

THE ROLE OF COURSE CURRICULUM OF ENGLISH IN EDUCATIONAL INSTITUTIONS TO ESTABLISH ENGLISH AS A CREOLIZED LANGUAGE IN BANGLADESH

Snehangshu Shekhar Chanda

Professor, Department Basic Science and Language, Sylhet Agricultural University, Sylhet, Bangladesh

Received: 18 Nov 2018

Accepted: 30 Nov 2018

Published: 05 Dec 2018

ABSTRACT

English is definitely creolized language which means a grammatically simplified form of a language, used for communication between people not sharing a common language. In educational institution in Bangladesh English is taught as a compulsory subject which results it has been established as a creolized language. In Bangladesh the mother tongue is Bengali on the other hand, English is used as a Foreign Language here. English is taught as a compulsory subject from primary level to university level. Teachers are not expected to have native-like fluency in English, and are encouraged to use Bangla when necessary. As with the primary materials, there are also files with classroom language and video of classroom practice. These devices can also be used in the classroom as many text book dialogues, readings, poems and songs have been recorded. It seems that the teachers as well as the learners are well aware of using English language appropriately in different situation.

KEYWORDS: *Journal, Books and Others*

INTRODUCTION

The English term creole comes from French créole, which is cognate with the Spanish term criollo and Portuguese crioulo, all descending from the verb criar ('to breed' or 'to raise'), all coming from Latin creare ('to produce, create'). The specific sense of the term was coined in the 16th and 17th century, during the great expansion in the European maritime power and trade that led to the establishment of European colonies in other continents. A creole is believed to arise when a pidgin, developed by adults for use as a second language, becomes the native and the primary language of their children – a process known as nativization. The pidgin-creole life cycle was studied by Hall in the 1960s. English language *may* have been a creolized after 1066., I doubt it, as 1) French was mainly spoken in the court and among the aristocrats, who, in their dealings with native English speaking, could speak English; 2) bilingualism was hardly uncommon among the educated; 3) they had an interlanguage of the educated, merchants, the religious and their audiences at the time (Latin) as opposed to a lack of an interlanguage with Hawaiian or Chinese Pidgin; 4) pidgin/creole has fewer words than either of the languages which have been combined, whereas 1066 marked the beginning of the period of the greatest expansion ever of the English Language, which then started to slow down in the late 14th - early 15th Century. When the East India Company came to the Indian subcontinent, they tried to establish English Language in the continent. The education system was then mosque, temple and church related because there were no enough schools and colleges. In the 18th century, various educational institutions have begun to establish through the continent. Under the above contexts the study was

undertaken for the following objectives:

- To know the present status of English language in the curriculum of education in Bangladesh,
- To know the present status of creolization.

RESEARCH METHODOLOGY

Research is a systematic process. The essential step of a research work is to design the method, which leads the researchers to conduct the dissertation in a proper way. For the present study, the dissertation paper has been designed in a logical and scientific manner. The present study is on the course curriculum of English at different level and its impact on establishing English as a creolized language in Bangladesh. Different techniques have been taken into account to conduct the research activity to perform the study.

RESULT AND DISCUSSION

Pidgin is a restricted language which arises for the purposes of communication between two social groups of which one is in a more dominant position than the other. The less dominant group is the one which develops the pidgin. Historically, pidgins arose in colonial situations where the representatives of the particular colonial power, officials, tradesmen, sailors, etc., came in contact with natives. The latter developed a jargon when communicating with the former. This resulted in a language on the basis of the colonial language in question and the language or languages of the natives. Such a language was restricted in its range as it served a definite purpose, namely basic communication with the colonists. In the course of several generations such a reduced form of language can become more complex, especially if it develops into the mother tongue of a group of speakers. This latter stage is that of creolization. Creoles are much expanded versions of pidgins and have arisen in situations in which there was a break in the natural linguistic continuity of a community, for instance on slave plantations in their early years.

The interest of linguists in these languages has increased greatly in the last few decades. The main reason for this is that pidgins and creoles are young languages. In retracing their development it may be possible to see how new languages can arise. Furthermore, the large number of shared features among widely dispersed pidgins and creoles leads to the conclusion that creoles at least show characteristics which are typical of language in the most general sense, the features of older languages, such as complex morphology or intricate phonology, arising due to the action of various forces over a long period of time after the birth of these languages. In type, creoles are all analytic and generally lack complexity in their sound systems.

The terms 'pidgin' and 'Creole'

There are a number of views on the origin of the term pidgin, none of which has gained sole acceptance by the academic community.

- Chinese corruption of the word business. As the word is used for any action or occupation (cf. joss-pidgin 'religion' and chow-chow-pidgin 'cooking') it should not be surprising that it be used for a language variety which arose for trading purposes.

- Portuguese *ocupação* meaning 'trade, job, occupation'. This suggestion is interesting as the Portuguese were among the first traders to travel to the third world and influence natives with their language. Phonetically the shift from the original word to a form /pidgin/ is difficult to explain.
- A form from the South American language Yayo '-pidian' meaning 'people' (claim put forward by Kleinecke, 1959). This form occurs in tribal names like 'Mapidian', 'Tarapidian', etc. This claim rests on a single occurrence of the word 'Pidians' in a text from 1606. But as several authors have pointed out, this might be a spelling error for 'Indians' seeing as how the author has other misspellings in the text in question.
- Hancock (1972) suggested that the term is derived from 'pequenoportugues' which is used in Angola for the broken Portuguese spoken by the illiterate. This view is semantically justified seeing that the word 'pequeno' is often used to mean 'offspring', in this case a language derived from another. Phonetically, the shift to /pidgin/ is not difficult to account for: /peke:no/ > /pege:n/ > /pigin/ > /pidgin/ (stages not attested, however).
- Hebrew word 'pidjom' meaning 'barter'. This suggestion is phonetically and semantically plausible, hinges however on the distribution of a Jewish word outside of Europe and its acceptance as a general term for a trade language.

The term 'creole' there is less controversy on this issue than on the previous one. The term would seem to derive from French 'creole', it in its turn coming from Portuguese 'crioulo' (rather than from Spanish 'criollo') which goes back to an Iberian stem meaning 'to nurse, breed, bring up'. The present meaning is 'native to a locality or country'. Originally it was used (17th century) to refer to those from European countries born in the colonies. The term then underwent a semantic shift to refer to the customs and language of those in the colonies and later to any language derived from a pidgin based on a European language, typically English, French, Portuguese, Spanish or Dutch. Now the term refers to any language of this type, irrespective of what the input language has been.

Theories of Origin

There are various theories about the origin of pidgins which have been proposed in the last hundred years or so. These can be presented as a basic group of five theories which show a degree of overlap; note that a mixture of origins is also a possibility which should also be considered.

The baby-talk theory: At the end of the last century, Charles Leland, when discussing China coast pidgin English, noted that there were many similarities with the speech of children such as the following features:

- High percentage of content words with a correspondingly low number of function words
- Little morphological marking
- Word classes more flexible than in adult language (free conversion)
- Contrasts in area of pronouns greatly reduced
- Number of inflections minimized

Later linguists, notably Jespersen and Bloomfield, maintained that the characteristics of pidgins result from 'imperfect mastery of a language which in its initial stage, in the child with its first language and in the grown-up with a second language learnt by imperfect methods, leads to a superficial knowledge of the most indispensable words, with total disregard of grammar' (Jespersen 1922: 234). The evaluative nature of such views would be rejected by linguists today.

Independent parallel development theory: This view maintains that the obvious similarities between the world's pidgins and creoles arose on independent but parallel lines due to the fact that they all are derived from languages of Indo-European stock and, in the case of the Atlantic varieties, due to their sharing a common West African substratum. Furthermore, scholars like Robert Hall specify that the similar social and physical conditions under which pidgins arose were responsible for the development of similar linguistic structures.

The theory maintains that when the Portuguese first sailed down the west coast of Africa in the 15th century they would have used their form of lingua franca (saber). Afterwards, in the 16th and 17th centuries when the Portuguese influence in Africa declined, the vocabulary of the then established pidgins would have been replaced by that of the new colonial language which was dominant in the area, say English or French. As the Portuguese were among the first traders in India and South East Asia a similar situation can be assumed to have obtained: the vocabulary of the original Portuguese pidgin was replaced by that of a later European language.

Note that with this theory the grammatical structure of pidgins would not have been affected by the switch in vocabulary (this is what is meant by the term relexification). Thus the obvious similarity in the structure of all pidgins would go back to the grammar of the proto-pidgin coming from the Mediterranean area. What this theory does not explain is why the structure (analytic) should be of the type it is. Furthermore, there are a number of marginal pidgins (Russenorsk, Eskimo Trade Jargon) which cannot conceivably be connected with the Portuguese and which are nonetheless analytic in the structure just as the pidgins based on the main European colonial languages are.

Universalist theory: This is the most recent view on the origin of pidgins and has elements in common with the other theories. However, the distinguishing mark of this theory is that it sees the similarities as due to universal tendencies among humans to create languages of a similar type, i.e. an analytic language with a simple phonology, an SVO syntax with little or no subordination or other sentence complexities, and with a lexicon which makes maximum use of polysemy (and devices such as reduplication) operating from a limited core vocabulary. To put it in technical terms, a creole will be expected to have unmarked values for linguistic parameters, e.g. with the parameter pro-drop, whereby the personal pronoun is not obligatory with verb forms (cf. Italian *capisco* 'I understand'), the unmarked setting is for no pro-drop to be allowed and indeed this is the situation in all pidgins and creoles, a positive value being something which may appear later with the rise of a rich morphology.

Developmental Stages of Pidgins/Creoles

Social situation Linguistic Correlates

- Marginal contact restricted pidgin
- Nativisation extended pidgin
- Mother tongue development Creole
- Movement towards standard language (not necessarily input language) Decreolization

Pidgins are generally characterized as restricted and extended. In the life-cycle of pidgins one can note that they start off as restricted language varieties used in marginal contact situations for minimal trading purposes. From this original modest outset a pidgin may, assuming that there are social reasons for it to do so, develop into an extended type. The latter is characterized by the extension of the social functions of a pidgin. One very frequent scenario in the later development of a pidgin is where it is used as a means of communication not just among black and white speakers, but among native speakers themselves who however have very different native languages. This is the major reason for the survival of Pidgin English in West Africa. The function of Pidgin English is thus as a lingua franca, i.e. a common means of communication between speakers who do not understand their respective native languages.

The process of pidginisation is very common in any situation in which a lingua franca is called for. Normally any such variety dies out very quickly once the situation which gave rise to it no longer obtains. If the situation does continue to exist then the pidgin is likely to survive. The steps from restricted to extended pidgin and further to Creole are only taken by very few languages, particularly the major restructuring typical of pidgins is not normally carried out by any but a very small number of input varieties.

Reasons for creole development Creoles may arise in one of two basic situations. One is where speakers of pidgins are put in a situation in which they cannot use their respective mother tongues. This has arisen in the course of the slave trade (in the Caribbean and the southern United States) where speakers were deliberately kept in separate groups to avoid their plotting rebellion. They were then forced to maintain the pidgin, which they had developed up to then and pass it on to future generations as their mother tongue thus forming the transition from a pidgin to a creole. A second situation is where a pidgin is regarded by a social group as a higher language variety and deliberately cultivated; this is the kind of situation which obtained in Cameroon and which does still to some extent on Papua New Guinea. The outcome of this kind of situation is that the children of such speakers which use pidgin for prestige reasons may end up using the pidgin as a first language, thus rendering it a creole with the attendant relinquishing of the native language of their parents and the expansion of all linguistic levels for the new Creole to act as a fully-fledged language.

In Bangladesh, Mother tongue or first language is perhaps the most favorite things for any person and the question of language has resulted in many conflicts and discontentment. The prime example of such discontentment is the Language Movement of 1952 in Bangladesh but we cannot live in isolation.

During the Pakistan period as a legacy of British rule English was a second language in Bangladesh. The educated people had to use English for official, professional, educational and other purposes. After the war of liberation in 1971, in independent Bangladesh the official status of English as a Second language changed to that of a foreign language. In 1990, the government of Bangladesh took a decision to introduce English as a compulsory subject from class 1. It was implemented in 1992 with the new syllabus and new books (especially for classes 1-10). After 1993, English education has been reintroduced in the B. A., B. S. S., B. Com., and B. Sc. Courses as a compulsory subject of 100 marks. On the basis of the world context, the government of Bangladesh in 1992 passed an act for the reintroduction of English at the tertiary level. It did this to enhance the employment potential of graduates and to check the decline of academic standard. The act came into being and effect two years later with a syllabus based on grammar. In 1995, a study conducted by the British Council on behalf of the University Grants Commission. (UGC) identified two major problems in the development of English language teaching, both of which were concerned with teachers. Recently, the English Language Teaching

Improvement Project (ELTIP) was launched by the Government of Bangladesh in collaboration with the Department for International Development (DFID). This is a network of resource centers whose purpose is to provide in service training to ELT teachers as well as to prepare materials appropriate for the learners. The present research is different from the other.

Background of Introducing Communicative English in Secondary and Higher Secondary Level in Bangladesh

The status of English in Bangladesh has recently been changed from ESL (English as Second Language) to EFL (English as Foreign Language). As a global medium of communication the importance of English has increased a lot in the present social, political and commercial contexts. With the advancement of information technology in various spheres of society, English has become the only lingua franca for the world citizen. In our country English has long been taught as a core subject from class 1 -12. However, English was taught at the primary and secondary level following the Grammar Translation Method. In this Method less emphasis was given on developing learners' Speaking and listening skills. As a result until recently our students could not apply English in their practical life successfully. At this stage government felt the need to consider the following factors in teaching and learning of English.

They are

- Ø Emphasis should be on communication and fluency, to do this participatory and interactive classroom is essential.
- Ø Defective traditional examination system which encouraged memorization should be replaced.

Training of secondary and higher secondary level English teachers at NAEM.

National Academy for Educational Management (NAEM) plays a key role in the training programme for English teachers at the secondary level institution in collaboration with the Ministry of Education.

NAEM has undertaken, under its revenue and development budgets, training programme for the improvement of skills of English teachers at secondary and higher secondary levels. The contents of the training courses designed for the secondary have been revised. The contents of the training course for higher secondary levels are also updated with special focus on the practice of 5 language skills. (ii) NAEM also organizes Communicative English Course (OEC) for English language teachers at the secondary level under different projects like Secondary Education Sector Improvement Project (SESIP). Under SESIP, 560 English teachers have been trained up so far. The first phase of the training programme under SESIP ended in 2004. Under SESIP project NAEM published a manual on Communicative English Course for Secondary school English teachers. NAEM is also contemplating to publish a manual on the same for the higher secondary English teachers.

The aims and objectives of English in Junior Secondary classes in Bangladesh, as set out by the Ministry of Education are:

The study of English in classes VI- VIII should help to extend student's control of the basic language skills, i.e. listening, speaking, reading and writing, the elements of which have already been taught at the primary stage. It should aim at equipping the students to use these skills in real life situations outside the classroom so that even the dropouts this stage who would enter into various vocations, can derive benefit from the study of English. Science some of the students would go up for further study which would involve extensive and intensive reading of books

in English and the writing of it, the skills of reading and writing English should progressively be given greater attention.

Objectives

(Class VI)

- Listening: to revise sounds, stress and intonation and to enable students to follow increasingly complex common instructions.
- Speaking: to enable the students to repeat the teacher's sentences, to ask and answer simple questions, to take part in more complex, but controlled conversations, to enable students to tell a simple story, to describe common objects, people and situations, to give instructions, etc.
- Reading: to enable to read stories silently for comprehension (at first simply finding information and then answering questions), to read or dictate to their classmates and to distinguish between silent reading and reading aloud.
- Writing: to revise cursive writing (the students will only write what they have already learnt to speak and read), and write increasingly more difficult guided compositions of various kinds.
- Interest: to help the students enjoy learning through natural and interesting situations and activities.

(Class VII)

As in class VI. 'Reading' will also include understanding simplified dictionary entries. In addition, students should be taught to translate simple English passages into Bengali and vice versa. The main purpose of this will be reinforcement of the vocabulary and structures of the syllabus. (The translation should not be too literal. The rendering produced should convey as much of the original meaning as possible in natural language.)

(Class VIII)

- Listening & Speaking: An in classes VI and VII.
- Reading: As in classes VI and VII; also to increase silent reading speed, to enable students to understand works in context and to get central ideas from paragraphs, to enable students to understand simple dictionary entries and to use Tables of contents and indexes.

(Class IX-X)

As in class VI-VIII in secondary and higher secondary level all basic skills i.e. Listening, speaking. Reading and Writing are emphasized. Here writing and speaking are more emphasized. In class IX, X, XI, XII to some extent grammar is also emphasized, especially in second paper and that wise comprehension, writing skills; grammatical terms are also added to meet up the demand of English.

At secondary level English Test consists of two papers-Paper-1 and the Paper-2. Each paper is of three hours duration and carries 100 marks.

English	Marks	Marks and Test Items distribution			
English First Paper	100	Skills/Areas	Marks	Test Items	Item Marks
		Reading	50	• MCQ	07
				• Answering questions (open ended and closed)	10
				• Matching	05
				• Gap filling without clues	05
				• Information Transfer	05
		Writing	50	• Rearranging	08
				• Summarizing	10
				• Writing paragraph answering questions	10
				• Completing a story	10
				• Writing informal letters	10
English Second Paper	100	*Grammar	60	• Describing graphs/charts	10
				• Dialogue writing	10
				• Gap filling activities with clues (preposition, articles, parts of speech)	05
				• Gap filling activities without clues (preposition, articles, parts of speech)	05
				• Substitution table	05
				• Right forms of verbs	05
				• Narrative style (direct to indirect and/or vice versa)	05
				• Changing sentences (change of voice, sentence patterns, degrees)	10
				• Completing sentences (using conditionals, infinitive, gerund, participle)	05
				• Use of suffix and prefix	05
• Tag questions	05				
• Sentence connectors	05				
• Punctuation	05				
*Instructions: Test items must have contexts. Sentences which are isolated and out of context cannot be given as questions. Question setters will prepare the test items. No questions will be set from the textbook or/and any help books.					
		*Composition	40	Test Items	Item Marks
				• Writing CV with cover letter	08
				• Formal letters/emails (complaint letter, notice, purchase order, responses to an order/request etc)	10
				• Paragraph writing by listing/narrating/comparison and contrast/cause and effect	10
				• Writing composition on personal experience and familiar topics, recent events/incidents, future plans	12

Figure 1: (Source: National Curriculum and Text Book Board, Bangladesh)

This paper consists of both subjective and objective test items. Objective items include tasks like true/false, multiple choice and gap filling with clues. In addition, students have to perform tasks, making sentences from a suitable table, joining sentences, matching words and phrases etc. Students have to answer short questions on the basis of the text. The subjective question includes composition (Report Writing, application, dialogue writing) paragraph and summary writing.

In XI & XII the two papers of English include the following terms:

First Paper

- Comprehension – 40 marks
- Grammar in filling the gaps with and without clues and other items 10+10 = 20
- Making sentences from substitution table – 12
- Rearrange of sentences – 14
- Answering question paragraph – 14

Second Paper

- Comprehension – 40
- Grammar in filling the gap – 10+10 = 20
- Answering question paragraph – 10
- Letter writing – 10
- Situational paragraph writing – 10
- Free hand writing composition – 10

(Source: National Curriculum and Text Book Board, Bangladesh)

In this question items both writing and grammar practice are exercised. The students can be able to concise/ summaries exercise outcome and individual talent is to be practiced to avoid memorizing answers.

English is taught all over the country in CLT Method.

English Speaking environment in the classroom is maintained.

Situational/Contextualized grammar teaching is ensured. Successful training network for English is spread throughout the country.

Effective Manpower and human resources will be produced.

Hasan (2005) conducts a linguistic study on the “English Language Curriculum at the Secondary Level in

Bangladesh- a Communicative Approach to Curriculum Development” which reveals that students are aware of the importance of learning English language. He finds that 59% students have a disinterest in speaking English, because they like their mother tongue and there is an animosity towards English, as it is heard, as they perceive, to learn. He also discovers that the syllabus and the curriculum of education are examination oriented which prevent them from acquiring the language competence. He discovers 82% rural and urban madrasa students complain that English is not sufficiently used in the class. On an average 68% teachers admit that they do not arrange the practice of the four skills of English language in the class. Since the study, use of English in the class, practice of language skill, needs of English, textbook materials etc. At University level, the scenario is different. In most Universities, there is a department named as the Department of English from where Graduate and Post Graduate degree are offered. In other specialized universities, English language is taught as a compulsory subject. Here the course curriculum is designed to improve the skills of reading, writing, speaking and listening skill. Suppose the course curriculum of English Language is shown which is taught at the Sylhet Agricultural University in Bangladesh. This course has been designed to improve four skills of the learners at the Sylhet Agricultural University.

Sylhet Agricultural University

Department of Basic Science and Language

Course Profile

Course Title: English Language (Theory)

B.Sc Ag (Hons) Level-1 Semester-1

Course No-LAN-111(T)

Credit: 2 Contact Hours: 2

Total: 100

Rationale: It needs to improve communicative (reading and writing) skills to compete the all sectors of modern world. This course is introduced to teach the students about different grammatical items and composition so that they can utilize the techniques in a proper way.

Objectives: Students will demonstrate command of oral, written and visual literacy skills that enable to exchange messages appropriate to the subject, occasion, and audience.

ii) Students will be able to solve grammatical terms appropriately in their writing as well as writing any composition. demonstrate creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

iii) Students will effectively develop, interpret and criticize ideas through written, oral and visual communication.

Table 2

Learning Outcomes	Course Content	Teaching-Learning Strategy	Assessment Strategy
Write Correct Sentences and apply appropriate sign in sentence	Structure of sentences and Punctuation	Lecture, Exercise	Exercise, Short answer
Change from one sentence to another sentence	Transformation of Sentences	Lecture, Exercise	Exercise
Make standard sentence	Using different types of phrases	Lecture, Exercise	Exercise
Write standard simple sentence out of several sentences.	Combining Sentences	Lecture, Small Group Practice, Exercise	Group Exercise, Short Answer
Use appropriate word and correct grammatical mistake.	Correction	Lecture, Reading	Exercise, Short Answer
Apply different prepositions	Completing Sentence	Lecture, Exercise	Exercise
Write and differentiate different types of letter and application	Rules of Letter and Application	Lecture, Small Group work	Exercise
Write on any given topic	Précis, Abstract or Summary, Paragraphs, Short Essays and Report	Lecture, Exercise	Exercise, Assignment
Transform from Bengali to English Answer of questions	Translation and Comprehension	Lecture, Small Group Discussion, Exercise	Exercise, Short Answer
Ask question correctly by using the technique of grammatical terms from a sentence	Textual study and comprehension	Lecture, Small Group Discussion, Exercise	Exercise, Observation

Sylhet Agricultural University

Department of Basic Science and Language

Course Title: English Language (Practical) Course No-LAN-422(P) Course Credit:1

Contact Hour-2 Hours per Week

Rationale: It needs to improve communication (reading, listening and writing) skills to compete the all sectors of modern world. This course is introduced to teach the students about phonetics and phonology so that they can apply the symbols at the time of speaking and use the techniques reading and speaking in a proper way.

Objectives:i) Students will demonstrate command of oral, written and visual literacy skills that enable to exchange messages appropriate to the subject, occasion, and audience.

ii) Students will be able to demonstrate creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

iii) Students will effectively develop, interpret and criticize ideas through written, oral and visual communication.

Table 3

Learning Outcomes	Course Content	Teaching – Learning Strategy	Assessment Strategy
Differentiate between phonetics and phonology	Phonetics & Phonology	Lecture, Exercise	Exercise, Short Answer
Apply different symbols in pronunciation	IPA Symbols, Intonation and Stress	Lecture, Small Group Discussion	Observation
Talk on any topic	Short Conversation, Long Conversation	Lecture, Debate	Observation and viva Voce
Develop listening skills	Short Conversation through longer conversation to mini talks, gaining experience in listening. Extensive practice consisting of watching English dramas on television, listening to a local radio program.	Videotapes	Practical examination, Observation
Write scientific report and composition by applying appropriate technique	Composition and Report Writing.	Lecture, Group Assignment, Exercise	Paper/Reports/ Assignment

Today, the world has become a global village and every country is dependent on others for trade and commerce, education, politics etc. As a result, we have to constantly communicate with other countries and speakers of other languages. Third world countries like Bangladesh have to depend on foreign aid because they are not self-sufficient. As a result, many foreigners come to Bangladesh. English as a second language which is often used in education, law court, economic activities and government works.

English language is dominantly present in every side of our national life while on the other hand in our constitution it is clearly declared that the language of the country is Bangla. In fact, nothing is said about the status of English language in our constitution.

A foreign language is any language other than the first, or native, language learned; it is typically used because of geographical or social reasons. The term is to be distinguished from foreign language; linguist Eric Lenneberg uses second language in his critical period hypothesis to mean a language consciously learned or used by its speaker after puberty. In most cases, people never achieve the same level of fluency and comprehension in their second languages as in their first language.

CONCLUSION

It may be concluded here by saying that the English language is widely used in Bangladesh. Most of the educated person is efficient in writing, speaking and listening in English. English language is dominantly present in every side of our national life while on the other hand in our constitution it is clearly declared that the language of the country is Bangla. In fact, nothing is said about the status of English language in our constitution. On one hand, economic activities in the private companies are carried out in English while there is a government law that government offices must use Bangla in their official works. So from the government point of view Bangla is the national- official language of Bangladesh and English is the most important foreign language. But in reality English is used as the foreign language of the country and in many places English is more important than Bangla in Bangladesh. In academic institution from primary level to University level course curriculum has been designed so that the learners can use English language freely. English would be used as a creolized language in Bangladesh

REFERENCES

1. NAEM, *Communicative English Teaching Manual*.
2. *Teaching Communicative English-Bed guide*.
3. *Bangladesh cadet college journals RRC 2003*.
4. Prof. RuhiZakiaDewan, Director, NAEM, *A Handout on writing term paper*.
5. Donn Butcher, *English teaching Extracts*.
6. Prof. ZainulAbedin Chowdhury. *An article about communicative English in NAEM Paper*.
7. *The Impact of English Language on the Lifestyle and Behavior of Tertiary Level Students in*
8. *Bangladesh: Case Study JahangirnagarUniversityMd. Didar Hossain*
9. Hasan, Kamrul, M. (2005). "A Linguistic Study of English Language Curriculum at the Secondary
a. *Level in Bangladesh- a Communicative Approach to Curriculum Development*". Vol. 4.8: 1-240.
10. Hall. Robert A-1966-*Pidgin and Creole Language, Ithaca, Cornel University*
11. <http://english.stackexchange.com/questions/142968/is-english-actually-a-pidgin-or-creole>
12. <http://edutechdebate.org/ict-tools-for-south-asia/english-in-action-across-bangladesh/>
13. recntiessays.com/free-essays/Present-Condition-Ofhttp://www.edu-
14. cyberpg.com/Linguistics/explainpidgin.htmlf-English-Language-In-457993.html

15. [https://en.wikipedia.org/wiki/Creole language](https://en.wikipedia.org/wiki/Creole_language)
16. [.http://english.stackexchange.com/questions/142968/is-english-actually-a-pidgin-or-creole](http://english.stackexchange.com/questions/142968/is-english-actually-a-pidgin-or-creole)
17. <http://edutechdebate.org/ict-tools-for-south-asia/english-in-action-across-banglad>

