

**Impact of Unequal Englishes and Nativization of English: A Case Study
on the English Department Students of a Bangladeshi Private University**



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on the English Department Students of a Bangladeshi Private University**

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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.



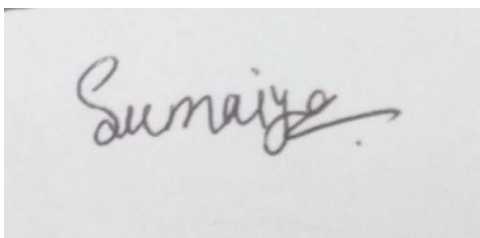
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DECLARATION

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.

A photograph of a handwritten signature in dark ink on a light-colored background. The signature is written in a cursive style and appears to read 'Sumaiya'.

(Sumaiya Nawshin)

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Abstract

This study examined two linguistic phenomena, Unequal Englishes and the Nativization of English in the context of Bangladeshi tertiary education, by focusing specifically on students from the English department at a private university in Dhaka. To my knowledge, no research was done before on these two concepts combined in a Bangladeshi context. Through qualitative methodology, the data was collected and analyzed. After classroom observations, interactions by fifteen participants in the university's cafeteria, and interviews with six participants from two different linguistic backgrounds, I explored the challenges of students in adapting to varied English proficiencies and their perceptions towards incorporating nativized English into the curriculum. The findings reveal significant disparities in English proficiency levels among students, particularly those from Bangla backgrounds, which lead them to encounter pedagogical challenges such as limited vocabulary and being victims of discrimination. Consequently, they expressed a preference for using nativized English in classrooms and advocate for its inclusion in academic textbooks. The implication of my study highlights the importance of further research to be conducted to address these issues and to develop pedagogical strategies for fostering an equal learning environment for students without facing any difficulties.

Keywords: Unequal Englishes, Nativization of English, Tertiary education in Bangladesh, Challenges with different English proficiency.

Chapter 1: Introduction

In this contemporary world, English language has gained dominance as it serves as a ‘lingua franca’ i.e. a common language used for medium of communication. That is why English is a global language now and this has prompted all the non-native English speaking countries to accept, adopt and adapt the language (Jenkins (2009)). As a result, diverse linguistic phenomena like multiple varieties of English (more commonly known as ‘Englishes’), nativization of English (it is a process where linguistic aspects of English have undergone changes to gain new native speakers) etc. are occurring which are changing and reshaping the English language in accordance with the country’s socio, political economic, historic, and cultural context (Gómez & Posse (2023)). This in turn leads to an unequal treatment or values of English in different areas (Unequal Englishes). Due to the presence of ‘Unequal Englishes’ or UE, depending on their English proficiency level or skills, some groups of speakers experience or enjoy more linguistic and other social privileges in the country over other groups.

In the context of Bangladesh, like other countries, we have accepted and made some nativized or localized forms of English. Either we use English words a bit differently in terms of pronunciation, or we have new words like joss, adda, cope up, aapel (apple), taybil (table), etc. Moreover, although the English language is not yet officially recognized as the second language in our country (Ara 2020), it is perceived, valued, and treated like one; sometimes it is valued more than our native language, Bangla. For this reason, sometimes, people become victims of

discrimination or mocking. In the educational sectors of Bangladesh, more predominantly at the tertiary level, English language is given a higher status. This is demonstrated by most of the private universities in Dhaka, Bangladesh which have a policy to use English as the medium of instruction in classrooms. As Bangladesh is predominantly a monolingual nation but also can be considered as a multilingual nation with a few minority languages, due to the existence of several variations of Englishes, students face some challenges while transitioning from one English background to another type of English background. This is notably evident at private universities of Dhaka, Bangladesh.

1.1: Research Gap:

After reviewing and analyzing various studies conducted by researchers in Bangladesh and different parts of the world, I found it apparent that no study has been found in the literature to explore regarding the impacts and interconnections of the two linguistic phenomena, "Unequal Englishes" and the "Nativization" of English, especially on the students in tertiary level education. Such an investigation is significant not only within the context of Bangladesh but also for other countries' educational sectors so that all students belonging from different degrees of English or linguistic background can be ensured to access education equally without experiencing any difficulties.

1.2: Research Objective:

Consequently, the main aim of my research was to address the research gap by investigating the impact of nativization of English in Bangladesh as well as the presence of unequal Englishes within the tertiary level of education, specifically at the private universities of Dhaka,

Bangladesh. To reach my target, I did a case study at a private university in Dhaka. My research tried to demonstrate the ways private university students (re) shape their life after experiencing these two linguistic issues (UE and Nativization of English). I believed that by exploring the ways these linguistic phenomena impact the pedagogical practices in Bangladeshi private universities where the medium of instruction is only English, I could have a deeper insight of language dynamics and discover the unequal learning environment prevailing in the tertiary education sector of Bangladesh. Further similar research can be conducted in different academic areas (of Bangladesh) to ensure equal learning opportunities for all students.

1.3: Theoretical Frameworks:

In this section, the fundamental conceptual backbone of my study is outlined; the meanings of the terminologies are discussed briefly here. I conducted the research through an analytical lens of two linguistic phenomena, nativization of English and unequal Englishes.

The concept of "Nativization" can be simply stated when a language undergoes linguistic changes, and therefore gaining new speakers of that language. Similarly, Kachru (1982, p. 79) explained that nativization of English is "the incorporation of English into local systems and its subsequent use as a community language". In Bangladesh, over the years, due to globalization of English and along with the influence of our native language, Bangla, a new variant of English has risen. This new form has different characteristics like pronunciation, semantic-pragmatic meanings etc., from the conventional 'standard' English. That is how we have 'Nativized' English in Bangladesh. We have formed 'Banglish' or Bangladeshi-English which have potential or some emerging features to become a fully acknowledged language in the future yet this

language variant is acceptable up to an extent locally and internationally (Gómez & Posse (2023)). In academic textbooks, the usage of this language is still absent, however, its prevalence is quite noticeable among youths, more specifically in private university students' informal colloquial speech, for example “bro, you are looking ‘joss’”, “I wanna ‘hangout’ there and give some ‘adda’”, “I can not ‘cope up’ with this course”, etc.

According to Salonga & Tupas (2016), the term “Unequal Englishes” refers to all the several variations of ‘English’ language that exist in the world which are different from what is actually known as the ‘standard’ English. In simple language, different variations and disparities that exist within the English language that causes an inequality is unequal English. The notion of ‘unequal Englishes’ was discussed by Jenkins (2003) in his book where he explored the plurality and diversity of English as a global language, without explicitly specifying the term.

1.3: Research Questions:

Therefore, by extracting from the theoretical background of the two concepts and my overall research objective, the following three questions were formulated to guide me in achieving the goal of my study:

1. What is the extent to which students in Bangladeshi private universities have nativized the English language?
2. How do the students from English departments adapt to and adjust in the presence of 'unequal Englishes' within their pedagogical settings?

3. What strategies and techniques can be implemented to accommodate nativised and unequal Englishes for ensuring an equal learning for all the focal students within their classrooms?

Chapter 2: Literature Review

This section explores the existing literature concerning 1. the background of UE and the Nativization of English, 2. elucidating their respective impacts in different contexts. Eventually, I will explore the relevance of these studies to my current research inquiry, and finally establish connections and identify the gap that was informed in the previous section.

First, in order to understand the socio-politics behind the issue “Unequal Englishes”, Tupas, & Weninger (2022) conducted a study in the context of Singapore where the findings demonstrated that because of the varying degrees of treatment of Englishes, the speakers' lives and identities are impacted; they are not valued equally. In pedagogical context, inside classrooms, students coming from different English backgrounds are valued unequally too and consequently, this study aimed to take measures “to make learning and teaching more nondiscriminatory and equitable”. Building upon their goal, in my research too, I wanted to investigate the extent to which Bangladeshi students hailing from different English backgrounds face inequality in the first semester of their university life, and as well explore the any necessary interventions taken by teachers to maintain equity inside classrooms.

Ubanos (2021) carried out a study on the impact of "Unequal Englishes" on students, mainly focusing on the adjustment of students who are enrolled in the 'Mother Tongue-Based Multilingual Education' programs within English classrooms. Additionally, his findings proved that students with various degrees of English faced difficulties as a result of their limited vocabulary knowledge and proficiency skills. The researcher's results also showed that more exposure to English and other online resources facilitated the students in comprehending English easily. Developing this objective, in my present study, I examined how Bangla medium background students adjust in a setting of private universities, especially emphasizing their struggles and adjustments in the English department where the medium of instruction is only English. Furthermore, I investigated the strategies taken by those focal students to upgrade their proficiency level for the English classes.

On the contrary, for investigating the concept of "Nativization", a study was conducted in China by the researchers Ma & Xu (2017). They tried to illustrate how much English has undergone transformations in China, and also its potential to have further evolution. They recommended incorporating the nativized version of Chinese-English in their course curriculum. Similarly, in my present research, I investigated the nativization of English in Bangladesh, by highlighting the necessity of incorporating Bangladeshi-English variants in terms of pedagogical contexts to facilitate and enhance students' comprehension in classrooms as much as possible.

In the parameter of Bangladesh, a study on "Nativization" of English was conducted by Hossain, Hasan, & Meraj (2015), whose objective was to demonstrate that in terms of syntactic, semantic, and phonological aspects, a new kind of English variety, through print and electronic media, is evolving in Bangladesh in the recent past. The researchers also claimed that this nativized

version of English is “getting local and international acceptance”. Now, building upon their premise, in my research work, I examined the negative impacts that are caused by nativized English in pedagogical settings. Because students are accustomed to this version of English, they experience difficulties when they are introduced with the 'standard' English that are present in academic textbooks and as a result, they struggle to synchronize between the two linguistic versions (nativized and standard).

Finally, Awal (2022), in his study focused to “reveal the debate between Standard English (SE) and Non-Standard English” (English varieties that are different from the accepted forms) and he showed a “sociolinguistic reality of English in Bangladesh from the perspective of 'My English (ME)', which is a linguistic revolt against Standard English (SE)”. Through this study, he explicitly talked about “Unequal Englishes” in Bangladesh, albeit directly mentioning the term. Moreover, his research implicitly delved into the concept of "Nativization" by elucidating the perspective of 'My English (ME)', where he showed how Bangladeshis have adapted English to their linguistic contexts. The implication of this study is that Bangladesh should assert a right over the Bangladeshi version of English, and therefore he recommended for all academic textbooks to be written in this variant of English. His study aligns with my research study where I similarly explored these two linguistic phenomena and drew recommendations based on the findings from the data collected.

To consider UE in Bangladesh, it is also essential to examine socio-economic factors that contribute to its existence. Research indicates that financial resources and social status of parents exhibit positive impacts on students' academic performance (Considine & Zappalà, 2002).

Typically, students from wealthy backgrounds tend to enroll in private universities. In line with this observation, Bristi (2015) found that students attending private universities in Bangladesh show “a more positive attitude towards English” compared to students in public universities. Furthermore, Rahman et al. (2021) demonstrated that students from Aliya Madrasas, who had “wealthier” parents, displayed “greater motivation to study English”. A positive attitude towards a subject helps a student to achieve improved academic performance, and also leads him to enhance knowledge, skills, and proficiency in that subject, in this context, in the English language. Consequently, an existence of UE can be found when students from more privileged backgrounds interact with other groups of students.

Chapter 3: Methodology

A qualitative methodology employed in this study aims to outline the systematic approach undertaken to investigate the research objectives and questions.. Therefore, observations and interviews were the two types of techniques taken to gather data for further analysis that had provided me with robust and holistic perspectives on my research objectives.

3.1: Participants: Students of the second semester in the English department of a private university were chosen for both observation and interviews. As my research objective aimed to investigate how first-year university students adapt to the varying levels of English (unequal Englishes) and with the presence of nativized English, I reasoned that second-semester students, being part of the first-year cohort, would be suitable for my case study due to their progression within the university and the department after four months. Students hailing from two different linguistic backgrounds, Bangla and English medium, were chosen for my case study.

A sample size of fifteen and later six was deemed appropriate, as it would allow me for in-depth exploration as well as maintaining the feasibility of data collection and analysis. For the

observation purpose, fifteen students were selected, while six students were chosen for the interview session. The interviewees consisted of three Bangla medium and three English medium students. For the Bangla medium students, the male and female ratio was 2:1, prioritizing male students, whereas for the English medium students, a ratio of 1:2 was chosen, thus favoring female participants. Additionally, it is to be noted that a significant variation exists in the English proficiency levels among the two medium students. This discrepancy occurs due to English medium students being continuously exposed to an English-speaking environment throughout their pre-university tenure. This thereby aids them in having a solid foundation in English vocabulary and skills prior to their university life. In contrast, Bangla medium students typically have limited exposure to English during their pre-university years, which results in them having comparatively lower English proficiency.

3.2: Instruments and tools: During the interview session, the responses of the participants were audio-recorded and transcribed for thorough documentation and analysis. Before engaging in the interview, each participant had given their informed consent by signing a consent form, and this ensured ethical compliance of my study. Additionally, the interviews were conducted individually to get honest or natural responses. To maintain confidentiality, pseudonyms were given for each participant to be used in the research paper. The interview sessions comprised a total of seven questions; the questions, along with the consent form are attached in the appendices section of the paper for reference. For the observational phase, I kept a checklist with me, sat quietly, and observed the whole scenario and noted down any subtle or significant nuances. These observations followed the principles of Non-Participatory Observations. Once again, before observing the students in the cafeteria and their classrooms, their consent was

obtained, while teachers' consent was also taken during classroom observations. The checklist and the consent form are also provided in the appendices section.

3.3: Data collection and analysis: For collecting data via observational method, I implemented a two-step approach. Initially, I observed two classrooms, and randomly selected a sample of fifteen students from the two observed classrooms for further observation in the cafeteria and subsequently, from there, six students were chosen for interviews. Prior to data collection, two distinct theoretical frameworks were employed: 'nativization of English' and 'unequal Englishes' for observations, and only 'nativization of English' for interviews. These frameworks and the data collected facilitated my research objectives.

In the observation section, a comprehensive analysis of the observations conducted for the research purpose was done, and it served as one of my two primary data sources. The participants were chosen from the second semester of the English department. The subsequent findings and analysis derived from these observations contributed to my research aims. As mentioned in the research questions, the research was conducted to see whether Bangladeshi private university students have nativized the English language. Additionally, the study aimed to explore how students adapt in the presence of unequal Englishes. By scrutinizing the overall classroom environment and participants' non-verbal cues, data for the research was gathered.

The observations were conducted following the Unstructured Observation and Non-Participant Observations principles. In this type of observation, the researcher, without actively participating, simply just observes the research setting; for example, a study by Sauro and Smith

(2010) was conducted in such a (qualitative method) way. Therefore, despite having a predefined framework and criteria for observation, I opted to be a silent observer, refrained myself from engaging in the interactions of the participants and allowed the observation process to unfold naturally. The observations occurred in two distinct settings: inside a conventional classroom environment and in the cafeteria. In the classroom, with the teacher's consent, all students were observed critically, whereas in the cafeteria, a group of fifteen students were observed. I speculated that these two settings would give me genuine and insightful perspectives for my case study.

The interview section aimed to delve into the insights gathered from semi-structured interviews conducted with six participants, evenly distributed between three from Bangla Medium background and three from English Medium background, also with an equal representation of males and females students. Such a qualitative approach was selected to gather a comprehensive understanding of any challenges or discrimination encountered by the participants due to the presence of unequal Englishes and how they have adjusted to these circumstances. Additionally, participants were asked to provide suggestions on how to have an equal learning environment. Interviews were conducted face-to-face, the participants were provided with an informed consent form, and the whole session was audio-recorded. Participants had the freedom to choose any language for the interview. Subsequently, the results were analyzed following coding into categories like Bangla Medium vs. English Medium students and male vs. female students.

For analyzing and discussing the data, the nativized form of English as pronounced by the participants were shown using IPA (International Phonetic Alphabet) symbols to understand the

actual pronunciation. All the results were categorized and discussed on the basis of different themes.

3.4: Validity and Reliability: To ensure these two research tools, the same seven questions were asked to all the participants.

3.5: Limitations: I understand and acknowledge that there might be certain limitations in the methodology employed. For example, participants might not give out the complete truth during interviews, and they might not behave naturally during the informed observational sessions.

Chapter 4: Findings and Discussions

This section delves deeper into the findings obtained from both the interviews and observations. The gathered data has offered valuable insights and therefore addressed my research objectives. At first, I will present the data collected structured into various themes or codes, and then they will be accompanied by critical interpretations and analyses.

4.1: Diversity in pronunciations: Within this theme, utilizing a combination of both observations and interviews, I investigated various spectrums of English pronunciations as extracted from my participants. From my results, I discerned the coexistence of both standard and localized forms of English pronunciation among the students coming from diverse linguistic backgrounds. In line with my research objectives, these observations demonstrated the nativization of English, as well as the presence of UE among the focal students.

There were differences in pronunciations of everyday words like ‘office’, ‘government’, ‘social’, ‘table’, etc. After observing critically and carefully, I noted that students from an English medium background pronounced English words in accordance with the ‘standard’ English

pronunciation. This occurrence happens due to the curriculum and pedagogical approach adopted by English medium schools in Bangladesh, which typically follow either British or American English systems. But on the contrast, the Bangla medium students used slightly different pronunciations like 'social' as 'sosəl' (/sɒsəl/), 'office' as 'offish' (/ɒfɪʃ/), 'table' as 'tabil' (/tæbɪl/) and 'government' as 'gəvəment' (/gʌvəmənt/). These varieties of pronunciations of English are well accepted in Bangladesh. These are our Bangladeshi version of English words, which can be called as nativized English. This is what happens during 'nativization' of a language that the original language changes and gets its new phonological, morphological, and semantic versions (Pruekchaikul (2009)). This proves how unevenly English is distributed in our country and therefore the existence of unequal Englishes.

4.2: Adaptation to local/nativized English: Here in this theme, I conducted an investigation about the incorporation of localized Bangladeshi vernacular within everyday discourse. The findings revealed a visible significant prevalence of nativized English among the students, especially among the Bangla medium students who demonstrated a heightened tendency for using localized English during informal colloquial exchanges. They use either Bangla words within English discourse or introduce newly coined terms that resemble the standard English words. But these words carry a distinct meaning in Bangla and comprehension of such words will depend on individuals possessing pragmatic knowledge within the context. For example, when English medium students say 'awesome', the Bangla medium students use the word 'Joss' or 'Josh' to mean the same. Similarly, English medium students, even if they speak in Bangla, they use standard English words and pronunciation, for eg., Risha, an English medium student,

used ‘doctor’ and in reply, Anika, a Bangla medium student, used the nativized version of the term ‘daktar’ (/dʌktʌr/).

However, even English medium students were seen to use few Bangladeshi words in between English sentences like “let’s watch that movie first and later we will give □□□□□ in Dhanmondi”. The students have acquired these lexicons due to being overly exposed to various Bangladeshi media sources. This assertion, as outlined in the literature review, is proven by the researchers Hossain, Hasan, & Meraj (2015) in their study of "Nativization" of English in Bangladesh. This study found that “syntactically, semantically and phonologically a new English variety is emerging in Bangladesh through print and electronic media”. They also claimed that this (nativized) version of English is “getting local and international acceptance”. The findings of this study, coupled with my case, concludes the fact that in Bangladesh the localized English significantly influences or impacts the speech patterns of young university students, who encounter these words frequently, particularly due to the presence of social media. Moreover, the pervasive usage of such words have made their ways on different international platforms as well.

4.3: Impact of linguistic variations on students:- In this theme, after an exploration focusing on students' responses and attitudes towards the coexistence of unequal Englishes and nativized English were done, my observations found no overt mocking because of the use of localized English or unequal Englishes. However, interviews with Bangla medium students revealed feelings of insecurity, inferiority complexes, identity crises, and alienation due to linguistic disparities. In the interviews, Rashed, one of Bangla medium participants, admitted to contemplating changing to another department as he was undergoing depression due to having

inadequate English proficiency, while Shayla, another Bangla medium participant, acknowledged facing ridicule from her English medium classmates for pronouncing in non-standard English accent during her initial days of university. As we saw in the literature review, the researchers Tupas, & Weninger (2022) also found that speakers speaking English differently are valued unequally too. Additionally, Considine & Zappalà (2002)'s study revealed that the financial resources and social standing of parents were found to positively influence students' examination results. That is where I found some coordination with my case study where my focal students claimed to have the perception that English medium students have an advantage in the department for having already good English knowledge and proficiency since their socio-economic background was privileged that they got the opportunity to study in an English-environment. In pedagogical context, inside the classrooms, I observed that English medium students, having prior knowledge of English vocabulary, found it much easier to comprehend textbooks and teachers' lectures in English, and this facilitated their note-taking process. Conversely, Bangla medium students struggled with note-taking due to their lack of proficiency, which led them to have blank or pale facial expressions and a sense of being lost. Hence, the teacher needed to provide explanations in Bangla again for the entire class to understand the concept. However, when some literary terms like irony, hyperbole etc. were used, both of the medium students could not understand the words at first before the teacher explained the meanings.

During the interview session, when the Bangla medium students were asked about their coping mechanisms for such disparity, all of them admitted seeking assistance from online sources by accessing translated versions of the literature contents and also taking help from their classmates

to simplify linguistic concepts into Bangla. They admitted that doing such activities continuously for a while aided them in gradually upgrading their English proficiency skills. From the literature review too, we saw Ubanos (2021) found in his study that as students got more exposed to English and other online resources, this helped the students to comprehend English easily. This proves that with hard work, anyone can polish their skills; they just need some time, support and patience. From all these points, we can understand how the existence of unequal Englishes affects students in their learning and does not ensure an equal learning environment. As a researcher, my aim was to look for ways to minimize this difference.

4.4: English language and identity- This theme delves into finding the connection between English language and students' sense of identity. This theme is quite similar to the previous one, however it only focuses on how language is connected to agency. After my observational study, I discovered that variations in English pronunciation exhibited by Bangla medium students are influenced by their regional Bangla dialects. Therefore it is safe to say that the characteristics of their first language (Bangla) dialects also impact in their second language (English) acquisition.

As Richards, Platt, & Weber (1985) defined “dialect is a variety of a language, spoken in one part of a country or people...”, it is very normal for Bangladeshi students to have dialects in their speech, both in their first and second languages (L1 and L2). For eg., people from Chittagong division pronounce ‘/f/’ in the words containing ‘/p/’, like ‘ficture’ (/fɪktʃɪ/) to ‘picture’. People from Sylhet region pronounce ‘/k/’ as ‘/kh/’ like ‘college’ as ‘kholej’ (/kʰɒledʒ/). We need to remember what Shuchi (2013) said “Their vernacular dialects represent people’s social identity and linguistic expertise”. Hence, it is important to understand and

acknowledge that an individual's English dialect is neither to be mocked nor it is something shameful to have, as it embodies their unique identity and personality. Furthermore, nurturing an environment of inclusiveness and promoting individualism, particularly within pedagogical settings, is essential to mitigate the instances of linguistic discrimination in Bangladesh and other non native English speaking countries. By acknowledging the beauty of every accent, all educational institutions can aim for an equal learning environment.

4.5: Incorporation of nativized English in pedagogical discourses: In this theme, students' perceptions about the incorporation of nativized English within pedagogical contexts were examined and a diverse array of opinions regarding the potential benefits and drawbacks of using such English in textbooks were collected from the students. Most of the students, from both the mediums, were in support of using the nativized version of English in order to facilitate their comprehension and therefore enhance learning. They admitted that sometimes they encounter difficulties in finding a synchronization between the standard English found in the textbooks with the nativized English to which they are already habituated. As a result, they think that integrating nativized English into their pedagogical setting will not make the situation worse but rather will facilitate them in comprehending the content easily and better. Since English medium students are already familiar and used to the nativized English, its incorporation and utilization in the classroom will ensure equal learning opportunities and thus any unwanted feelings of alienation among the students will be gone. I believe that eventually, this approach will aid in the mitigation of language standardization in Bangladesh.

As already mentioned in the literature review section, recommendations for incorporating Chinese-English were advised by Ma & Xu (2017) in our neighboring country China and the same notion was supported by another fellow Bangladeshi researcher, Awal (2022). Furthermore, in the study by other Bangladeshi researchers Hossain, Hasan, & Meraj (2015), they highlighted our nativized English “getting local and international acceptance” in our country. That is why, I believe that inclusion of such English in our textbooks will show a positive reception by Bangladeshi students. However, contrasting opinions were also expressed by a subset of my participants, who rejected the idea of incorporating such English. They adhere strictly to the standard English norms since they are studying in the English department to learn the standard English. I think their perception is influenced by lingering legacies of (English/British) colonization; they are still in their colonial hangover period. Nevertheless, I suggest that as Bangladeshis, there should be a sense of pride associated with our version of English, as we see other countries such as India and China feel proud of their respective local English variations.

Chapter 5: Conclusion and Implications

To summarize, my research was built upon focusing on two linguistic phenomena - Unequal Englishes and Nativization of English. I intended to investigate the impacts of unequal treatment of English and the nativization of English in Bangladeshi context, by particularly focusing on tertiary level students. Through a case study conducted on students from the English department, at a private university in Dhaka, I examined the challenges they encounter in adapting to diverse English backgrounds, and their perspectives on incorporating nativized English into their curriculum. By utilizing qualitative methods for my data collection, my results revealed the existence of unequal Englishes and therefore showed a significant disparity in students' English proficiency levels, especially among those students coming from non-standard English backgrounds. This consequently enables them to face challenges within their pedagogical settings due to lack of vocabulary knowledge found in their academic textbooks along with becoming a victim of discrimination or mocking. To overcome these situations, they admitted to adjusting themselves by seeking assistance from online sources or their peers and finally,

students expressed a preference for using nativized English inside classrooms and also advocated for its integration into their academic curriculum. Building upon my study results, I want to suggest that by introducing nativized English into pedagogical contexts, it can facilitate students' comprehension of academic content easily. The implications of my research is that I hope my research will help to promote 'deelitization' of English in our country, and thus no one will feel any privileged perceptions about standard English over our nativized English. The concepts of "Unequal Englishes" and the "Nativization" of English is a rich modern phenomena which has expansive research possibilities. Although in the context of Bangladesh, only a limited number of research works have addressed these two linguistic issues, the combined impact of these in pedagogical settings especially on tertiary level students as well as other educational level students are yet to be investigated. Therefore, it is necessary to carry out more research within this area to identify potential effective solutions for students experiencing inequalities due to the use of non-standard or nativized English. Such investigations are significant for facilitating students to understand and adapt to the linguistic challenges and eventually to access an equal learning environment in classrooms.

Moreover, I recommend having further research to explore more on these issues in various tertiary institutions to find a broader impact.

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Appendices

Appendix A: (Observation Checklist, along with consents of the students)

Unequal Englishes and Nativization of English: A Case Study about the Effect on A Private University English Department Students in Bangladesh

Aim:

To show the effect of Unequal Englishes and Nativization of English in tertiary education of Bangladesh, mainly in the private universities. Also, to improve the overall curriculum and/or find ways so that equal learning can be ensured

Questions:

1. Whether Bangladeshi private university students have nativized English?
2. Due to the existence of 'unequal Englishes', how do English department students adjust in their universities?
3. What measures can be taken to ensure all the focal students receive equal treatments in their English classrooms?

Observation Checklist:

- ☒ Discriminations/mock
- ☒ Accent/pronunciation difference
- ☒ Struggle to understand

Tajam Sms AB Sirajur	Firdaus Huseen AB M. Nur	Kulsum Tisha hmi SDZ	Atiqul. Rahman Maz
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Appendix B: (Interview consent form)

Research Topic: Unequal Englishes and Nativization of English: A Case Study
about the Effect on A Private University English Department Students in
Bangladesh

Researcher's Name: Sumaiya Nawshin

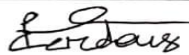
Interview Consent Form

This consent form is necessary for me to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation.

- This interview will be recorded and a transcript will be produced for analysis for research purposes.
- Real name of the participants will not be mentioned; a pseudo/code name will be written in the research paper.
- I anticipate that there will be little to no risks associated with your participation.
- You have the right to skip any question or withdraw yourself at any time of the interview.

Please sign in the following space if after reading all the above terms and conditions, you would like to voluntarily participate in the research.

Date: 24.01.24


 Tiara.
 Sumaiya
 A.B.
 Min


Appendix C: (Interview questions)

1. Have you faced any challenges during your initial days at the department due to the use of standard English language?
2. How did you adapt to such an environment to overcome the difficulties that you faced?
3. Could you share your personal experiences or witnessed any incidents within the department where students faced discrimination due to having different varieties of English?
4. In your opinion, what measures can be taken to ensure all students feel equally valued irrespective of their different English language proficiency or pronunciation?
5. Are you aware of the fact that you use Bangladeshi English in your daily conversations without your conscious realization?
6. What are your thoughts on integrating Bangladeshi English into textbooks and classrooms to enhance the learning experience for students coming from different English backgrounds?
7. Can you think of potential benefits and challenges associated with incorporating local English in academic settings to ensure successful education for all students?