

Final Project Report

On

**"REGIONAL VARIATIONS IN LEARNING ENGLISH: A CASE STUDY ON THE
STUDENTS OF KHULNA AND RAJSHAHI DIVISIONS STUDYING AT ENGLISH
DISCIPLINE IN BARISHAL UNIVERSITY"**



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ABSTRACT

The objective of my research is to investigate the types of regional variations that create barriers to learn English among the students of English Discipline at Barishal University who have come from Khulna and Rajshahi Divisions. This research has been employed quantitative approach, using the survey method to collect data through questionnaires. Different types of questions have been given to the students. The results obtained from the questionnaire have been arranged in the form of table and pie chart. The result of the survey shows that 80-96% students are agreed that learners lack of proper knowledge about the challenges that are created by regional variations, making it difficult to learn English and about 86% students feel shy to speak English due to the interference of regional variations. The empirical result shows that regional variations have a great influence to learn English language. I hope that the paper can help to figure out the types of regional variations that pose barriers to learn English language.

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CHAPTER 1

INTRODUCTION

1.1 Background

English is a global language with diverse forms and accents. It varies depending on the region where it is spoken. Learning English is a valuable journey that opens doors to communication, education and opportunities around the world. But for many learners this path can be challenging due to different barriers. One significant challenge that learners face is the presence of regional variations within the English language. These variations in pronunciations, accents and even vocabulary can pose barriers to learners. Rani and Tina (2020) stated that “regional dialects create problems in the English pronunciation. Students from rural backgrounds are much fonder of their regional dialects.” (p.513). As the students of English Discipline, it is important to understand these barriers because it can help educators, learners, and policymakers to create more effective strategies for teaching and learning English. By addressing these regional variations and their effects, we can make the journey of mastering the English language smoother and more accessible for individuals from all corners of the globe. However, I have read some works related to this topic and then I have decided that I would work on regional variations in learning English. This study aims to explore the types regional variations and how these regional differences can affect language learners, both in terms of their comprehension and their ability to communicate effectively and finally suggests possible solutions.

1.2 Statement of the Problem

English language proficiency is important in today’s globalized world. However, one of the major challenges is regional variations that create a barrier to effective communication and

language acquisition. Different regions of the world have their own unique dialect, accent and vocabulary which can make it difficult for learners to understand. There are many types of regional variations in the English language that can pose a barrier to learning. Some of these are dialect, accents and cultural differences. English is spoken in different ways in different regions that can lead to differences in pronunciation. For example, the way of the letter “r” can vary widely between regions. In British English, the pronunciation of "r" can be non-existent in some accents, as in "water" pronounced as "(ˈwɔː.tər)". In American English, "r" is often pronounced clearly, like in the word "water" pronounced as "(ˈwɑː.t̬ə)". In the same way, English is influenced by the culture and history of the regions where it is spoken, and certain phrase and expressions may be unfamiliar to learners from different regions. So, as the students of English discipline, our duty is to learn standard English which may differ significantly from the regional dialects they encounter.

1.3 Research Questions

1. What are the types of regional variations that create barriers to learn English?
2. What challenges do English language learners encounter due to regional differences?
3. How do regional variations pose difficulties for English language learners?
4. What are the solutions to these problems?

1.4 Objectives

1.4.1 General Objective:

- i. To find out the impact of regional variations in learning English language, the students come from Khulna and Rajshahi Divisions studying at English Discipline in Khulna University.

1.4.2 Specific Objectives:

- i. To explore the types of regional variations that create barriers to learn English
- ii. To find out the challenges of the English language learners due to regional variations.
- iii. To give some probable solutions of the problem

1.5 Literature Review

The concept of regional variations has been defined differently by various researchers over the years. Several researches have been conducted on different areas of English language and I have selected the area of regional variations in learning English.

1.6 Theoretical Framework

For my study, I have chosen dialectology as theoretical basis.

1.7 Rationale:

I have chosen the title “Regional Variations in Learning English: A Case Study on the Students of Khulna and Rajshahi Divisions Studying at English Discipline in Khulna University”

as my project topic because English students encounter difficulties in understanding spoken English due to regional accents and pronunciation differences.

1.8 Methodology

It includes the study area, population, sampling technique, sample size, instrumentation, procedures, data collection, and analysis of the study. The method applied in this study is quantitative research.

1.8.1 Study Area

For the purpose of the study area, English Discipline of Khulna University has been selected.

1.8.2 Population

The students from Khulna and Rajshahi Divisions are studying in English Discipline of Khulna University are the population of this project.

1.8.3 Sampling Technique

I have used random sampling in this study.

1.8.5 Instrumentation

I have made a questionnaire to collect primary data. The questionnaire includes 10 close-ended (multiple-choice) questions. The multiple-choice questions include four options. Microsoft Word and Excel are used for data analysis.

1.8.7.2 Sources of Data

Primary data have been collected from survey result. Secondary data has been collected from different books, articles, research papers, journals etc.

1.8.8 Data Analysis

Closed-ended questions are analyzed quantitatively.

1.8.9 Data Presentation

The data are presented in the tables and pie chart with percentage.

1.8.10 Timeline

The total period of time has been utilized in this way:

CHAPTER 2

DISCUSSION AND FINDINGS

2.1. Data Analysis

The collected data have been analyzed according to the objective of the study. To satisfy my research objectives and research question, the collected data has been explained and analyzed by different techniques. I have used the data using software like Microsoft Word and Excel. The percentage has been demonstrated through table and pie chart. There are ten close-ended questions for learners in this questionnaire.

2.2.1 DATA ANALYSIS OF THE STUDENTS' RESPONSES

QUESTION: 1. The differences in speech patterns and vocabulary that arise due to geographical location is called regional variation

Responses	Responses in Numbers	Responses in Percentage	Total Responses
Strongly Agree	16	26.67%	60
Agree	44	73.33%	
Disagree	0	0%	
Strongly Disagree	0	0%	

Table 2.1 The differences in speech patterns and vocabulary that arise due to geographical location is called regional variation

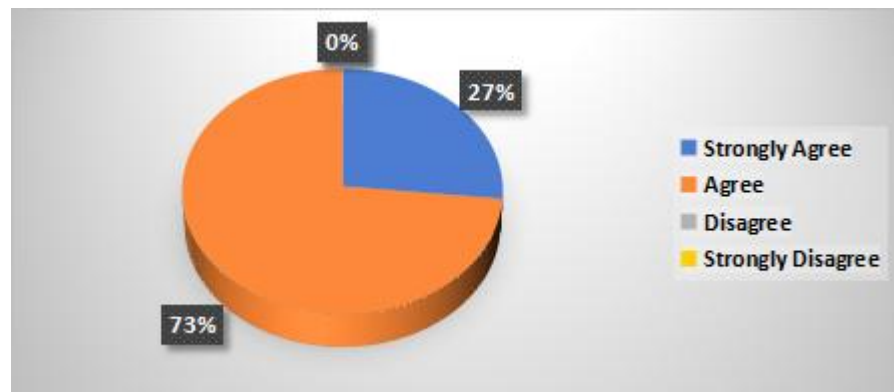


Figure 2.1 The differences in speech patterns and vocabulary that arise due to geographical location is called regional variation

Table 2.5: Regional variations create miscommunication and misunderstanding due to the influences of regional dialect in pronunciation

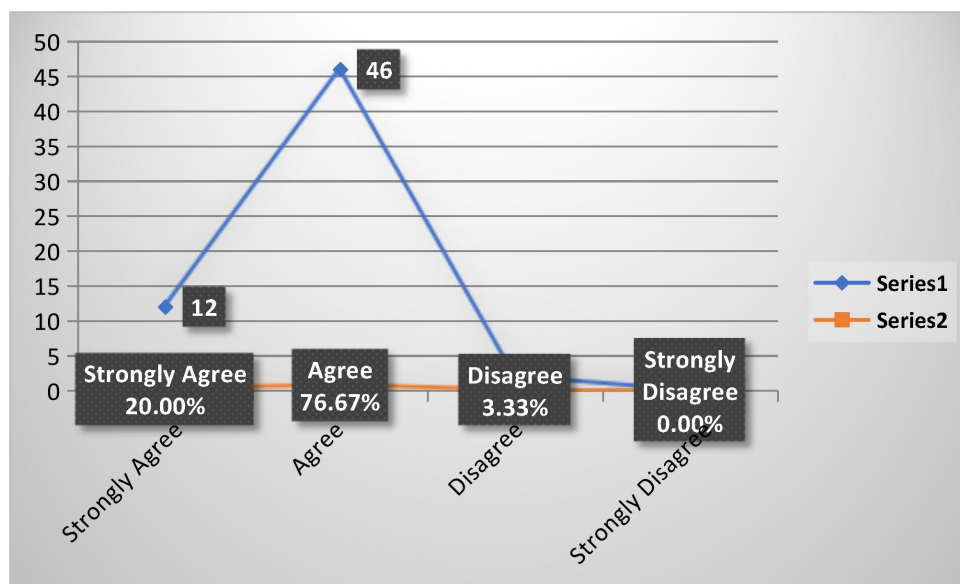


Figure 2.5 Regional variations create miscommunication and misunderstanding due to the influences of regional dialect in pronunciation

Table 2.7 Due to the interference of regional variations learners feel shy to speak English

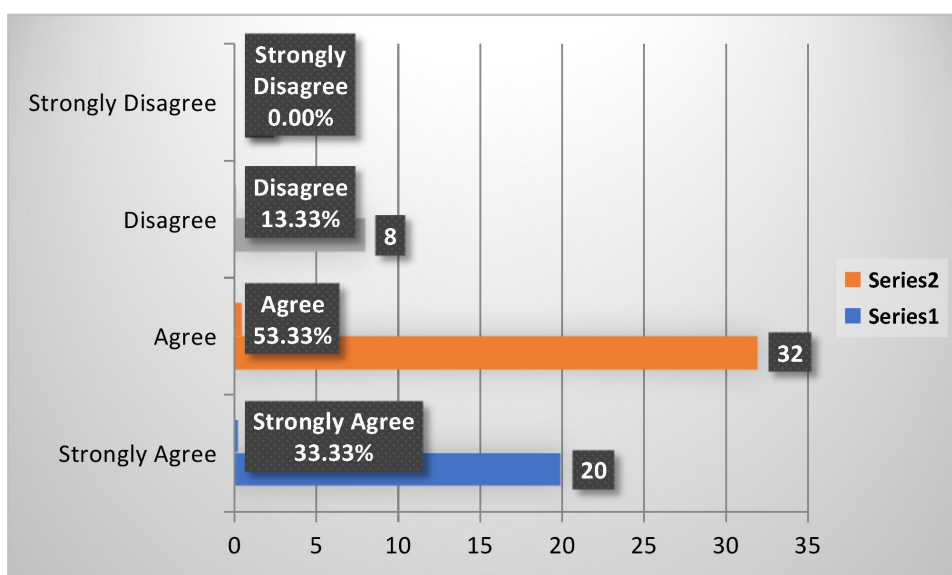


Table 2.8 The syllabus of third year course no: Eng3105 at English Discipline of Khulna University did not adequately address the regional variations in learning English

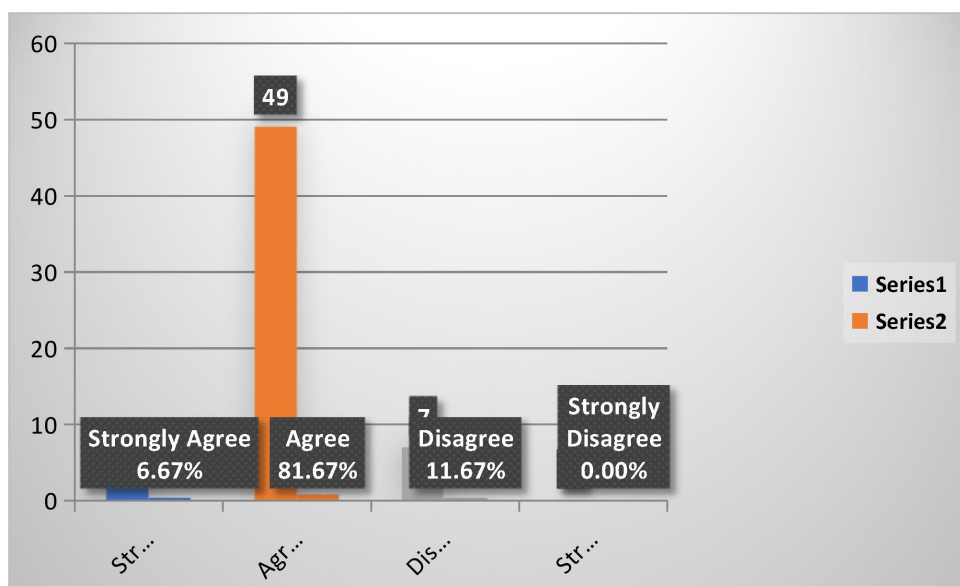
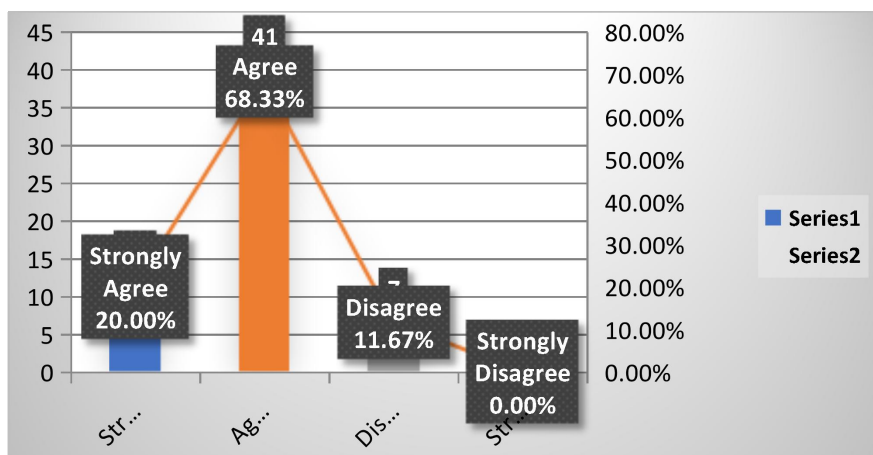


Table 2.9 English language learning materials and syllabus should address the types of regional variations like dialect, accent and cultural differences that create barrier to learn English for the learners



CHAPTER 3

CONCLUSION AND RECOMMENDATION

3.1 Conclusion

Proficiency in the English language is essential for securing good job opportunities. However, the presence of regional variations in English can pose challenges for the learners. As English is not our native language, regional dialects impede our speaking proficiency.

3.2 Recommendation

Students should focus on the types of regional variations that create barriers to learn English. Students should also try to avoid regional accent that create miscommunication and misunderstanding. They should try to know the challenges (pronunciation problem, dialectical influence in English speaking, cultural differences) that are created by regional variations when they learn English. If the learners know the barriers regarding regional variations, learners can increase their English language skills for effective communication and standardization.

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