



COLLEGE TEACHERS' ATTITUDE TOWARDS ACCULTURATION MODEL FOR LEARNING ENGLISH LANGUAGE

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ABSTRACT



This study explored the attitude towards acculturation model for learning English Language. Specifically, we know that Bangladeshi learners have to struggle a lot for learning English from the primary stage to the advanced level education where acculturation model has a great impact for learning English Language. As the eternal involvement of this model for learning English Language in this country is arisen, so it is very much authenticated to evaluate College Teachers' attitude towards acculturation model for learning English Language. For this purpose, Data was collected through a questionnaire survey where the population of the study were the teachers of the college level education. Thirty two teachers were selected as the sample for this study. The respondents were from different colleges. The sample was selected through a random sampling method where the teachers were not taken equally. The total survey of the study was conducted through English language. The findings of the study showed that the learning English Language through acculturation model is well organized.

Keywords: *College Teachers, Acculturation, Attitude, English language, Learning.*

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INTRODUCTION

Acculturation is a complex phenomenon that has been around for centuries in the area of social and behavioral sciences particularly among anthropologists and sociologists (Trimble, 2003). Trimble further states that it has recently become an important concept in explaining the experiences of new ethnic and cultural groups as they immigrated to Bangladesh a multicultural society. Acculturation is defined as "those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original culture patterns of either or both groups" (Redfield et.al., 1936). It was not until the last few decades that there appeared to be a major interest in research on acculturation in psychology although in the field of anthropology, the interest in acculturation developed much earlier with indigenous peoples (Hallowell, 1955), and in sociology with immigrants (Parks, 1928). Here the acculturation and assimilation of Bangladeshi college teachers' attitude are discussed which developed to explain the process of acculturation and assimilation based on the experience of English language teachers. Acculturation process has always been complex for non-native learners. These complexities include psychological predictions such as depression, psychological distress, social and linguistic problems like language proficiency (Lueck & Wilson, 2010). Considering these aspects, Bangladeshi teachers who are involved with teaching English like non-natives, are at risk for psychological and mental distress due to acculturation difficulties, therefore the purpose of this study is to examine the College Teachers' attitude towards acculturation model for learning English Language.

BACKGROUND

Acculturation is as old as history. Acculturation is a process by which non-native learners have to face new language and modes of behavior into their personal culture in order to adapt a new environment where a non native speaker can learn a new language and culture (Miyares, 1997). It is a sociolinguistic phenomenon as well, which refers to assimilation of various cultures and languages. As English is not the mother tongue of Bangladeshi learners, they have lacked of the necessary

knowledge and cultural preparation to acquire English language. This lack of knowledge disposed learners to experience a cultural shock (Lee, 1999). Rumbaut (1987) discussed that many learners who have little knowledge of English, and few transferable occupational skills have to face a number of difficulties. Non-native learners like immigrants experience a high level of psychological problems (Kessler, 1997). These difficulties are usually language barriers and maintaining traditional values that hinder acculturation (Yang, 2007). English fluency is a survival skill that is critical to cultural adjustment (Westermeyer et. al., 1989). Though different social factors of acculturation determine the way to learn English for the Bangladeshi learners, they can cope up with different cultures, like English culture where English language is involved. So, Bangladeshi learners as non-native English speakers can simply learn the target language group's acts and linguistics variation.

LITERATURE REVIEW

Berry and Sommerlad (1970) used patterns of acculturation among aboriginal Australians to assess levels of cultural assimilation. A five-point Likert scale measured social proximity in attitudes presented by young students between precepts of their aboriginal first cultures and the dominant European-Australian society. Attitudes individuals held toward the relative desirability of integrating into the larger society were found to be significant determinants of the level of acculturation they had attained. These findings are supported in a number of studies within the context of involuntary minority and aboriginal groups in North America (Berry, Trimble, & Olmeda, 1986). These concepts can be adapted for us in broadening current understanding of learner motivation for Second Language Acquisition (SLA). Ward and Kennedy (1994) support Berry's framework in finding that sojourners with Integrated and Assimilated acculturation attitudes demonstrated lower levels of sociocultural difficulties than ones with Separated or Marginalized attitudes. In a study of sociocultural adjustment of New Zealand government employees on sojourn programs, Ward and Kennedy (1994) found strong patterns of association with others from the same language and cultural background related to lower levels of psychological distress, while strong



association with members of the host culture correlated to a lower level of sociocultural difficulties. Ward (1999) developed a new instrument to examine the two dimensions of acculturation attitudes used by Berry. Ward (1999) supported the concept of acculturation attitudes in Berry's model, but felt the descriptive power of the model was enhanced if the two spheres of acculturation perspectives (toward home and host groups) were kept distinct. Acculturation attitudes were found to relate to a number of adjusted outcomes. To further illustrate features resulting from these outcomes, Ward's approach stressed a distinction between sociocultural adjustment, characterized by the learning of everyday operational skills within the host environment, and psychological adjustment.

DEFINITION OF ATTITUDES

The term 'attitudes' as defined by Sarnoff (1970), deals with a disposition to react favourably or unfavourably to a class of objects. Eagly and Chaiken (1989) expand on this idea by stating that attitude is an outcome of the categorization process, this process being influenced by the social environment. Attitudes can be classed as items of social knowledge that are continually formed, strengthened and modified. They can therefore be defined as mediated reactions that have been strongly influenced by social context (Long & Russell, 1999). Attitudes are a means of adjusting to and making changes in one's social environment.

Baker (1988) outlines the main features as:

1. Attitudes are cognitive and affective.
2. Attitudes are dimensional, in that they vary in degree of favourability / unfavourability.
3. Attitudes incline a person to act in a certain way. Attitudes are learnt.
4. Attitudes often persist, however they can be modified by experience.

WHAT IS ACCULTURATION?

The process of acculturation emerges when two different cultures come into contact for any reason. It is the process of intermixing of two different cultures and their impact on each other. This process involves impact on the language, beliefs and behavior of different cultures. This is a common phenomenon which is often seen in immigrants to

another region. Acculturation is studied as a form of culture assimilation in which one culture gets blended with other culture until one group is left with no cultural identity of its own.

During acculturation, members of one cultural group adopt the behavior, belief and also the language of other group. Most of the acculturation is taken in the negative form. In this process, often the minority cultural group is affected by the majority cultural group. However, it is the reciprocating process in which if minority group adopts the cultural beliefs, behaviors and language of the majority group, the majority group is also affected by the original beliefs, behavior and language of the minority group though to a smaller extent. Acculturation is clearly evident by the language preferences and adopting common attitudes.

OBJECTIVES

The objectives of the study were-

1. To know college teachers' attitude towards acculturation method for learning English Language.
2. To know the acculturation method well and
3. To evaluate the opinions of the college teachers obtaining through questionnaire survey.

SIGNIFICANCE OF THE STUDY

For decades, Bangladeshi learners, as non-natives learn English from different sources where they have to follow acculturation model. Through this research both the teachers and learners would be able to know the perfect idea about acculturation system by which they could go to the multi-dimensional sources of English like textbook, TV channels, and newspapers thoroughly, side by side they could speak transparently without hesitation and learn second language easily like non-natives English people (Whose mother tongue is not English).

ACCULTURATION IN BANGLADESH

Historically, the Portuguese came to Bangladesh in 1516 in order to deal with business relation where the acculturation field was created between Bangladesh and Portuguese. From the very beginning, Portuguese tried to establish a colony to continue their business and rule over the Bangladeshi people and for this reason their norms, beliefs, culture and language were assimilated to Bengali



nation (Hossain et.al., 2005). Chronologically, the French and the English came to Bangladesh and acculturated to Bangladeshi cultures and norms very minutely. In 1668, French people came to Bangladesh in order to conduct business with the people of the subcontinent where Bangladeshi people are an integral part. In the developing multilingual ways, many words, norms, behaviors and sentences and cultures entered into Bengali language (Native language of Bangladesh). Moreover, after the entry of the British into Bangladesh, they were extremely able to set up their colony in order to govern Bangladesh and the subcontinent as well. They achieved the administrative power and established their colony in the subcontinent from 1765 to 1947 and governed the Bengali people. Different cultures and ways of learning English were taught to formally and informally to the Bangladeshi people. At that time the educated or elite people were highly assimilated into English language and cultures to learn English. The British governed the subcontinent for 182 years and utilized their power, norms and culture. So, the Bangladeshi people nourished their life style with the British norms, language and cultures. Because of this, many English medium schools, colleges and universities were built up in course of time in Bangladesh which enabled the acculturation between English and Bengali. In 1800, Governor General Lord Ohelishly established Fort William College in order to teach Bengali language to the English people which was directed by the scholar principal William Carey (Hossain, et al., 2005). Carey was an English man. He translated English Bible into Bengali language which is the greater embodiment of acculturation competence.

Henry Lui Vevian De Rowsaria was a teacher of Hindu College who tried to circulate the essence of English culture and language to the young people of the subcontinent (Kiron, 2010). At that time, the people of Hindu religion were educated very highly but the Muslims lagged behind. In this context Abdul Latif, a reformer and supporter of Muslim people, established Mohamedan Literary Society in 1863 to make Muslim people educated in English (Hossain, et al., 2005). Moreover, Dr. Mohammed Shaidullah, who was a famous linguist in the subcontinent, established "Bangio Musalman Sattio Samati" to

teach English to the Muslim people (Kiron, 2010). So, acculturation was going on for many years in Bangladesh which made the Bangladeshi people (especially secondary level learners/students) capable of learning English very smoothly.

NATURE OF ACCULTURATION IN BANGLADESH

The nature of acculturation depends on contexts or situations in any domain. International English Language Testing System (IELTS), English Language Teaching (ELT), English as a Foreign Language (EFL), Teaching English to Speakers of Other Languages (TESOL) and British Broadcasting (BBC) provide various English learning programs which lend a helping hand to learn English in Bangladesh. The English courses included in the syllabuses (in schools, colleges, universities and different educational institutions) play a vital role here. The American Center provides English learning programs in Bangladesh in order to teach English to Bangladeshi learners. Moreover, there are so many festivals organized by the English speaking countries where Bangladeshi people communicate with the target language group of native English speakers. Many Bangladeshi universities use English as the medium of instruction. In every location of Bangladesh, English medium schools are available. From the very beginning, the syllabuses of Bangladeshi educational institutions include English language as a compulsory subject. In Bangladesh, there are more than 35 tribal groups who try their best to learn English. There are so many international programs such as ACCA (Association of Chartered Certified Accountants), CAT (The Certified Accounting Technician) in Bangladesh which demand competence in English.

METHODOLOGY

In order to know the college teachers' attitude towards the acculturation model, a survey was conducted using 32 teachers through a questionnaire. These teachers were from the different colleges. As this research is descriptive and non- experimental, the research was based on primary data through questionnaire. The questionnaire in the study was in English. These were printed and sent to the respondents by the author. The survey evaluates their opinions. It also requests for their personal comments, both positive and



negative. The results of the survey were presented in percentage figure to represent the attitudes of the teachers' about this model.

QUESTIONNAIRE

The Questionnaire had eleven questions where all the questions were structured. These questions were presented in English.

DATA ANALYSIS

Data collected were tabulated, analyzed and interpreted and presented in Table 1. Percentage was calculated by using statistical technique for analysis and the data obtained was tabulated in term of frequency. Side by side a chart is drawn on the basis of the highest percentages through the respondents' opinion obtained through the questionnaire.

Table:1

Questions	SA	A	U	D	SD
1. Are you introduced with this model?	21 56.63%	5 15.61%	3 9.38%	3 9.38%	0 0%
2. Do you think that this model is traditional?	18 56.25%	10 31.25%	1 3.13%	1 3.13%	2 6.25%
3. By this model English can be learnt easily?*	12 37.5%	4 12.5%	4 12.5%	10 31.25%	2 6.25%
4. Is this model apt for learning grammar of language?*	4 12.5%	3 9.38%	5 15.61%	7 21.88%	13 40.63%
5. Is this model helpful for college level teaching?	6 18.75%	8 25%	0 0%	11 34.38%	7 21.88%
6. Have students' idea to this model?	1 3.13%	3 9.38%	0 0%	9 28.13%	19 59.38%
7. Has this model positive aspect for teaching English?*	7 21.88%	14 43.75%	2 6.25%	6 18.75%	3 9.38%
8. Has this model negative impact on learning?*	9 28.13%	13 40.63%	2 6.25%	7 21.88%	1 3.13%
9. Is this model helpful for learning English well?	11 34.38%	5 15.61%	6 18.75%	8 25%	2 6.25%
10. Can communication be possible by this model?*	9 28.13%	16 50%	0 0%	4 12.5%	3 9.38%
11. Can communication be impossible by this model?*	3 9.38%	9 28.13%	4 12.5%	12 37.5%	4 12.5%

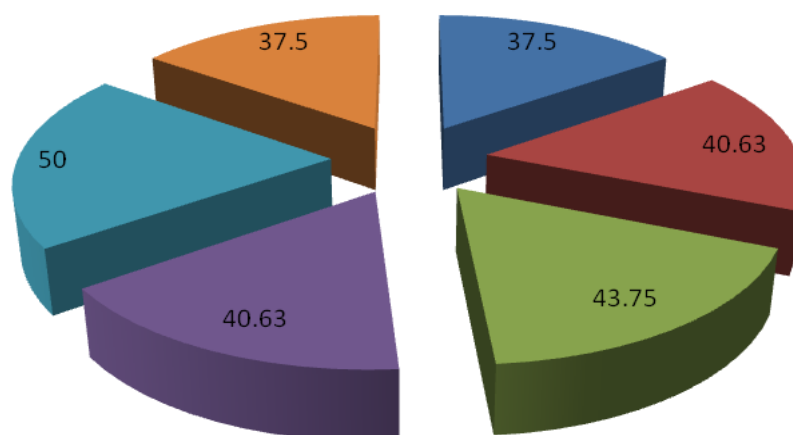
Frequency and Percentage of Participants' Opinions toward the Acculturation Model (N = 32)

FINDINGS

From the above results of Table 1, the major findings of the study can be summarized as follows:

- In response to the question of "Are you introduced with this model?" 56.63% respondents strongly agreed to say that they are introduced with this model
- This model is traditional which has been represented through 56.25% respondents' answer of the questionnaire.
- In response to the question of "By this model English can be learnt easily?" 37.5% respondents strongly agreed with this statement.
- Respondents strongly disagreed to say that grammar of language can be learnt easily by this model.
- In response to the question of "Is this model helpful for college level teaching?" 34.38% respondents disagreed to say that this model is not apt for college level teaching.

6. In response to the question of "Have students' idea to this model?" 59.38% respondents strongly disagreed with the statement.
7. In response to the question of "Has this model positive aspect for teaching English?" 43.75% respondents agreed to say that this model has positive aspect for teaching English.
8. In response to the question of "Has this model negative impact on learning?" 40.63% respondents agreed to say that this model has negative impact on learning English.
9. In response to the question of "Is this model helpful for learning English well?" 34.38% respondents strongly agreed to say that this model is helpful for learning English.
10. In response to the question of "Can communication be possible by this model?" 50% respondents agreed to say that this model is helpful for communication.
11. In response to the question of "Can communication be impossible by this model?" 37.5% respondents disagreed to the statement that communication can be impossible by this model.
12. On the basis of the six star marked questions among eleven structured questions (Taking the highest percentages) a pie chart can be drawn in the following way-



RESULTS AND DISCUSSION

Out of the 32 teachers who participated in the study through questionnaire survey, 21 of them strongly agreed that they are introduced with this model where 18 teachers think that this model is traditional and 12 respondents strongly agreed to say that English can be learnt easily by this model. In the same way 13 respondents strongly disagreed to say that this model is apt for learning grammar of language where 11 respondents disagreed to say that

this model is helpful for college level teaching and 19 respondents strongly disagreed to say that students' have idea to this model. On the other hand, 14 respondents agreed to say that this model has positive aspect for teaching English where 13 respondents agreed to say that this model has negative impact on learning and 11 respondents strongly agreed to say that this model helpful for learning English well. Moreover, 16 respondents agreed to say that communication can be possible by this model and 12 respondents disagreed to say that communication can be impossible by this model. Though it is a traditional model, this model has no



negative impact on learning and teaching English language.

CONCLUSION

In conclusion, it may be disclosed that acculturation is very much helpful for learning English language. There can be no denying the fact that it is a traditional model but it has no negative impact on language learning and teaching rather this model is a authentic factor for communication with English people (Whose native language is English). So, without acculturation, English language learning is impossible. In order to be able to write and speak a language transparently, this model must be adopted. It can also be added that the learning English Language through acculturation model is well organized and decorated alike.

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