঠ /t^h/ ঠাকুর (thakur "lord")

ঘ /g^h/ ঘর (ghar "house")

খ /k^h/ খাবার (khabar "food")

ছ /tʃ^h/ ছাতা (chhata "umbrella")

ভ [b^h] ভাল (bhalo "good")

ঝ [dʒ^h] ঝরনা (jharna "waterfall")

All the participants agreed by stating that they and their friends and peers almost always pronounce the Bangla alphabet ফ as the English alphabet F. When asked “Do you or your friends replace words with Bangla ফ with the English alphabet F?” one participant said, “Yes, yes, we do, we do it very often. If I confess, even I make this mistake very often.” The participants were also about the reasons behind this phenomenon, they came up with various interesting responses.

Integration of Loan/ Borrowed Words from other languages:

Languages of the subcontinent usually have a huge impact on Bangla, especially languages like Urdu or language of our colonizers like English which have the /f/ sound. Since,

Bangla does not have that /f/ sound; borrowed or loan words which have the /f/ sound is almost impossible to pronounce in Bangla. However, the integration of loan/borrowed words into Bangla has caused a shift in pronunciation from ফ to F. Resulting in the Bangla ফ sound being “almost vanished among the youngsters.”

Absence of the /f/ sound in Bangla Language:

Every participant agreed that the absence of the /f/ sound in Bangla phonemics acts like a barrier in pronouncing words containing the /f/ sound from other languages. This includes proper nouns, especially names like Faruk or Farhan. In an era of globalization, where languages come in contact with other language on a daily basis, the absence of /f/ sound in Bangla makes it extremely difficult for people, especially youngsters to articulate F sound if they try to adhere to the traditional Bangla articulation in their day-to-day speech. As /f/ or F is a prominent sound in English, and English is the most learned second-language especially in our subcontinent; the probability of English phonemics effectively replacing sounds in other language is exceptionally high.

Bangla ফ or English F?

Many participants showed grievance concern towards the fact that Bangla ফ is being articulated as with English F. When inquired about the causes of this occurrence, most of the participants stated that, the Bangla ফ is considerably more difficult to articulate compared to English F. Some of their responses were “Bangla ফ is hard on the tongue” “English F is easier to say” “we can speak English F more smoothly.” One interviewee in particular pointed out that Bangla ফ is an aspirated sound which requires more force from

the mouth to pronounce, whereas English F being a non-aspirated sound as well as being close in pronunciation to Bangla ফ might have been the main cause behind students adhering to English F instead of Bangla ফ even though it is “grammatically wrong.”

Effect of educational practices in preference of English F over Bangla ফ

Another insightful observation by an interviewee revealed that students written practices can have an effect in their preference of F over ফ. He stated that, “since we often type Bangla words with English alphabets, we tend to use F and not ফ as English does not have a ফ sound. Therefore, we tend to write “Folafol” instead of ফলাফল meaning Result/ Outcome.” This subconsciously normalizes our perspective towards this linguistic shift ultimately causing an acceptance and lack of awareness about the proper sound of the Bangla alphabet ফ. Another significant reasoning pointed out by a participant stated that “as children, we were never taught the correct pronunciations of sound in Bangla or English in our schools, therefore, we were unaware of these subtle differences. We adopted what we heard.” As languages live primarily by speaking, the widespread use of the incorrect pronunciation became the accepted norm. “So, the word ফুল remained as /fʊl/ and could never become (p^hʊl).”

Chapter Five

Discussion

The survey questionnaire gave some extremely valuable insights about the correlation between linguistics practices and cultural transformation. All the responses were clustered under two themes which are given below.

Perceived impact of English-styled Articulation of Bangla: The responses capture that while the majority of tertiary level student do not think that speaking in English-styled articulation changes their sense of self and social appeal; a proportion of the responses imply that this style of articulation affects the way tertiary level students perceive themselves and their social image. Hence proving that English-styled articulation has infiltrated the linguistic practice of private university students and there is a growing acceptance of it among them. However, the perception towards the effect of articulating Bangla in English-style in the academic sphere and career are different. Academically, the opinion is split three ways where each division of respondents either show a sign of having difficulty understanding English-styled articulation, difficulty understanding traditional Bangla articulation, or a neutral stance to the question signifying an adaptation to both Bangla and English styled articulation of Bangla. Additionally, Career-wise, the majority believe that English style articulation does not give them an advantage in their careers, a rising proportion of students see English style articulation as a beneficial element, because they associate Western linguistic practices with prestige or status and believe that it will give them a boost their careers in a globalized world.

Social and Cultural Identity: Many responses showed a strong sense of pride and preference towards speaking Bangla in its traditional form; implying that they consider the English-influenced way of speaking Bangla as a threat to Bangla linguistic authenticity. Similar to how the majority of the respondents felt that the Bangla linguistic authenticity being threatened, a significant populace also feel that the English style articulation of Bangla threatens the Bengali cultural identity, saying that this style of articulation is negatively affecting their own cultural identity and the identity of Bangla as a language; drawing a clear connection between linguistic practice and cultural identity. The growing proportion of students preferring and using English-styled articulation of Bangla illustrates that a major portion of the youth associate this articulatory pattern with social elitism and prestige by pointing towards that English is the lingua Franca and in order to stay globally connected; this type of articulation is needed. Hence many have noticed their friends and peer groups using this articulation style despite their pride and concern towards traditional Bangla pronunciation.

The semi-structured interviews highlighted perception of tertiary level students towards the phonemic differences and provided essential insights about reasons behind integration of English phonemic features in Bangla articulation. The two features in concern are rhoticity and aspiration.

Rhoticity: All the participants have stated that English has two variations for the /r/ sound; namely, the rhotic and the non-rhotic variation. Depending upon the positioning of the /r/ sound in a particular word; the sound may be pronounced completely, partially, or change entirely. Some responses gave insights about the specific change in non-rhotic variation by highlighting that when words end with /r/ sound; it is changed into either a long A /ɑ:/

sound or short schwa /ə/ sound. On the other hand, for Bangla there are three different R's র (r), ড় (r̥), and ঢ় (r̥ʱ), each representing a different sound. Some participants have shared observations which concludes that the Bangla র is voiced, and is pronounced with a flap of the tongue falling from the alveolar ridge to the bottom of the mouth. Whereas, the ড়, although also voiced, and it is a retroflex meaning that it is pronounced when the tongue is curled back towards the roof of the mouth. Since The Bangla ঢ় is most similar in pronunciation to the English /r/ sound. Due to the English-styled articulation of Bangla the Bangla র is being articulated as the English /r/ as the English /r/ is similar to Bangla ড়. This is causing the partial articulation of the Bangla র sound with as addition of a 'buzzing' sound hence distorting the proper pronunciation of র. In the passage, most the participants have mixed up the pronunciations of র with ড়. Some examples are: আর > (ড়), চর > (ড়), পড়ে > (র), হাড় > (র). Since Bangla words change entire meanings depending on which র / ড় is used, the English-styled articulation of Bangla can not only challenge linguistic authenticity but also cause confusion in minimal pair words with Bangla র and ড়. Examples of such minimal pairs from the passage are given below.

Words with র-

পরা (reading), তারা (star), হার (necklace), চর (island in a river), আর (more/ and)

Words with ড়-

পড়া (fallen), তাড়া (urgency) হাড় (bone), চড় (Slap), আড় (sideways)

Aspiration: All of the participants agreed that they and their friends/ peers subconsciously pronounce Bangla ফ and English F. This provides evidence about the frequent use of English-styled linguistic patterns in Bangla pronunciation among tertiary level students. When asked about the reason behind this phenomenon, they came up with some interesting observations such as ‘use of lone/borrowed words from English such as Phone /foʊn/ or Fan /fæn/ as well as proper nouns starting with F or the /f/ sound’ such as Faruk /fa:ruk/. Some have also stated that the English F or /f/ sound is much easier to pronounce compared to Bangla ফ as ফ is aspirated and F is not, making F comparatively ‘easier on the tongue’.

One participant has also pointed out that, since schools do not focus much on the correct pronunciation of languages, which, in this case would be Bangla and English; words starting with English P /p/ sound was not properly aspirated, and as the use of English increased and lack of aspiration became the norm, the use of aspiration was seen to reduce in Bangla phonemes as well. This resulted in incorrect pronunciation of ফ, ultimately resulting in ফ being replaced with the easier yet similar pronunciation found in English which is the F /f/ sound. Another major reason stated by some participants is the absence of the /f/ sound in Bangla. They said that Bangla does not have the /f/ sound, however, languages that dominated Bangla linguistics like English and other languages of nearby countries like Urdu, all have the /f/ sound. As languages evolve and survive through contact with other languages, decades of use have incorporated the easier /f/ sound in Bangla, ultimately almost eradicating the proper ফ sound in Bangla. One participant provided a very relevant cause of this phenomenon by stating that, as students type Bangla words with English letters, they are forced to write words starting with Bangla ফ with English F;

widespread use of this practice could aid towards replacement of ফ words with F. In the passage, most the participants have a few common pronunciation mix-ups where they pronounced the Bangla ফ sound as the English F /f/ sound. Some examples include words like: ফারুক (proper noun) and ফড়িং (dragonfly). Other mispronounced words included: ফুলের (of flower) and ফাল্গুন (Bangali month). Hence, this illustrates the influence of English pronunciation on the traditional Bangla pronunciation.

Chapter Six

Conclusions and Recommendations

English is a globalized language used in almost every part of the world, be it for personal or official use. In countries previously colonized by the British empire such as Bangladesh, English plays a major role in economy and administration, moreover it has taken over the education sphere. English is the medium of instruction in all levels of education in Bangladesh which ensures domination of English in the linguistic and cultural aspects of the country, ushering in neocolonialism through the usage of English styled articulation of the Bangla language. The widespread acceptance of English as a second language has resulted in the phonetic features of the English language to infiltrate the Bangla phonetic system, which can be found most evidently in the way tertiary level students speak Bangla. Adoption of the features of English linguistic patterns in Bangla articulation which contribute to cultural transformation among private university students are many, however, the two main features focused on this paper are rhoticity in English, along with the different R phonemes in Bangla and the use and dropping of aspiration between similar sounding phonemes in Bangla and English.

The paper attempts to find a change in these phonetic features and tries to draw a link between how the adoption of these English linguistic features has changed Bangla pronunciation and how this leads to a new, mostly undiscussed form of cultural transformation that has not been researched or discussed elaboratively. Rhoticity and aspiration are features of articulatory phonetics that fall under the branch of theoretical/pure linguistics. The differences between these features lies mainly in the places

and manners of articulation used in their articulation. Rhoticity refers to the articulation of the /r/ sound and aspiration refers to the breathy addition to certain phonemes. The ৳ and ৲ in Bangla are two separate phonemes with two different sounds. On the other hand, Rhoticity in English denotes whether the R sound is pronounced based on the placement of R in a word. The Rhoticity characteristics of English has been rapidly infiltrating and replacing the characteristics that separate ৳ and ৲ , changing the pronunciation of the Bangla phonemes into an English styled articulation. Similarly with aspiration, the paper talks primarily about the pronunciation of ফ which is a bilabial plosive in Bangla. The aspirated ফ phoneme in the Bangla articulatory system is being replaced by the /f/ sound in English, which is a labio-dental fricative, due to English not having a phoneme that can replicate the ফ sound accurately, consequently replacing the way words are articulated in Bangla into an English-styled pattern of pronunciation.

Overall, it entails a rising trend of English articulation invading the Bangla phonetic system by introducing aspects of the English articulatory patterns to Bangla. This also affects several other things such as stress timed rhythms as Bangla and English have fundamentally different stress patterns. However, due to the overwhelming presence of English in several sectors, especially in tertiary level education, most native speakers of Bangla have adapted to and adopted the English style of articulation including many of its features to the way that they speak Bangla. This invasion and overwriting of phonetic features could be caused by many aspects; however, the paper highlights the globalization of English as the ‘Lingua Franca’ as one of the main causes. English is spoken by over a billion people worldwide and a big majority of them are non-native English speakers. Since

its integration into almost every aspect of international communication, English has been seen as a sign of smartness and status among the youth and older generation alike, especially in post-colonial nations. English has also been tied to a sense of elitism among the non-native speakers of English. That is why there has been a certain entanglement of cultures with the cultural identity associated with the English language getting priority over the cultural identity tied to the speaker's native language. This study is conducted using a mixed method approach to find out the connection between linguistic practice and cultural identity and to achieve this, 48 respondents and participants were selected and then surveyed and interviewed thoroughly.

These results clearly illustrate a connection between English-styled articulation and cultural identities of Dhaka-based private university students. Features of English articulation has impacted the traditional Bangla articulation and since language and culture cannot exist without one another the English-styled Bangla has deeply influenced the tertiary level student's cultural identity and this can be observed in their choices in food, clothing and festival celebrations. One of the main barriers faced during this research was the lack of secondary resources, therefore, this research aims to encourage researchers to delve deep into this topic. Universities should support students and academic scholar to take on such project to raise awareness. This paper highlighted the phonetic aspects; other research can be conducted from the lens of lens of morphology, syntax, semantics and pragmatics. Additionally, research can be conducted on the influence of entertainment media behind rate of adoption of English-styled articulation among second language speakers of English in post-colonial countries.

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Appendices

Appendix 1- Survey Questionnaire

Demographic Profile:

- Gender- Male/ Female
- Level of Education- Undergraduate/ Graduate
- Educational Background- English Medium/ English Version/ Bangla Medium/ Madrasa
- Departments: English, Media Studies and Journalism, BBA, CSE, EEE

Sr. No.	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Speaking Bangla in an English-style raises my self-confidence.					
2.	Speaking Bangla with an English influence makes me more appealing to others.					
3.	Articulating Bangla in an English style makes me seem more modern.					
4.	I feel that articulating Bangla in an English style makes me seem more educated.					
5.	I feel that using English articulation in Bangla is necessary for academic and career success.					
6.	I feel more connected to global culture when I speak Bangla with an English-style.					

7.	I prefer to articulate Bangla in an English-style over traditional Bangla pronunciation.					
8.	I feel that speaking Bangla in an English-style affects my social status among my friends and peers.					
9.	I am more respected and considered as smart among my friends and peers when I articulate Bangla words with an English-like accent.					
10.	Most of my friends and peers articulate Bangla in an English style.					
11.	I think those who articulate Bangla in its traditional form face a lot more challenges in their academics than those who articulate in an English-style.					
12.	I think that using English style in articulating Bangla distances me from traditional Bangla culture.					
13.	I think that English-accented Bangla could negatively impact Bangla cultural identity over time.					
14.	I believe that using English influenced articulation of Bangla reflects a shift in my cultural priorities and values.					
15.	I feel a sense of pride when I speak Bangla in its traditional form.					

Appendix 2 - Interview Questions

Demographic Profile:

- Gender- Male/ Female
- Level of Education- Undergraduate/ Graduate
- Educational Background- English Medium/ English Version/ Bangla Medium/ Madrasa
- Departments- English, Media studies, BBA, CSE, EEE

Research Question 1

1. What features of articulatory phonetics in English are mostly found in the pronunciation of Bangla among private university students?

- What differences do you find in the pronunciation of the R sound in Bangla and in English?
- তারা ভরা আকাশের নিচে বসে রিনি তার পড়ার বই নিয়ে ব্যস্ত। পাশেই তার মা হার পরে, আড় চোখে তাকিয়ে ছিলেন, যেন কিছু বলতে চান। হঠাৎ! রিনির হাত থেকে বইটি পড়ে গেল, আর তার মা তাকে তড়া দিলেন, "তড়াতাড়ি ওঠো, চর থেকে মাছওয়ালা এসেছে!" রিনি মায়ের দিকে চেয়ে বলল, "আর একটু পড়তে দিন মা, প্লিজ!" এদিকে পাশের বাড়ির ছোট ছেলে চড় খেল, কারণ সে ভাঙা হাড় নিয়ে খেলতে গিয়ে মাটিতে পড়ে গিয়েছিল। কিন্তু, তারা-ভরা আকাশ দেখে সবার মন ভালো হয়ে গেল, আর সবাই একসাথে গল্পে মেতে উঠল।
- Do you or your friends replace words with Bangla ফ with the English alphabet F? Why do you think people do that?

- পাহাড়ি পথের পাশে ফুল ফুটেছে। পাখিরা পাখা মেলে আকাশে উড়ে যাচ্ছে। পাশের পুকুরে পুঁটি খেলা করছে। ফুলের গন্ধে পোকা পায়রা আসছে। ফারুক ফড়িং ধরে খেলা করছে। ফাল্গুন মাসে, পথের পাশে, এমন দৃশ্য দেখা যায়।