

CODE-SWITCHING AMONG THE TERTIARY LEVEL STUDENTS: A COMPARATIVE STUDY AT A PUBLIC AND A PRIVATE UNIVERSITY IN BANGLADESH

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ABSTRACT

The needs and practices of English language have embraced various statuses in the Indian subcontinent particularly in Bangladesh from the British reign till date. Whatever may be the status of English in Bangladesh, English language skills have been a crying need for professionals, businessmen, more importantly for students. The students in both public and private universities use English and very often switch codes between Bangla and English in various settings and frequencies. The paper aims at exploring the reasons why the students at the tertiary level in Bangladesh switch codes between Bangla and English. It also highlights the rate and ratio of this practice between the students of a public university and a private university. To carry out the study, the researches collected data through Focus Group Discussion, observation and questionnaire from two top most universities in Bangladesh and found very informative results. The results reveal that the students at both the universities use English words and phrases in their Bangla sentences for not only showy purposes but also their own interest and development. The results also unveil that the students at the private university use more code-switching than those of the public university. Some recommendations have been offered at the end to draw the attention of the sociolinguists, educationists, language planners and policymakers.

Key Words: code-switching, tertiary level students, public and private universities, comparison, causes, effects

1. INTRODUCTION

Switching codes between Bangla and English is remarkably noticed among the students of universities whether public or private in Bangladesh. The use of English came across different statuses in Bangladesh even though it is now widely used almost every sector particularly in academia. Though Bangladesh, which has a historic background of language movement and independence, is mainly a monolingual country where about 95% of the total population speaks Bangla (BANBEIS, 2003), people here also use Quranic Arabic and English in and for different situations and purposes with different frequencies and competencies. Historically, the

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use of English language was in a state of rise and fall in Bangladesh since her independence in 1971 (Begum & Islam 2018). English actually suffered a serious set back after the emergence of Bangladesh as an independent nation. One of the reasons was a strong nationalistic sentiment for the mother tongue, Bengali. The constitution, written in Bengali, declared that the state language would be Bengali (Part-1, Article-3). There was no mention regarding the status of English. Later, as recently as in 1987, The Bangla Procholon Ain (Bengali Language Introduction Act, 1987) was passed to enforce the use of language in the state sector to prevent the use of historically used English language. It (Act No.2 of 1987, Article-3) is enacted as follows:-

1. Short title.- (1) This Act may be called the "Bengali Language Introduction Act, 1987."
(2) It shall come into force immediately.
2. Definition.- Unless there is anything repugnant in the subject or context, in this Act "article" means the article of the Constitution.
3. Commencement and effects.- (1) After the commencement of this Act, except in the case of foreign relations, in all other cases records and correspondences, laws, proceedings in court and other legal actions shall necessarily be written in Bengali, by Government offices, courts, half-official and autonomous institutions everywhere in Bangladesh.
(2) If any person puts forward an appeal or petition at any of the institutions mentioned in sub-section 3 (1), in any other language than Bengali, it will be considered illegal.
(3) If any manager or civil servant ignores this Act, he shall be considered to have behaved in an unbefitting way under the Civil Servant Order and Appeal Rules, and steps may be taken against him according to the Civil Servant Order and Appeal Rules.
4. Power to make rules. - The Government may make rules for the purpose of this Act by notification in the official Gazette.

As a result of the enforcement of this law, Bangla began to be used in almost all fields of national life. Even English and Urdu names began to change into Bangla. Banu and Sussex (2001) stated:

In the enthusiasm of liberation, English signboards also suffered similar treatment. Legislation established Bengali as the language to be used for state purposes. For about five years after independence, Bengali nationalism expressed itself in a wave of creative renaming of shops and industries in Bengali. Victoria Park became Bahadur Shah Park; English Preparatory School or Sunrise School became Udayan Biddyalaya, the city itself changed from an anglicized Dacca to Dhaka. (p. 52)

Thus, English lost its previous status as a second language and came to be treated as a foreign language. The consequences began to be felt in all sectors, especially in the field of higher education. Paradoxically, more than 90% of textbooks at higher levels of study continued to be in English. More and more students were coming to the universities for higher studies with an inadequate command of English. Most of the educationists and political leaders began to feel that English should be given due importance. This new realization has given a new status of English in Bangladesh. Students in Bangladesh especially students at university level want to improve their proficiency in English, practise English, switch codes between English and Bangla, and are even ready to pay high costs for this. Code-switching between Bangla and English, thus, becomes a noticeable phenomenon among university students whether public or private.

2. RATIONALE OF THE STUDY

Code-switching is now noticed in a greater range in both public and private universities than ever before. As both the researchers are teachers in a private university and one of them pursues higher studies in a public university, they have attachment to public and private universities. What the researchers noticed in the verbal repertoire of the students of both public and private universities is the switching of codes between Bangla and English in a remarkable rate. They did not observe the same practice in the same range while they were students. The students in both public and private universities practise switching codes between Bangla and English frequently but this practice is mostly observed in the campuses and in public places where they are with their fellow friends. When they are out of campus and pass time with their family, very few of them practise and use English. These practices and attitude have raised the question whether they are really motivated to develop their English language skills for the sake of their professional development or they just want to establish their status and to show their smartness. The researchers conducted the study in two renowned universities of Bangladesh--- one is public and the other is private. The universities are Dallas University (public) and Nottingham University (private); the real names of the universities have been disguised here for the sake of privacy.

Based on the aforementioned background and justification, the researchers feel interested to address the reasons the university students switch code between Bangla and English. The paper will also address and investigate the rate, ratio and frequencies of code-switching among the students of both the universities. The study, thus, approaches to address the following questions:

a) Why do students at public and private universities switch codes between Bangla and English?

b) Who (public or private university students) switch codes in a greater scale?

3. REVIEW OF LITERATURE

Code-switching is a linguistic term that denotes the concurrent use of more than one language or language variety in conversation. According to Wardhaugh (2010), people are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as code-switching. Wardhaugh (2010) said,

Code-switching (also called code-mixing) can occur in conversation between speakers' turns or within a single speaker's turn. Code-switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language for their common pursuits. (p.98)

ELLO (2018) defines Code-switching as "a linguistic phenomenon which occurs in multilingual speech communities. The term describes the process in which a communicatively competent multilingual speaker alternates or switches usually between two languages or language varieties or codes during the same conversation." (para1).

Code-switching, according to Skbia (1997) is "the alternation between two codes (language and/or dialects), between people who share those particular codes". Myers-Scotton (2006) and Grosjen (1996) asserted that the term code switching refers to all types of language switches and the term code mixing only refers to intra-sentential and intra-clausal switches. Furthermore, Myers-Scotton (2006) typifies code switching as inter sentential and intra sentential. She expounds inter sentential switching to be complete sentences in the clause boundaries. In case of intra sentential switching, she rather prefers the term intra clausal switching as it occurs within one clause instead of switching between two clauses. Hudson (1996, p. 53) has defined code-mixing as a case "where a fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation." He also says, "To get the right effect, the speakers balance the two languages against each other as a kind of linguistic cocktail."

Several studies have been conducted on Code switching. Leyew (1998) worked on code-switching between Amharic-English in Addis Ababa University, Ethiopia which is a multilingual country and where code-switching is a widespread phenomenon among speakers of different indigenous languages. His study showed the different reasons of code-switching between Amharic-English in a multilingual

country. Following are the reasons received against some questionnaire: (1) Amharic-English code-switching is becoming part of the habitual language use of some bilinguals even to the extent of becoming involuntary, (2) some bilinguals use Amharic-English code-switching for secret talking, (3) Amharic-English code-switching seems to be used in a pedagogical way, to improve the English command of some bilinguals, (4) some bilinguals feel constrained on occasion to switch from Amharic to English when they cannot find Amharic equivalents for words like computer, electricity, film, micro-wave etc, (5) there seems to be a tendency to consider people educated and modern for the very reason that they use English words in their Amharic. (7) some bilinguals feel that they have a better chance of expressing what they want to communicate more precisely and economically in English than in Amharic.

Rahman & Mohiuddin (2018) studied code-switching trend among the students Science, Arts and Business Faculties of the University of Dhaka. Their paper shows the status of English, with its practices and uses, to be still ambiguous in the context of Bangladesh. The paper explores the reasons behind switching codes between Bangla and English by students in the University of Dhaka. They carried out the study among the students of three different faculties of Dhaka University (DU). It highlights the rate, ratio, and trend of this practice among the students of three different faculties --- Business , Arts and Science in DU. The result reveals that students in all the three faculties use English words and phrases in their Bangla sentences not only for the purposes of showiness but also for their own interest and professional development. The study also finds that students of Business Faculty in DU switch codes more than those of the two other faculties.

Another study on a young boy's code-switching during his journey back to his native language was conducted by Dahl et. al. (2010). Through a sociocultural lens focusing particularly on the use of code-switching and mixing during the language reactivation process, the study analyzed how this young boy spoke, how that gradually changed over time and how he used the social and linguistic resources around him to facilitate that. Furthermore, the boy showed resourcefulness in how he used the linguistic resources around him – interacting primarily with interlocutors who had some competence in both his active and latent native languages early on until he developed sufficient proficiency to interact in the reactivated target language with his monolingual peers thereafter.

Alam (2006) in her study dealt with code-mixing in Bangladesh among the non-government white-collar service holders and professionals. Her work reflects the increasing interest of Bangladeshi people in English language but this phenomenon is not alarming for Bangla language. The study reveals that there are mixed

reactions among the people in mixing and switching between Bangla and English in conversation. There is one group that considers code-mixing as snobbery. They feel offended and sometimes even humiliated or insulted at the mixing of two languages whereas some people feel very comfortable to mix two languages in conversation. The study finds that both intra-sentential and inter-sentential code mixing take place in their conversation for the following reasons: spontaneity, to draw the attention of others, for posturing, to impress others for professional purpose, to impress the opposite sex, to alienate a particular group or to take advantage of the knowledge of a separate language, for lack of translation equivalent, and as euphemism. She conveyed a 'complicated attitude of the people towards code mixing'.

Begum and Haque (2013) investigated English-Arabic code mixing as a socio-professional phenomenon among the expatriates of Bangladeshi and Indian origin who work as teacher of English as a Second Language (ESL) at the tertiary level of education in the Kingdom of Saudi Arabia (KSA). The study found that code mixing serves as a highly functional linguistic tool in the socio-professional life of the expatriate Bangladeshi and Indian ESL teachers in the KSA. It also identified code mixing as a common speech pattern in the communicative dynamics of these teachers' campus discourse through an analysis of domain exposure to code mixing.

Banu and Sussex (2001) conducted a study on code-switching in Bangladesh. According to them, the use of English in business and shop names in Bangladesh, which goes back to the era of British imperial rule, has survived the strongly nationalist movements of the 60s and 70s, and is now showing a resurgence under the more global and internationalizing forces of the 90s. But while one would expect this development in large national and international corporations, it is less probable in small local businesses like fast-food stores in less prosperous suburbs, where knowledge of English would be less common in both the owners and the customers. While writing English expressions in Bengali script is a partial concession to the norms of the national policy on language, it still makes significant demands on knowledge of English in the market place. But writing it in Bengali at least makes it readable if not comprehensible to someone who lacks adequate knowledge of English. While words like plaza and parlour will easily spread generically to businesses of varying sizes with aspirations to benefit from the image value of English names, more specialized names like Confectionery or Herbal Clinic risk being misunderstood, or not understood at all, by consumers whose knowledge of English is more restricted. They made the fact clear from the signposts below:



Figure-01: Code-switching between Bangla and English in business and shop names in Bangladesh (from Banu&Sussex, 2001)

Thus, studies on code-switching have been carried out from different contexts, perceptions and perspectives which differ from the areas and issues addressed in the present paper. Banu and Sussex (2001) show the random use of English with Bangla in Business and shop names resulting in mixed outcomes which sometimes may not convey the actual message to the customers due to lack of knowledge in English. Alam's (2006) study explores the reasons behind code switching among the non-government white-collar service holders and professionals whereas Begum & Haque (2013) investigated English-Arabic code mixing as a

socio-professional phenomenon among the expatriates of Bangladeshi and Indian English teachers in the Kingdom of Saudi Arabia (KSA). Rahman & Mohiuddin (2018) studied code-switching trend among the students Science, Arts and Business Faculties in the University of Dhaka while Leyew (1998) worked on code-switching between Amharic-English in Addis Ababa University, Ethiopia. But the present paper explores the reasons behind code-switching among students of a public and a private university in Bangladesh. The present paper will also show a comparative study in the frequency of code-switching between the two universities. Thus, the study itself is unique and exclusive in its selection, urge and application.

In the present paper, the researchers hypothesize that the students of private universities switch codes and speak bilingually more than those of the public universities. They seem to be more competent, more showy and smarter in presenting themselves and in communicating impressively. Another hypothesis the researchers hold is that the students switch codes as part of their practice to develop their English language skills.

4. METHODOLOGY

The researchers have mainly adopted qualitative approach but for the credibility of the paper and for the analysis of the data, they have adopted quantitative approaches as well. For quantitative data, the researchers designed questionnaire and for qualitative data, they adopted Focus Group Discussion (FGD) and observation. The research was conducted in natural settings of two different universities.

4.1. Participants:

The researchers conducted the study on 120 participants---- 60 from a public university and the other 60 from a private university. It has already been mentioned that the real names of the universities have been disguised and they have been named as Dallas University and Nottingham University, the two renowned universities in Dhaka, Bangladesh. The students were from different subjects and semesters. Their age limit was 18-25 years and all of them have at least 12 class education though they are from various socio-economic and socio-cultural background. In case of Dallas University, the researchers have intentionally selected the participants from the three different faculties---- 20 from Business faculty, 20 from Science faculty, and the other 20 from Arts faculty.

4.2. Data Collection

4.2.1 Questionnaire: Two types of questionnaire have been designed to collect data. The first type consisted of fourteen structured questions was designed to elicit the

students' motivation and attitude towards the use of English language. The second part was designed to elicit the reasons for using English words and phrases in Bangla sentences. The attitudinal survey was measured following a 4-point scale ranging from always to never. The reasons why the students frequently switch codes between Bangla and English were measured following another 4-point scale ranging from agreement to disagreement. The second questionnaire was deliberately designed to elicit the comparative rate and ratio of code-switching between the students of public and private universities. To serve the purpose, the researchers listed commonly used fifty words and phrases so that the participants could put ticks on the words and phrases they usually use and mix in their Bangla sentences.

4.2.2 FGD: The researchers conducted FGD on twelve groups and each group consisted of nine to twelve members. In both the universities, they met six groups and noted down the important issues very tactfully and carefully without making them embarrassed. They used pens and pieces of paper for noting down the important answers.

4.2.3 Observation: As the researchers had an attachment to both the universities--- Dallas and Nottingham, they availed themselves of the opportunity to observe how the students talked to each other using their verbal repertoire. The researchers were very careful to listen to how the students borrowed and mixed English words and phrases in Bangla sentences when they were in the campuses. Intentionally, they spent a whole day in the three different faculties of Dallas University to observe how the students of the same institution vary in their use of language.

5. FINDINGS AND RESULTS

The data have been analyzed on the basis of questionnaires, FGD and observation. After collecting and analyzing the data, it has been found that most of the students in Nottingham University (private one) feel free to use English phrases or words in Bangla sentences during conversation. On the other hand, less than one fourth of the students of Dallas University feel relaxed and comfortable to use English words in Bangla sentences during their conversation.

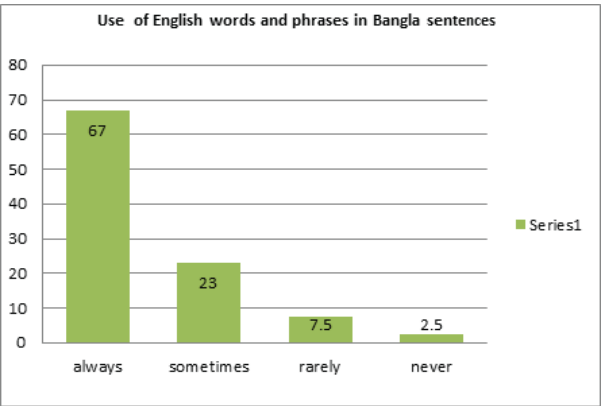


Figure-02: English words and phrases used by the students of Nottingham University

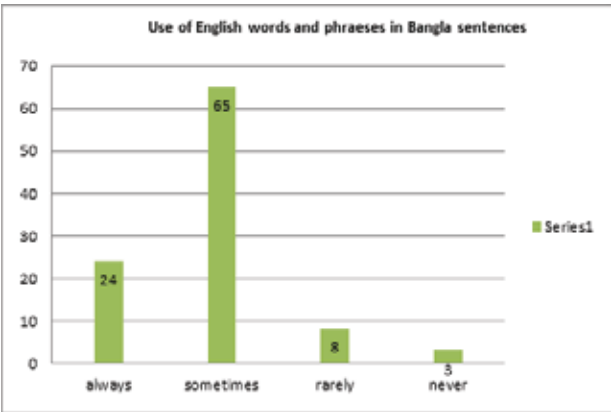


Figure-03: English words and phrases used by the students of Dallas University

In figure 02, it is seen that 67% of the students of Nottingham University always switch codes between Bangla and English in their conversation and only 23% of them do the same sometimes. The figure 03, on the contrary, shows that 24% of the students of Dallas University always feel free to use English words and phrases in Bangla sentences and 65% of them do the same practice sometimes. Thus, the figures 2 & 3 prove that most of the students in the private university switch codes always whereas some of the students of the public university always switch codes. So, the students in the private university are very regular in switching codes between Bangla and English than those of public university.

The following figures 4 & 5 show the use of English by the students of both the public and the private universities for the non-availability of Bangla vocabulary.

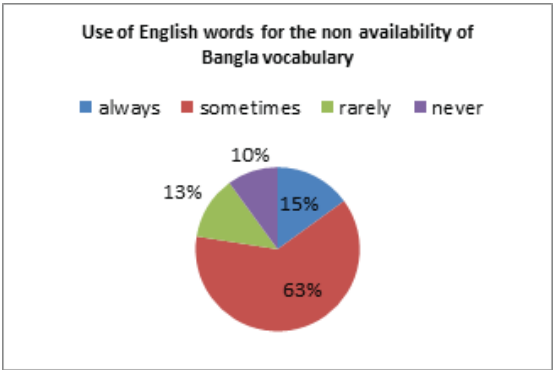


Figure-04: Use of English by the students of Nottingham University for the non-availability of Bangla vocabulary

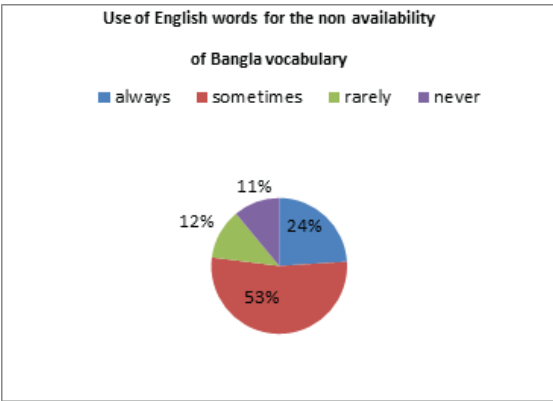


Figure-05: Use of English by the students of Dallas University for the non-availability of Bangla vocabulary

From figures 4 & 5, it is seen that 24% students of Dallas University use English phrases in Bangla due to lack of suitable Bangla vocabulary whereas 15% students of Nottingham University do the same practice. The students of Dallas University believe more in the use of English words for the non-availability of Bangla words than the students of Nottingham University. More than 50% students of both the universities believe that sometimes it is necessary to use English instead of Bangla whereas only 17% white-collar service holders in Alam (2006) believe this. It is also found in Alam (2006) that some people use English in Bangla conversation due to lack of appropriate translation equivalent in Bangla.

Now it comes the question whether the students at tertiary level switch codes for prestige or better understanding and easier communication. The following figures 6, 7, 8 & 9 show the results:

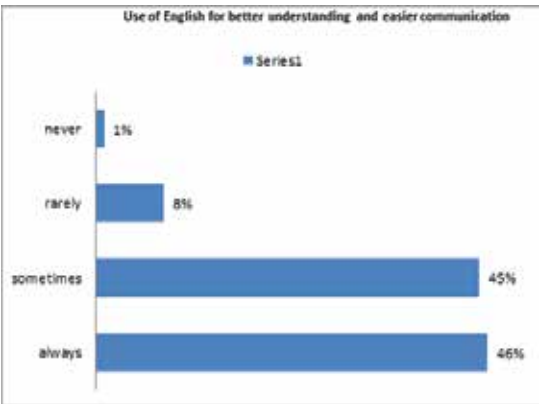


Figure-06: Use of English for better understanding and easier communication by students of DU

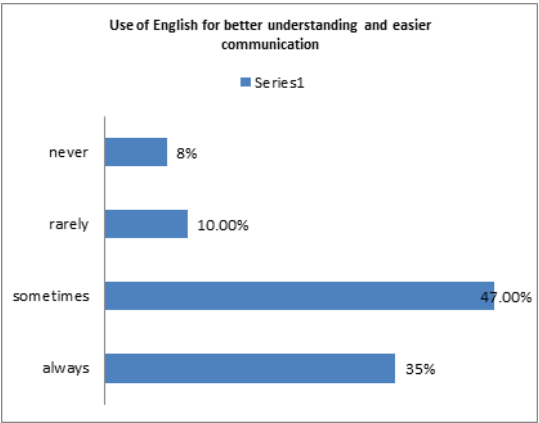


Figure-07: Use of English for better understanding and easier communication by students of NU

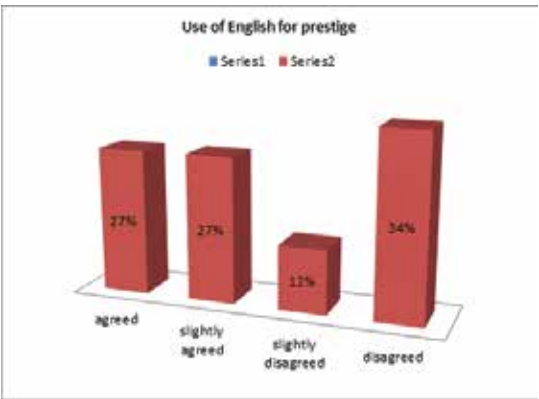


Figure-08: Use of English more for prestige than for understanding by the students of DU

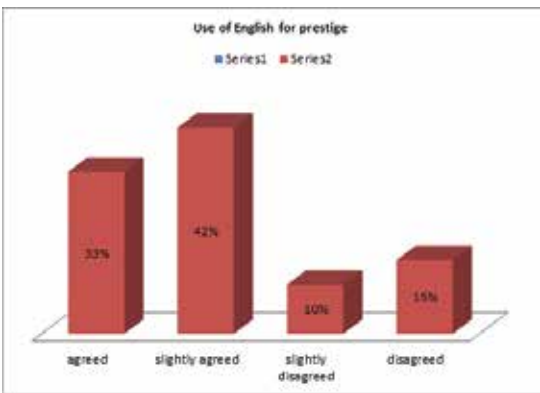


Figure-9: Use of English more for prestige than for understanding by the students of NU

From the analysis of the data, it is found that about half of the students of Dallas University (DU) use English for better understanding and easier communication whereas only one fourth of them use for prestige. The students of Nottingham University (NU), on the other hand, use English almost equally for prestige, better understanding as well as easier communication. So, the students at the private university switch codes equally for prestige and better communication while the student at the public university switch codes mainly for better understanding and easier communication. Again, a comparative result of switching codes based on the results of figures 6, 7, 8, & 9 has been exposed in the following graph.

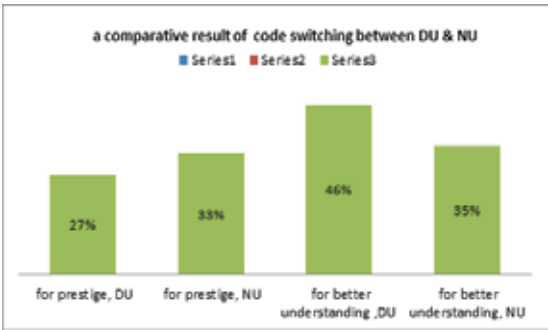


Figure-10: Reasons of switching between the students of DU&NU

In the figure 10, we can see that 46% students of DU use code-switching for better understanding and easier communication whereas 27% of them switch code for prestige. The figure-10 also shows that 35% students of NU use English words and phrases in their conversation for better and fruitful communication and 33% of them do this practice for prestige. The important thing is that the students of NU use

and mix English in their Bangla sentences almost equally for prestige and better communication while most of the students in DU do the same practice for fruitful communication.

Developing the skills of English Language is one of the purposes of its use and practice. It raises the question whether the students of both the universities use English words and phrases in their day to day life conversation both inside and outside the campuses just for prestige or better understanding or development of language skills. From the findings, it is very clear that the students of Dallas University are more motivated to practice and use English terms and phrases for the development of their language skills than those of Nottingham University. It is found that 60% of the students of DU switch codes between Bangla and English intentionally for the sake their own development. The 49% students of NU, on the contrary, switch and mix codes between Bangla and English for their skill development. The following bar graph (figure-11) reveals the result of code-switching between the students of Dallas and Nottingham Universities in terms of the intention to develop their English language skills.

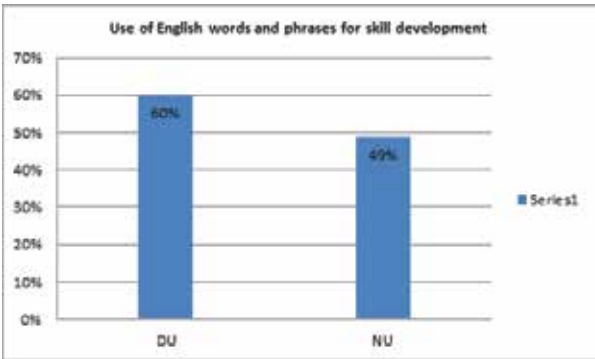


Figure-11: The ratio of skill development purpose between the students of DU and NU

The data also show that code -switching also occurs among the students of both DU and NU to impress and attract the others. But almost equal percentage of the students of both the universities switches codes to impress others. The graph below shows 31% students of NU use English phrase and words in Bangla sentences to attract others whereas the percentage is 30% in case of the students of DU.

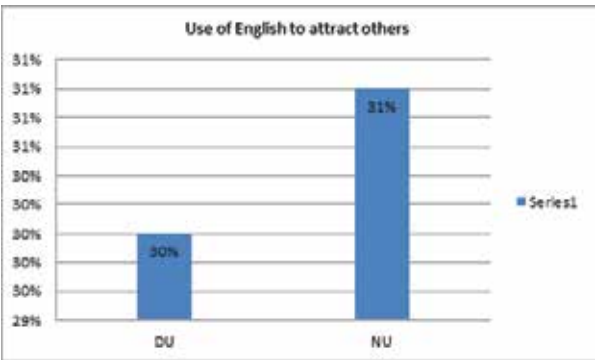


Figure-12: code-switching between Bangla and English to attract others by the students of DU & NU

One of the most important results that has been found from the second questionnaire (as has been mentioned in the Methodology) is that the students of Nottingham University switch and mix codes more than the students of Dallas University in general. The data shows that 54% code-switching occurs in NU whereas 49% code-switching occurs in DU. The graph below shows this result.

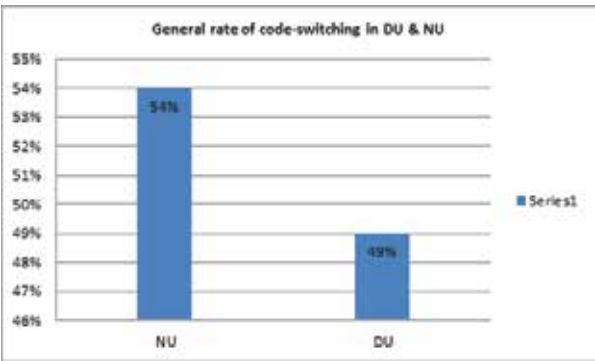


Figure-13: The general ratio of code-switching among the students of DU and NU

The study has also found out how the students of three different faculties of Dallas University vary from one another in terms of the rate and ratio of code-switching. As it has already been mentioned in the Methodology that the researchers have collected data deliberately from the three faculties (20Ss×3=60Ss) of DU. The result shows that the students of Business Faculty use English words and phrases more than those of other faculties. On the other hand, the students of Science Faculty switch codes less than those of other faculties. And the students of Arts Faculty do the same practice less than Business Faculty but more than Science Faculty. The bar graph that follows reveals that 30% code-switching occurs in

Business Faculty, 25% in Arts Faculty, whereas 16% in Science Faculty in the University of Dallas.

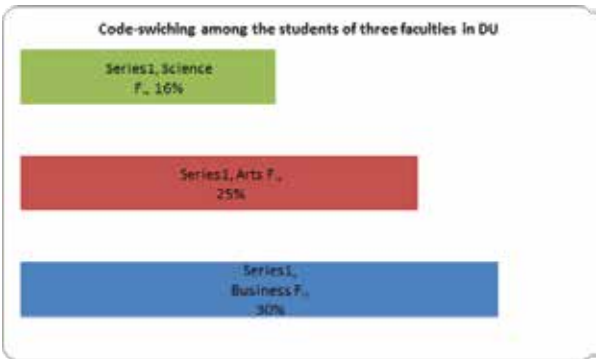


Figure-14: The comparative rate of code-switching

The data has also been found from FGD and observation. In the FGD session, many of the respondents claimed that their language shift is spontaneous. But, sometimes they mix and switch words purposefully. The students of NU and Business Faculty in DU seemed to be very confident in responding to the questions. Even they were frequently using some common English words while talking to the researchers. They were simultaneously using their verbal and non-verbal codes--- gestures and postures. In response to a question, one student of Business Faculty in DU said that he cannot escape the words (mentioning some words) even though he wants to. He further claimed that now they use English simultaneously with Bangla for their academic and professional development. Some other senior students (studying in 7th semester) from other groups in DU said that though they used to use and mix English in Bangla sentences for impressing others in the beginning, now they use it for the development English language skills. The students of Science Faculty in DU were found very busy. Still, they were very calm and modest in responding to the questions. They seemed not to be showy in using their verbal repertoire as it has been found in the students of NU and in the students of other two faculties in DU. Almost all the groups in both the universities said that they use and mix more English words and phrases in Bangla sentences in formal setting that is in campuses, classes and with friends than in informal setting that is with family members and relatives. In NU, though it is a usual practice for the students to switch codes, it is noticed more in the cafeteria, elevators, and in a situation where someone unknown passes across the students. It is observed more among the female students than the male. Code-switching is also a usual phenomenon in the University of Dallas. Here, it is observed more in a situation where three or four students talk to each other in a group than anywhere else. It is also notably observed in the Student Buses of DU plying in different routes. Both the observations reveal

that the students in DU and NU switch codes most of the times naturally and sometimes intentionally to impress others.

6. DISCUSSION AND RECOMMENDATION

Living in a predominantly monolingual country and having an in-depth nationalistic and linguistic feeling for our nation and mother tongue, we love Bangla and feel comfortable to speak in Bangla. About long two hundred years' British reign and colonial impacts have still been intertwined with the practice and prestige of the people of this sub-continent. The saying 'The English have left but English has not left us totally' (Taher, 1981:27) has been proved true. Today our learners at all levels particularly at tertiary level nurture their desire to be highly educated, to be established in a rapidly growth scientific, technological, and borderless commercial world. To get access into this world, the knowledge of English is the passport. The students in both public and private universities have been trying to have this passport along with the knowledge of their respective subjects. It is seen from the analysis of data that 63% students of the private university feel free to use English phrases and words in Bangla sentences whereas only 24% students of the public university do the same practice. The public universities in Bangladesh have been offering education on the knowledge based and skill based subjects before its birth that is since 1920s. The private universities, on the other hand, have been providing education on the market oriented subjects since 1990s. Again, many of the students in the renowned private universities are from English medium schooling along with strong socio-economic background whereas most of the students in the public universities are from Bangla medium schooling along with weak socio-economic background. These issues are some of the reasons behind using more English by the Students of the Private University. As most of the students of NU are from aristocrat family, they use English more in Bangla sentences to maintain their aristocracy and familial status than those of public university. The most comparative result of code-switching between DU and NU has been found from the data collected by second questionnaire. It clearly shows the general frequency of code-switching. The ratio of the general frequency is 54:49=NU: DU which proves the second hypothesis.

No doubt English is a prestigious language. Having the sense of prestige, the students in both public and private universities use English phrases and words in their sentences. Though the practice begins with prestige, it ends with other greater purposes. The 27% students of DU think that they use English for prestige whereas 33% students of NU think so. Thus, prestige is a minor issue for the students of tertiary level in Bangladesh. The 30% students of NU and 31% students of DU – the percentage is almost the same – think that English is sometimes used to

attract others. What is more important here is that they use and mix English with Bangla for developing their English language skills. Because, in NU 50% students and in DU 60% students believe that the practice of English is necessary for developing their language skills which are very helpful for academic and professional purposes. So, in case of the students, the reasons are not confined to prestigious issues only. Thus, the students in tertiary level switch codes for some other purposes along with the reasons mentioned by Alam (2006) for white collar service holder. Alam (2006) mentioned the following issues:

1. Spontaneity
2. To draw the attention of others
3. To show off
4. To impress others for professional purpose
5. To impress the opposite sex
6. To alienate a particular group/to take the advantage of knowing a separate language
7. Lack of translation equivalent
8. Medium of education or training in English
9. Euphemisms

Along with these, the students at tertiary level switch codes for the following:

1. To develop in the academic arena
2. To compete in the job market
3. To develop professionally in near future
4. To browse internet and correspond through e-mail
5. To obtain better score in the tests like IELTS, TOEFL, GRE to go abroad for higher studies

But only code-switching is not enough for their development in arena of English language. They need some other formal practices.

As it has been claimed by some students of Business Faculty in DU, code-switching occurs spontaneously among them. They unconsciously and subconsciously switch codes between Bangla and English. The same case happens with the students of NU. This spontaneity among the students of tertiary level can be a positive sign on their way to development. As Alam (2006) has stated,

Wardhaugh (1992:108) says, "Monolinguals are likely to be very critical of code-mixing. They may even use derogatory terms to describe the perceived results, e.g. Franglais (French and English in Quebec), Fragnol (French and Spanish in Argentina), Spanglish (Cuban Spanish and English in the USA), and Tex-Mex (English and Mexican Spanish in Texas)." The mixing of Bangla and English is pejoratively termed as Banglish but

ironically from the recorded conversation it has been found that those who condemn code-mixing cannot not resist interjecting the elements of English in their speech. (P.66)

But the setting of code-switching should be appropriate i.e. they should switch codes in their own level. Otherwise misinterpretation and miscommunication may happen as is also shown in Banu and Sussex (2001). She said 'more specialized names like Confectionery or Herbal Clinic risk being misunderstood, or not understood at all, by consumers whose knowledge of English is more restricted'

The result received from the three different faculties of DU is very important. The students in Business Faculty rank the top scoring 30% code-switching. Arts Faculty stands second scoring 25% whereas Science Faculty stands third scoring 16%. Business Faculty is the first faculty which started semester system. In this faculty, students need to attend classroom presentation, prepare and submit assignment more than other faculties. The subjects in this faculty seem to be more market oriented. Time was when students were more tended to study in Science and Arts faculties than Business Faculty. But, with the passage of time, it has been changed. Now the students are more interested to read in Business Faculty. Arts Faculty has already started to conduct the exam in all departments except Law in semester system. Now, the students here have already started to do the same practice like Business Faculty. So, they are on the way to develop their English language skills. Science Faculty emphasizes more on lab practice than on classroom presentation. Still, yearly exam is taken in most the subjects in Science Faculty.

What has been found in the present paper urges us to recommend some issues. The students of Science Faculty are talented, innovative and inventive. To develop their language practice, classroom presentation can be implemented. They can present their lab report before the whole class. Besides, the faculty can start semester system so that the students can prepare and present some papers in every semester. The public universities should also open more market oriented subjects. As it has already been mentioned, Nottingham University is the top most private university in Bangladesh. It is trying to maintain its standard and in a year, it conducts three final exams in three different semesters. But it cannot represent all other private universities. We welcome their approach and initiatives. But, they should be more careful about their standard.

7. CONCLUSION

The paper reflects the increasing needs and necessities of English Language practice in Bangladesh. But, at the same time, we should put emphasis on practising

and learning correct Bangla. To learn and acquire a foreign or second language, command on mother tongue is the prerequisite. Though the private universities started with the aim of offering quality and market-oriented education and some of them are still practising that, the up growing number of private universities may be a threat for quality education. It is good that the students of some private universities are exposing themselves well with the use of their verbal and non-verbal codes. It will be much better if the authority concerned maintains the quality. On the other hand, the students of public universities are more talented, innovative and inventive. What they need is support, cooperation and conducive environment. All the faculties in the public universities should pay heed to the trend of the modern world. It is time to introduce the international system of classroom presentation and semester exam in all the faculties of public universities in Bangladesh. An all-effort measure should be taken for the development of teaching and learning English Language in Bangladesh. The implementation of this reflection will never be alarming for Bangla language as 'Bangla language with its rich literary and cultural heritage has nothing to lose from such phenomenon' Alam (2006). The paper with all its limitations is not enough for such a crucial study. It is an urge to sociolinguists, language planners and policy makers to conduct further and wider research on the issue.

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