

L1 interference in L2: A Study from Bangladeshi Perspective

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Dedication

I would like to dedicate my thesis to my parents and my husband

Acknowledgement

With the blessings of Almighty Allah it has been possible for me to complete the dissertation.

I am grateful to my supervisor Dr. Asifa Sultana for her guidance. I am also thankful to my

husband for giving me mental support and encourage me to complete the dissertation.

Declaration

I hereby declare that this thesis is based on my original work except for quotations and citations, which have been duly acknowledged. I also declare that it has not been previously or currently submitted to any other institutions.

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Abstract

Language learning refers to learning a new language other than native language. In learning a new language learners often face interference of their native language. This paper describes how the researcher conducted a study on finding what kind of interferences Bangla native speakers face while learning a second language, English. A survey has been conducted among some English language learners from different private university in Bangladesh to know what kind of interference they go through while speaking in English. The researcher followed qualitative method for data collection. A detailed analysis has shown which major rules of English language are interfered by the native language and how they are getting interfered.

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Chapter 1

Introduction

1.1 Introduction

Modern world and globalization influences people to learn and use other languages. Language interference is a common phenomenon that a second language learner has to go through. Every language has its own grammar and rules. People generally learn all the grammars and rules of his or her own language throughout his/her childhood and automatically get used to it. However when s/he tends to learn a completely new language his own language's grammatical rules sometimes influence his/her learning. As learners are not the native users of a new language, learning the new language gets interfered by his/her native language. As Bhela (1999) said in terms of speaking learners are dependent in their L1 structure. If learner's target language structure is distinctly different from their L1 structure then there is a chance of making errors. It indicates L1 interference in L2. When learners feel a gap in their L2 they try to fill up those gaps by using their L1 knowledge. This interference is mostly seen in people's new language while speaking. According to Galasso (2002) the mistakes that people do in learning of L2 are not just randomly mistake. The errors are for interference of learners L1. This study describes how and what kind of interference occurs while learning a new language.

1.2 Problem Statement

The first language of most speakers of Bangladesh is Bangla. As a second language most of the people learn English here. Almost all the students in Bangladesh starts learning English as L2 from the very beginning of their schooling and this learning processing continues

throughout their schooling till twelve standard. After twelve years of learning English it is seen that while speaking in English most of the people faces a lot of interference of their native language. This interference mainly occurs due to definite reasons. It can be one reason that all the elements that one language have the other do not. So it becomes difficult for one language speaker to learn the new language. This interference is not always the same for everyone and not everyone faces only one kind of interference. People have several kind of interference which is later described in this study.

1.3 Purpose of the study

The purpose of the study is to find out the nature of interference L1 (Bangla) speakers have when they speak in their L2 (English).

1.4 Central Research Questions

- Does L1 Bangla interfere in learning L2 English?
- What are the type of errors that occur due to interference?
- Does native language has the highest occurrence of interference?

These questions will be answered through the present study.

1.5 Implication of the study

As interference is a very common aspect of language learning, almost all of us have trouble while using our L2. The main focus of this study is to find out the major reason behind this interference. This study details how this interference occurs. It also describes which grammatical rules are the most vulnerable in terms of getting interfered, how these rules are getting interfered and what the key reasons behind these are.

Chapter 2

Literature Review

2.1 Second Language Acquisition Theory

According to Fromkin and Rodman (1998) second language is learnt, not acquired as Krashen's theory. He explained his idea by saying that there is a clear distinction between the ways a native language is learned through subconscious acquisition whereas a second language is learned through conscious knowledge. Ellis (1999) also suggests that second language learning is different than that of first language learning. Ellis, however, suggests that the process of learning a language somehow may be similar for L1 and L2 or even L3 but in case of any language other than learner's native language, language acquisition only refers to proper understanding and practical skills of using the language in all respects(1999). Here in this case, he says, if the native language and the target language are similar then it helps learners learn the target language quickly and accurately; otherwise it comes in the way of proper acquisition and forces the learners to make errors in those particular areas where they are different (1999).

2.2 The Role of First Language

Sinha, Banerjee and Shastri (2009) stated that first language is known in different names such as "native language", "primary language" and "mother tongue". They defined L1 saying that this language is assumed to be the one which is acquired during early childhood- starting before the age of about 3 years. They also said that acquisition of more than one language during early childhood leads to simultaneous multilingualism where there is no differentiation between L1 and L2 or more. On the other hand they stated that learning additional languages after L1 has been successfully learnt is known as sequential

multilingualism where issues such as interference come (p.117). Ellis (1999) strongly believe that most of the difficulties faced by the L2 learners were imposed by L1. To be specific, it was believed that if there are differences in L1 and L2, the learner's L1 knowledge would interfere in L2 and if the L1 and L2 are a bit similar, then L1 would actively help in L2 learning (Ellis, 1999). This process was known as language transfer (*ibid.*). Thus in such cases, language teachers were advised to focus particularly on the areas of difficulty faced by the learners as a result of negative language transfer (p.7). In order to identify these areas of difficulty faced by a language learner, Ellis (1999) suggested conducting a study called Contrastive Analysis (p.7). Contrastive analysis, being old and criticised, advises mainly to conduct a comparative study to identify the differences between L1 and L2 and categorise the types of errors (if any) that occur due to the differences (*ibid.*). Despite of being criticized as old method, this study borrows Ellis's (1999) idea of contrastive analysis in order to understand the interference level, if any, in case of L1 (Bangla in this study) and categorise the types of errors learners make in using L2 (English in this study).

2.3 Contrastive Analysis

The origin of contrastive analysis is pedagogical (Ellis, 1999). Language teachers used to identify errors of the L2 learners and analyzed them by comparing it with the L1 differences (*ibid.*). According to Ellis (1999), the contrastive analysis has two approaches; one is psychological and another one is structural. The psychological one again has two dimensions where at one end it is known as strong contrastive analysis hypothesis, which is quite outdated, saying that all errors that take place occur only for L1 interference and on the other hand the weak contrastive analysis hypothesis that claims that the errors occur due to the differences between L1 and L2 (Ellis, 1999). On the other hand, he says, the structural one says that there are some errors that occur only due to L1 interference (*ibid.*). The structural

one advises a research frame-working order to identify the interference errors that are based on surface structure characteristics as follows:

- (1) Description (i.e. formal description of the two languages is made);
- (2) selection (i.e. certain items, which may be entire subsystems such as the auxiliary system or areas known through error analysis to present difficulty, are selected for comparison);
- (3) comparison (i.e. the identification of areas of differences and similarity); and
- (4) prediction (i.e. identifying which areas are likely to cause errors) (Ellis, 1999).

For practical reasons to serve this study's purpose, identifying L1 interference and categorize the types of errors this study borrows the research frame-work that is advised by Ellis (1999).

2.4 A contrastive study based on Ellis' (1999) theoretical frame-work

According to Lekova (2009) interference related errors can occur in all language levels like, phonetic, morpho-syntactic, and lexical semantic (p.323). Touchie (1986) also states that language learning errors involve all language components: the syntactic, the morphological, and the phonological. He further explains with an example of a phonological error; as the Arab ESL learners often face problem in distinguishing the phoneme /p/ and the phoneme /b/ and thus when they are saying *bird* and *prison* it sounds like *pird* and *brison*. He further extends errors like saying *womans*, *sheeps* and *furnitures* are examples of morphological error. He defines lexical error as inappropriate direct translation of native language or may be the wrong use of lexical items. He explains this lexical error with examples like, "*This is the home that my father built.*" And "*the clock is now ten*". Finally he explains syntactic errors influencing word order, subject-verb agreement and the use of pronoun in English with an example, "*The boy that I saw him is called Ali*"

To meet the purpose of this study only the syntactic errors are analyzed specifically instead of phonological, morphological or lexical errors.

According to Ellis (1999), among a few types of interference errors that occur due to L1 and L2's differences, one particular type of error is seen only when there is an absence of any element of first language in the target language (p.26). In other words, as Ellis (1999) say, if there is an absence of any element of L1's syntax, learners would make errors in comprehending L2's syntax. Thus, from Ellis's (1999) statement it is understood that when Bengali (L1) speakers learn English (L2) they would apparently make errors is using English articles, auxiliary verbs, preposition and subject verb agreement as these elements do not exist in Bangla syntax as in Alam (2003).

2.4.1 Articles in English syntax

According to Whitman as well (1974), in teaching English grammar to foreigners the article is always considered as the most difficult part (p.253). Berk (1999) describes articles as *a* is known as indefinite article and *the* is known as definite article (p. 58-60). He says that these two are very confusing for L2 learners. He also elaborates saying that many students think that the article means the term indefinite and in particular subsequent noun do not refer to anything or anyone, but this is very rare. He explains his idea with an example that is "There is *a* snake in my bathroom" (p. 59) here speaker is indicating to a particular animal. Furthermore, he states that "I know *a* fellow who always wear six ties" (p.59); here the speaker is indicating to a man who have different taste of wearing outfit. On the other hand, in many cases *a* does not have any exact reference (Berk, 1999). For instance, according to Berk (1999) "A robbery is committed every day in this neighborhood" or else "I hate a crabby clerk" (p.59) explains that the reference to subject is either specific or non-specific. Moreover he says, the article *a*'s main function is to begin a noun phase into discourse. For

example he says, when a writer or speaker introduces a new information into their discourse they use *a*. Moreover Berk (1999) explains, if a noun phrase is initiated by *a* then the writer or speaker can use an appropriate pronoun or *the* for rest the of the references. To elaborate more on this point he states that “Melinda bought *a* new house last week. *The* house is white with green trim” (p.59). Here, *a* is referring to the new object, and *the* is pointing to particularly that object. Additionally, in a large number of cases if a person or object is introduced in the beginning of the discourse only then people can use *the* otherwise they cannot (Berk, 1999). He says that people refer to the Moon as *the* Moon or the Sun *the* Sun because this are the only items in the sky and further elaborates saying that a house hold member say open *the* window, read *the* book, put on *the* kettle since as a rule they have just one such item in their existing house. Moreover, if someone regularly goes to a market or an office then also they can use the referring to those places as *the* market or *the* office (ibid.).

2.4.2 Auxiliary verb in English syntax

Auxiliary Verbs play a vital role in English Syntax (Damanik, 2010). Damanik (2010) says an auxiliary verb in English linguistics is a verb that functions to provide additional semantic or syntactic information of the main verb by following it. He says every English clause consists of a main verb added with optional one of more auxiliary verbs. He also says that auxiliary verbs and main verbs have some syntactic differences between them plus each of them has different grammatical functions in any sentence. On the other hand, in Auxiliary verbs itself has no meaning on their own, but influences the meaning of main verb being used with it (*ibid*). In a sentence these are necessary to construct the grammatical structure (Damanik, 2010).

According to Damanik (2010) there are some primary auxiliary verbs that are used together with the main verb to provide additional grammatical information that adds an extra meaning

to the whole sentence and that cannot be given using the main verb only (p. 16). Damanik (2010) defines in sentences where there are primary auxiliary verbs the main verb shows the main action or state of being and the primary auxiliary verb helps people to know the time when the action is taken place. He says there are mainly three kinds of primary auxiliary verbs *be*, *have* and *do*, however sometimes it can be used as main verbs as well. Damanik (2010) explains *be* is the main form of the verb while the other forms are *am*, *is*, *are*, *was*, and *were*(p.26). Here *am*, *is* and *are* is used in present tense form while *was* and *were* are used in past tense (*ibid.*). Again, verb *have* is mostly used in English language (*ibid.*). *Have* verb also have two other forms (*ibid.*). Its third person singular form is *has* and past form is *had* (*ibid.*). Coming to the last type of primary auxiliary verb that is *do*, *do* is usually used in the form of *do*, *does*, *did*. *Do* is used when the subject is ‘I’, ‘we’, ‘you’ and ‘they’ on the other hand *does* is used in case of third person singular subject he, she and it but in case of past tense *did* is used for all kind of subjects (*ibid.*)

2.4.3 Prepositions in English syntax

According to Quirk, Greenbaum, Leech, and Svartvik (1985) a preposition is referred to the relation between two different entities (p.657). One of the entities is represented by the prepositional complement and the second is the known as the other part of the sentence (*ibid.*). Now, he says that the prepositions generally complement a noun phrase, a wh-clause or an ing-clause. He elaborates the idea saying that if “on the table” is used in any sentence than “on” is the preposition and “the table” is its complement and together “on the table” is prepositional phrase. Moreover he says, these prepositional phrases have some syntactic functions and prepositional phrase can be a most modifier in any noun phrase. He further extends the idea saying that “The people *on the bus* were singing” now, if the same sentence is said the other way the prepositional phrase could be adverbial such as “The people were

singing *on the bus*". The preposition is sometimes more relative to the preceding word, when used as complementation of a verb or an adjective to determine its choice, than to the prepositional complement, such as, "We were looking *at his awful paintings*" or "I'm sorry *for his parents*" (*ibid.*). Priour and Speyer (1988) says sometimes one preposition might seem just as right as another logically at many times and it must be used in one certain case whereas the other will be used in some different cases. They say, more than any other aspects of the English language these prepositions cause more difficulty.

2.4.4 Subject Verb Agreement in English syntax

According to Straus (2011) a simple rule of subject verb agreement is when two or more subject is connected by *and* then it will be plural. For an example- "A bus and a car are my means of transportation". She added there are some few words like *along with, as well as, besides, not*. These words are not part of the subject, every so often the subject is separated from the verb. If the subject is singular then the verb will also be singular. Example- "The politician along with the newsman *is* excepted shortly". In a sentence if it means period of time, distance, sums of money etc then it will be singular verb. Example- "Five miles *is* too far too walk". If the subject is third singular number in the present tense then there will be *s* or *es* with the verb. For an example 'Luna *eats* rice', '*Does* Luna eat rice?'

2.4.5 Syntax in Bangla sentences

According to Alam (2003) Bangla sentence structure is divided into three parts (p.209). They are Sorol bakko [simple sentence], Jotil bakko [complex sentence], jougik bakko [compound sentence]. He explains that in Bangla, a sentence that has subject and verb is call Sorol bakko. As example, 'Chelera lekha-pora kore' in English this will be "Boys study"; here, 'Chelera' is subject and 'lekha-pora' is object and "kore' is verb (Alam, 2003). Moreover,

when there is an additional phrase added to the main part of the complete sentence that is called *jotil bakko* [complex sentence]. For instance, ‘Je kosto kore lekha-pora kore sei jebone unnoti korte pare’ in English this will be "Only the one who studies hard can prosper in life." Here in Bangla the sentence is divided into two parts but together it makes a meaningful sentence. If there are two or more *sorol bakko* and *jotil bakko* is together then it is called *jougik bakko*, such as ‘Lekha-pora koro, tahole gari-ghora chorte parbe’ in English "Study, only then you can own cars".

2.4.6 Comparative analysis of L2 and L1:

As Berk (1999) says, in English if someone says that "Rahim is a good boy." the use of indefinite article *a* will be mandatory to refer to Rahim. Whereas, according to Alam (2003) in Bangla "Rahim bhalo chele" would be enough to express the idea of Rahim's good qualities as a boy. Thus, in this case, the Bangla language users will be most likely doing mistake in the use of the definite article *a/an*. Damanik (2010) defines that auxiliary verbs can be divided into three groups- primary, modal and semi modal. He also adds that they have different functions like in what sense what types of auxiliary verb have to use. As Danamik (2010) says, in English if someone says "You have to do this work" the use of auxiliary verb *have* is must to emphasis the work. While in Bangla "Tomake kaj ta korte hobe" is enough to express the importance of the work (Alam 2003). According to Quirk, Greenbaum, Leech, Svartvik (1985) in English if anyone says that "They are singing *on* the bus" here the use of preposition *on* is a must to express that people are singing inside the bus. However, in Bangla "Tara bus a gaan korche" would enough to define that people are inside the bus and they are singing (Alam 2003). In this case there is no use of preposition. Straus (2011) explains if someone says "Rice and sugar *are* needed for the recipe". Here two subjects are referring to the same thing; that is why it used *are*.

Thus, it is seen that use of English articles, auxiliary verbs, prepositions and subject verb agreement are very unique and very different than Bangla. As these elements do not exist in Bangla syntax at all, as in Alam (2003), Bangla language users will be most likely having errors in the use of articles, auxiliary verbs, prepositions and subject verb agreements.

Chapter 3

Research Methodology

3.1 Introduction

This chapter describes the overall method of the whole study. Further in this chapter it is clearly described which method is carried out by the researcher to find the interference is described. It also describes how the study was conducted and how the analysis was made.

3.2 Purpose of the Study

The basic objective of the study was to find out the interference of native language occurs in using second language. The researcher conducted the study interviewing students to find out the interference of native language they have while using their second language. And further analysis their interference.

3.3 Sampling of the Study

The researcher went to five different private universities in Dhaka to meet different kinds of students and extract study materials from them. Researcher's focus was to interview newly joined university students. Researcher used those interviews as a sample to understand the interference of native language in speaking in second language. Choosing the student was a very random process. A total of thirty random students were engaged in this interviewing process. Most of them are around 18-21 years old. Among all these thirty students fourteen were male and sixteen female. The basic common factor of all of the students is all their native language is bangle and they are learning English as their second language.

3.4 Research Instruments

As the main research instrument the researcher has prepared some questions to extract the research materials from the students. These questions were all opinion based questions to elicit response on problems they face every day. The researcher requested every student to share their opinion in their second language and asked them to talk for at least two minutes.

As a secondary instrument to support the study researcher used a recorder to record those interviews. Further these recorded interviews were analyzed.

3.5 Setting

The type of the questions and the way interviews were arranged were both informal as setting. The researcher's idea was to visit five different universities and find some first year students from those universities. The researcher prepared some questions for those students. Each student was to be asked one question. All the questions were opinion based questions so that the students could share their opinions. The intention of the researcher was not to get the opinion but to find out how they use language while giving opinions. The researcher intended to know what kind of mistakes these students can do while answering random questions.

Choosing an informal setting is to get the actual reaction of students when random questions are asked. Formal setting would have manipulated the reaction of the students or they would have got sufficient time to prepare themselves for the interview.

3.6 Data Analysis Procedure

The method of data collection was voice recording. The researcher recorded the reaction and answer from the students of those five different universities. Voice recorder was the main medium of recording. As a qualitative method was chosen for the research, researcher

cumulatively took 30 interviews. Questions were asked to six randomly selected first year students from each university. Now the researcher's major focus was to find out what kind of interferences of first language the students faces while answering the questions in their second language. The whole research was conducted in two parts taking records of the interviews and analyzing those records. The researcher focused on the syntactic errors they do while speaking. The following chapter presents the major findings of the study and their analyses.

Chapter 4

Findings and Discussion

4.1 Findings from the Records

For conducting the study thirty students from five different private universities were individually interviewed. Six students from each university were asked six different questions. All most all these students faced interference in their language production. As it is discussed earlier that among many of the interferences the researcher will only look for syntactic interference which is preposition, subject verb agreement and exact use of article. Here in this chapter the errors in answering each question are discussed.

4.1.1 Question 1

‘What would you do if you see your best friend with your enemy’ was asked five out of thirty students. The responses were quite different from each other. Participant no 1 has interference in preposition and subject verb agreement. In her speech the interference were "I'll feel like **to** killing her" (preposition)"I'm not gonna be **talk with** my" (preposition) "**I doesn't** like" (subject verb agreement). Participant no 7 has interference in using direct Bangla word and preposition. In her speech the interference were "**Nanana**" "**aar**" "**J**" "**aar**" (Bangla Word) "**talking with**" (preposition). Participant no 13 has interference in subject verb agreement, article other multiple layers of mistakes in this sample in every other sentence that impedes meaning heavily and leads to infer meaning. In the speech the interference was "**talk to**" "**doing him**" (subject verb agreement) "**the my enemy**" (wrong use of article). 19 no participant has interference in preposition, subject verb agreement, use of direct Bangla words and Apart from the categories of this study, there are multiple layers of mistakes in this sample in every other sentence that impedes meaning heavily and leads to

infer meaning. The interference were “**friend is enemy**” “**go another**” “**talk with**” “**talk everything**” (wrong preposition) “**he see**” “**he try**” (subject verb agreement) “**mane**” (Direct Bangla word). Participant no. 25 has interference in subject verb agreement and auxiliary verb. In the speech the interference were “**she give**” (subject verb agreement) “**I ask her**” (auxiliary verb).

4.1.2 Question 2

The question number 2 was asked to five out of thirty students which was *‘What would you do if you were late for an important job interview?’* Each participant’s responses were different from each other but similarity is each of them has some kind of interference. Participant no 2 has interference in preposition, subject verb agreement and auxiliary verb. In the speech the mistakes were "journey **for** my" (preposition) “**to tried**” (subject verb agreement) “**this mainly**” (auxiliary verb). Another participant had interference in exact use of article, auxiliary verb and use direct bangle word. In the speech the interference were “**an job**” “**a excuse**” “**a emotional excuse**” (wrong articles) “**I make**” “**it attitude excuse.**”(Auxiliary verb) “**aar**” (Bangla word). 14 no participant has interference in exact use of article and subject verb agreement. In the speech the interference were “**was in great**”(article missing)“**that problems**” “**the vehicles**” “**vehicles was not**” (subject verb agreement). In the speech no 20 the participant had the categorical errors of this study are not found in this sample. 26 no participants has also so many interference, the interference was in using direct bangle word, auxiliary verb, subject verb agreement and preposition. In the speech the interference were “**ami oder k**” “**ami**” (Bangla word) “**I have stuck**” (auxiliary verb) “**in the roads**” (subject verb agreement) “**I’m really sorry for a by being late**” (preposition).

4.1.3 Question no 3

'If you were planning a party on a very small budget, what would you do to make it a great party?' was the third question which was asked to five students. All these participants has different responses and different kind of interference. As the researcher will look for only syntactic interference, in the sample no 3 the categorical errors of this study are not found in this sample. This participant has so many interference and that are not under syntactic interference. Participant no 9 has interference in using direct Bangla word, preposition and subject verb agreement. In the speech the interference was **"ha thik ache"** **"baburcheas"** **"kacha bajar"** (Bangla word) **"contact with"** (wrong preposition) **"a low budget community centers"** (subject verb agreement). Participant no 15 has the interference in using direct Bangla word and subject verb agreement. In the speech the interference were **"first-e"** (Bangla word) **"a cheap things"** **"friends is come"** (subject verb agreement). Apart from the categories of this study, there are multiple layers of mistakes in this sample in every other sentence that impedes meaning heavily and leads to infer meaning. Participant no 21 has multiple layers of mistakes and in every other sentence that impedes meaning heavily and leads to infer meaning. This participant also uses direct Bangla word **"hoi"**. Participant no 27 also has some interference, the interference were using direct bangle word, subject verb agreement and preposition. In ht speech the interference were **"accha"** **"erpor"** **"tarpor"** **"r hocche"** (Bangla word) **"about them"** (wrong preposition) **"discuss thing"** (subject verb agreement).

4.1.4 Question no 4

The researcher's question number four was *'Tell me what to do in an earthquake?'*, which was asked another five students. The responses were different from each other and all the participants who took part in this question has some kind of interference. Participant no 4 has

interference in using direct Bangla word. The interference were **"ha"** **"roome"** **"kona"** **"aar"** **"eyee"**. Participant no 10 has interference in preposition and direct use Bangla word. Apart from the categories of this study, there are multiple layers of mistakes in this sample in every other sentence that impedes meaning heavily and leads to infer meaning. In the speech the interference were **"in an"** **"to under"** **"to in"** **"from the stairs"** (wrong prepositions) **"aar ha"** **"mane o"** (Bangla Word). Participant no 16 has the interference subject verb agreement and use of direct Bangla word. In the speech the interference were **"necessary step"** **"our self"** **"the lifts"** (subject verb agreement) **"aar"** (Bangla word). Participant no 22 has the interference of preposition and subject verb agreement. In the speech the interference were **"secure about ourselves"** (wrong preposition) **"heavy furnitures"** (subject verb agreement). Participant no 28 has the interference of preposition, in the speech the interference were **"to run out of"** **"in a toa that's the thing"** (wrong preposition).

4.1.5 Question no 5

The fifth question was 'If your best friend stole something from you what would you do?' which was also asked to five of the students and almost all of the participant has some interference. As it is discussed earlier the researcher will look for only syntactic interference. Participant no 5 has interference in subject verb agreement and using direct Bangla word. In the speech the interference were **"peoples"** (subject verb agreement) **"aar"** (Bangla word). 11 no participant has interference in using direct Bangla word, preposition and subject verb agreement. In the speech the interference were **"acha"** (Bangla word) **"have a keep"** (preposition) **"she say"** (subject verb agreement). 17 no participant has interference in preposition and subject verb agreement. In the speech the interference were **"talking with"** (wrong preposition) **"what's his problems"**, **"he don't"** (subject verb agreement). Participant no 23 has some interference and those interference were the categorical errors that

they are not found in this sample. Participant no 29 has some interference and those interference were “**aar**” “**ha**” (Bangla word).

4.1.6 Question no 6

The question number six which was again asked to five students was ‘If you could change something from your past what would it be?’ This entire participant has some interference. As it is discussed earlier the researcher will look for only syntactic interference. Participant no 6 has some interference and those interference were using direct Bangla word and number error. In the speech the interference were “**Mane hoche o**” “**ami**” “**na**” (Bangla word) “**one of my mistake**” “**some of my fault**” (number error). Participant no 12 has some interference and those interference were using direct Bangla word and preposition. In the speech the interference were “**tarpor**” “**mane**” “**tarpor ami okeonek**” (Bangla Word) “**express in everything**” (wrong preposition). 18 no participant also has some interference those interference were “**Cause me**”, “**lot of problem**” (subject verb agreement). Participant no 24 has some interference and those interference were subject verb agreement and direct use of Bangla word. Apart from the categories of this study, there are multiple layers of mistakes in this sample in every other sentence that impedes meaning heavily and leads to infer meaning. In the speech the mistakes were “**she need**” “**what’s why does she needs**” (subject verb agreement) “**accha**” (Bangla word). In the sample no 30 the categorical errors of this study are not found in this sample.

4.2 Analysis

From the above discussion the findings suggest that the dominant syntactic errors are in articles, auxiliary verbs, subject verb agreement, and use of Bangla word in L2. The analysis present in the following sections.

4.2.1 Interference in Using Articles

17 percent participants make mistakes in the article. Number 8 in his speech says “*an job*” “*a emotional excuse*”, which is wrong use of article. Whereas the correct article should be “*a job*” and “*an emotional excuse*”. Again number 13 and 15 said “*the my enemy*” and “*in a short*” respectively in their speech, which is wrong use of article. Number 14 says “*was in great*”, which lacks an article. There must be an article before ‘great’. So it should be “*was in a great*”. Speaker number 26 said “*a being by late*” the use of article is wrong over here. In the earlier discussion we have seen that Berk (1999) has explained the types of articles being used in English; definite & indefinite articles and its use. Bangla language also has articles in its grammar but it is not defined exactly in the same manner as it is in English. The use of Bangla article is completely different form the language English. There is no use of exact English articles in Bangla language, Like the use of “*a*” and “*an*” is well defined in English grammar depending on the first letter of the following word, while there are no such rules in Bangla grammar. That is why these students are often seen to have interference while using English articles.

4.2.2 Interference in Using Auxiliary Verb

13 percent participants make mistakes in use of auxiliary verb. Number 2 said “*this mainly*”, here is an auxiliary verb missing. It should be “*this is mainly*”. Again number 8 said “*I make*”, here is also an auxiliary verb missing. It should be “*I will make*”. 25th number speaker said “*I ask her*” again mistake of auxiliary verb. It should be “*I will ask her*”. Speaker number 26 said “*I have stuck in traffic jam*” this is wrong use of auxiliary verb. It must be “*I was stuck in traffic jam*”. Here we have seen among 30 speakers 4 speakers make mistakes in auxiliary verb. Auxiliary verbs are very important in making some sentences. In few cases it is tough to make proper sense without the use of auxiliary verb in a certain

position. It is stated in previous chapter that Damanik (2010) explains what auxiliary verbs are and how they are used in making sentence. The form of auxiliary verb changes with the tense of the sentence and the number & person of the subject but in the main while there is no such use of auxiliary verb in the language Bangla. So native speakers of Bangla are sometimes seen to face problems in using auxiliary verb while speaking in English. The same type of problem was also seen with the students interviewed by the researcher.

4.2.3 Interference in Using Subject Verb Agreement

There is a lot of rules of subject verb agreement so it is a quite difficult to remember those bunch of rules. That is why when a English language learner speaks in English s/he generally makes mistake on the area of subject verb agreement. 60 percent participant makes mistake in subject verb agreement. Speaker number 1 said “*I doesn’t like*” where it would be “*I do not like*”. Number 2 said “*to tried*” which is wrong. The correct form is “*to try*”. Speaker number 5 said “*peoples*” which is totally wrong it should be “*people*”. 6th number speaker said “*one of my mistake*” and “*some of my fault*”. This is wrong. Number 9 said “*a low budget community centers*” whereas it should be “*a low budget community center*”. It is singular noun so the verb will also be singular. 11th number speaker said “*she say*” 19th number speaker said “*he see*” “*he try*” and 25th number speaker said “*she give*” this is third person singular number so it should be “*she says*” “*he sees*” “*he tries*” and “*she gives*”. Speaker number 14 said “*that problems*” “*the vehicles*”, “*vehicles was not*”. If some is indicating ‘*that*’ then it will be singular and if the subject is plural then the verb will also be plural. Thus the correction is “*that problem*”, “*vehicles were not*”. 15th number speaker said “*a cheap things*”, “*friends is coming*” as following the previous correction it will be “*a cheap thing*”, “*friends are coming*”. Speaker number 16 said “*necessary step*” “*our self*” “*the lifts*” the corrections are “*necessary steps*” “*our selves*” “*the lift*”. 17th, 18th and 22

number speakers make mistakes by saying “*he don’t*”, “*lots of problem*” and “*heavy furnitures*” respectively in their speech but the correction is “*he does not*”, “*lots of problems*” and “*heavy furniture*”. Speaker number 24 said “*she need*”, “*what’s why does she needs*” the speaker is confused in choosing ‘wh’ word and another will be “*she needs*”. 26th number speaker makes mistake by saying “*in the roads*” but it should be “*in the road*”. Speaker number 27 said “*discuss thing*” the correct form would be “*discuss things*”. It is discussed earlier how Straus (2011) has explained use and type of singular & plural subjects. Now these various types of subjects influences the use of verb in a sentence. But in Bangla grammar exact this kind of influence on verb due to the number of subject is very rare. So this number system of subject is often seen to confuse language learners to make error in using verbs.

4.2.4 Interference in Using Preposition

Now just like subject verb agreement, prepositions also follow some very strict rules, which leads English learners make interference of L1 (Bangla) while speaking in English as L2. 53 percent participant makes mistake in preposition. Speaker number 1, 7, 17 and 19 makes the same mistake by saying “*talk with my*” the use of preposition is wrong over here it should be “*talk to my*”. Students sometimes make mistakes by using similar kind of preposition same as done by speaker number 2. He said “*journey for my place*” but it should be “*journey from my place*”. Speaker number 9 said “*contact with*” in her answer. The speaker mentioned “*contact with*” twice but the verb “to contact’ takes a direct object without preposition. Speaker number 10 said “*in an earthquake*” the use of preposition is wrong over here. It should be “*during an earthquake*”. 11th number speaker said “*must have a keep*” ‘have’ can never sit alone, there should always a ‘to’ after have. So it should be “*have to keep a*”. Speaker number 12 said “*express in everything*” there should not ‘in’ after express.

19th number speaker said “*go another place*” here one preposition is missing. 22 number speaker said “*secure about ourselves*” the use of preposition is wrong over here. Speaker number 26 said “*fora by being late*” here ‘for’ and ‘by’ cannot be to gather in sentence. The correct form will be “*for being late*”. 27th number speaker said “*tell about them*” the placement of preposition ‘about’ is wrong in the speech ‘about’ should be use after ‘them’ in this context. Speaker number 28 said “*just to run out*” the correction is “*just to run off*”. It is clearly mentioned in earlier chapters that Quirk, Greenbaum, Leech, and Svartvik (1985) has described the how important are these prepositions in making proper sense of a sentence. It is clearly seen in the interviews that how wrong use of prepositions can completely change the overall meaning of the whole sentence. This wrong use of preposition is mostly due the confusion a language learner goes through in using similar kinds of preposition like, for and from. Native speakers of Bangla do not have exactly these kind of prepositions in their language so while learning and using English language they get confused between these prepositions. It is also seen that many of them even knowing the correct use of preposition makes error in using preposition. It is observed in the interviews that 13 out of 30 students had trouble in using proper preposition which is almost 44 percent of the overall sample.

4.2.5 Interference of Direct Bangla Words

Since English is not the mother language for Bangla speakers many English learners are often seen to use Bangla words while speaking in English. This reflects interference of L1. 56 percent of all the participants used Bangla word while talking to the researcher. Speaker number 4 used a quite Bangla words like “*O Ha*” “*room-e*” “*kona of the room*” “*aar*” “*eyee*”. 5th number speaker said “*aar*”. 6th number speaker said “*Mane hoche o*” “*ami*” “*na*”. “*Nanana*” “*aar*” “*J*” “*aar*” 7th number speaker borrowed this words. “*aar*” this Bangla word is also used by 8th and 16th number speaker. Speaker number 9 use “*ha thik ache*”

“baburcheas” “kachabajar”. “aar ha” , “mane o” this words are used by speaker number 10. 11th and 24th number speaker use “acha”. Speaker number 12 also use a few Bangla words “tarpor” “mane” “tarpor ami okeonek”. 15th number said “firste”. Speaker number 19 said “mane” and Speaker number 19 said “hoy”. 26th number use “ami oder k” “ami”. “accha” “erpor” “tarpor” “r hocche” these words are used by 27th number speaker. “aar” “ha” speaker number 29 use these Bangla word. We can have a simple explanation on the use of these Bangla words. Like speaker number 4 said “O Ha” in the transition of two sentences and some of the other speakers used the words “arr”, “accha”, “erpor”, “tarpor”, etc in the same context. This is a complete influence of Bangla language. Generally Bangla native speakers while speaking in Bangla take pause to think before saying further anything use these words in between sentences. Same kinds of words are also there in English and other languages as well. Often language learners mix languages while thinking. Because at the time of thinking our concentration involves in understanding the situation and making logic rather than perfecting the language. Almost all the students, participated in this interview, had done this kind of error of using direct Bangla words while speaking. Some other kind of errors were also found in the interviews but the researcher did not mentioned those here is this discussion as those errors do not match with what is discussed here.

4.3 Findings in terms of Research Question

The central research questions are answered in the following sections in light of the findings.

4.3.1 Answer to Research Question 1

Research question 1 attempts to identify whether L1 Bangla interferes in learning L2 English. There are always some grammatical differences in different languages. Though there may be some similarity in languages but each language’s rules and regulation are different than other

language. Mainly this differences increases proportionally with the geographic distance. Ellis (1999) said that if the learners' native language is bit similar to the target language than it helps learners to learn to the target language. However in this case we have seen that there is a significant difference between the Bangladeshi students' native language L1 (Bangla) and the target language L2 (English) which they are trying to learn. This difference in language and its grammar generally makes it default for people of one language to learn the other language. Though all these university students are learning English (L1) form very childhood they tend to make lots of mistakes and interference while using English. Moreover many of them are not used to speaking in English in regular life. So whenever anyone gets into a situation to speak English, they make mistakes in using that language.

As a sample thirty students were individually interviewed while almost each and every single students is found to have some interference while speaking in their L2, English. This study shows that whatever the L1 is, while learning L2 and using it, there are some interferences of L1 in L2. There are tons of rules and regulations in each language and so does English language have in its own grammar. In a very natural every person gets used to all the rules and regulation of his or her own mother language which L1. People in one language get all the knowledge from his surroundings and parenting. Now when this L1 user suddenly tries to learn a new language (L2) and use it while speaking, it is natural that he or she gets influenced by all the rules and regulation of the native language as he or she is used to it. The researcher took interview of 30 students as a sample and found out some of the reasons behind this kind of interference. Basically the researcher conducted a study to find out the interference of Bangla (L1) in learning and using English (L2). But it is seen that these kind of interference can be found in users of all languages while trying to learn new language. Only the type and rules getting influenced may differ from language to language. Therefore it can be clearly stated that L1 Bangla do interferes in learning L2 English.

4.3.2 Answer to Research Question 2

The types of error that occur due to the interference were the sole concern of research question 2. The researcher collected language samples from 30 participants. The result was not the same in all case. The researcher asked the questions in such a manner that the students needed to put their point of view instantly in their L2 without getting any time to think it. Among all the errors made, some are related to this study and some are not. There were so many errors related to phonetics, syntactic, morphological and lexical as by Touchie (1986) that language learning errors involve all language components: the syntactic, the morphological, and the phonological. The syntactic errors commonly found among the participants, those interferences are in using exact English articles, auxiliary verbs, prepositions and wrong use of subject verb agreement. In additional many of them were found to use words from Bangla while speaking in English.

4.3.3 Answer to Research Question 3

Another question was does native language has the highest occurrence of interference. Yes it is seen that the native language has the highest occurrence of interference. Except three or four among thirty, all the students have the interference of Bangla while speaking in L2 English. The research shows that two third of private university students had the interference of Bangla while speaking in their L2 (English). Finding the highest occurred error was a very difficult decision to make for the researcher as there are several mistakes which were very high in terms of number of occurrence. Finally the researcher came to a conclusion that the mostly made mistake among those students is the use of direct Bangla words while answering the questions. As a result it is proved that L1 clearly interfere learning in L2 English and in Bangladesh the highest occurrence of errors are students borrow Bangla words while speaking in English. As the researcher had restricted them with the use of English language it

seems that they could not share much. Therefore in some cases it was seen that while the students were under compulsion to use English while sharing their views they tried to complete the thought through the use of Bangla words.

4.4 General Discussion

Lekova (2009) said that due to L1 interference students make mistakes in the syntactic areas, along with Ellis (1999) also stressed on the point that L1 knowledge would interfere in L2. He also added that learners SLA second language acquisition is strongly influenced by learner L1 first language. As discussed earlier if there is an absence of any element of L1's syntax, learners are expected to make errors in L2. The result of the study is in line with this suggestion. In general cases interferences are less when the L1 and L2 has is very close in terms of its grammars. But in case of native speakers of Bangla learning English the difference between these languages are very high. Many of the grammatical rules of English have no existence in Bangla language. On the other hand there are some rules in English which have some use in Bangla but not the exact way how it is being used in English. Throughout this chapter it is discussed with example how students are facing problem in using some elements of the English syntax like auxiliary verb, article, preposition, and subject verb agreement, which are different from Bangla syntax. That is the reason when native speakers of Bangla try to learn English and use this language they make errors using the proper syntax.

Chapter 5

Conclusion

5.1 Summary of the Study

This study was conducted to find out the interference of first language over second language and how it interferes. To conduct the study the researcher intended to prepare some opinion based questions and ask these questions to first year under graduation students, who have just completed their general schooling and started their university. The researcher observed how these students express their opinion instantly while asked those questions. The main intention of the researcher was to observe what kind of interference can be found while the students express their view in English language (L2 of those students), while they did not get any time to prepare their answers. Through a detailed analysis the researcher identified that the type of interferences the student went through. The researcher then segregated and grouped the types of interference found and described what kind of interference generally occurs and in which volume.

5.2 Significance

The aim of this research is to analyze the interference of mother tongue, Bangla, in successful communication of second language, English, and classify the types of errors, if any.

5.3 Obstacles Encountered

It is obvious to face some obstacles in each sample based research and so does this research have some. In this case the researcher went to five different universities and approached a number of students to participate in a question–answer session that will be recorded. Then again among of so many students finding only first year students was not that easy. Even after

finding the first year students most of them did not get the confidence to participate as they had to answer in English and refused to give the interview knowing that it will be recorded. On the other hand some students who agreed to give interview, did not agree to record it. Another problem faced by the researcher is the noise around at the universities during the interview. The noise due to the crowd made some distortions during the recording, so the researcher had to take some students at a corner to take the voice record clear. Above all the researcher asked the students to answer the questions speaking for at least two minutes but none of them could talk for two minutes.

5.4 Other Findings

In the interview the researcher not only finds out the syntactic interference but also find out some other interference like phonetics, morpho syntactic and lexical interference. Thus a new research can be conducted on phonetics, morpho syntactic and lexical interference.

5.5 Future Studies

In this study the researcher has worked on finding the interferences with a small sample of students and reason behind these interferences. Followed by this study the researcher has intention to expand the study further and find out some more related issues as detailed bellow.

- What are the other major errors L2 learners have due to the influence of L1.
- What are the reasons behind these interferences?
- Is there any draw back in the schooling which cause these interferences?

5.6 Conclusion

To conclude it can be said students at tertiary level have the interference of their native language. In some effective way like students should not learn a subject for passing the exam and they have to practice English for reduce the interference of native language. Learners can take help from the language teachers to reduce the level of interference. There will be no interference if the language teacher helps the students and if the practice level can increase.

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Appendix

Sl. No	Participant's info	Question asked	Response
1.	North South University	If you see your best friend with your enemy what will you do?	"Hello I'm - - - - -, aaa I'll feel like to killing her. Cause aa enemy is not the person whom I would really like so if I see my best friend with her or him so it's gonna be very disgusting for me aaamm aa I'll never like it I'm never gonna like it that MY best friend whom I consider as my best friend she is with my enemy whom I doesn't like or like whom I don't even wanna see so it's gonna be so disgusting for me maybe I'm not gonna be talk with my friend also aaaa yeah from the next time my friend also gonna be my enemy I guess."
2.	North South University	What would you do if you are late for an important job interview?	"Aa hi im - - - - - and I im from north south. Aaa what would I do if im late for a important job. I would I would ...like it depends on the traffic jam ...and it depends on traffic jam then a it depends aa means the time when the job is, interview is sorry actually interview and due to that I have to like start my journey for my place and aa if I have missed it and there is nothing to do I have to tried it for next time. Aa so this mainly about the time n actually no any we can't follow the time because of the traffic jam of Bangladesh.
3.	North South University	If you were planning a party on a very small	"I'm - - - - - and im from North South University. Aaa then I would rather call less people or I would arrange something not that

		budget, what would you do to make it a great party?	much grand maybe something like that. Yeah that's it aaand ummm aaaa aaa and I actually need to think more for this type of umm or I would rather hire aa you know aaau who can arrange this in a small budget or something maybe."
4.	North South University	Tell me what to do in an earthquake?	"I'm - - - - - from north south university. Aaaumm aaa firstly aaa aa I should go under the table then then aa oo ha roome oh sorry in the kona of the room uuu mm ha should not go in a lift aumm yeah aar umm aa should not run a eyee torace of the roof"
5.	North South University	If your best friend stole something from you what would you do?	"Hi im - - - - - and I'm from north south university. Firstly I will find out that if she did it or not and actually it depends on peoples mentality so I don't care about anything and ... aaar if she did it it's okay I'm not disappointed with her and..it's okay."
6.	North South University	If you could change something from your past what would it be?	My name is - - - - - im from North South University. Aaa your question was if I could change something from my past okay then I will aa change some of my mistakes like... like... aaa I wanna be a medical student I couldn't be a medical student because of my some of my aa failure some of my fault and I haven't study regularly. Aa..... And also aaa I will aa change aa something from my past I will na... yeah I wanna be a doctor that's it I wanna be a doctor I want to aa mane hoche o

			<p>sorry ami aa aa I was in a medical coaching but I couldn't study and aa then aa if I could study properly so I wish sorry I thought I will be a doctor now I'm a private university student. So it's one of my mistake I will change that if I can change something from my past. Thank u.</p>
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7.	East West University	<p>If you see your best friend with your enemy what will you do?</p>	<p>Hello my name is - - - - - and I'm from East West University. Aa okay first of all I will get jealous obviously and I'm not nanana I will not talk to her aar I will ask her J why she is roaming around or why she is talking with my enemy and auus I will get angry with her aar I will slap my enemy also that why she is with my best friend uuumm and aa....yea!.</p>
8.	East West University	<p>What would you do if you are late for an important job interview?</p>	<p>My name is- - - - - I'm from East West. Aaa if I'm if I'm late in an job interview then I make a excuse aamm maybe it's aa emotional excuse or maybe it attitude excuse. Emotional excuse aaa maybe it's favor for me because if I excuse my parents was sick that's why I'm late aar attitudural excuse "sir I am late because I'm late aaaa late riser that's why so this that all."</p>

9.	East West University	If you were planning a party on a very small budget, what would you do to make it a great party?	Hello my name is- - - - - One minute ha thik ache... Mmm Small budget party I will contact with aauu no I will not contact with anybody aa I will arrange by myself and I will hire some cheap cheapbaburcheas and and obviously I will find out aa the items food items aaa or the raw materials from the kachabajar and I will arrange it somewhere there is a low budget community centers so that I can arrange aa it in my budget and that's it.
10.	East West University	Tell me what to do in an earthquake?	Hi my name is - - - - - -I'm from East West university. Okay in an earth quake we should not have to nervous. We should go to under the table of her house and we should aar ha we should go to in a field aa if we ride in a car or a bus we should mm okay we should okay aar ha we should mane o we should not go to from the stairs and okay.
11.	East West University	If your best friend stole something from you what would you do?	Hi I'm- - - - - and I'm form East West University. Aaaa mmm at first I will be I would be very angry with her, cause a if I tell her a secret she must aa she must have a keep it a secret because I trusted her but she mm it's like a cheating or betrayed me so I will just be angry with her and aa maybe I will stop talking to her and aa acha then aa maybe aa it will affect on my friendship and aa I will expect her to say sorry to me and if she say sorry to me then maybe will make our friendship up. That's it.

12.	East West University	If you could change something from your past what would it be?	My name is - - - - - and I am from East West University. Aa I would change my past when I was in class six aamtarpor mm I did something horribly wrong and I have to change that, that's all aaa..... Mane amm I was in class six and one friend of mine betrayed me tarpor ami okeonek I tried to console him and tried to express in everything but he didn't listen aa I want to change that from my past. That's all.
13.	BRAC University	If you see your best friend with your enemy what will you do?	Hi I'm - - - - - and I'm from BRAC university. All right if I saw my best friend with my enemy first of all I withdraw talk to him what's the problem with you I will ask aaa what's the problem with you. Why are you what are you doing him and then I will say what to had shared with him in in... does he have said anything about me or aaa I will ask what you have daa what you guys have talked aa yeah so far and then what's the purpose to join him with aa when I'm here you should come with me. What are you doing with the... my enemy when you know he is my enemy and aa that's all that's all I think.
14.	BRAC University	What would you do if you are late for an important job interview?	Aa well, as we are living in Dhaka city though my first excuse would be like that aaa I was in great traffic jam aaa I had to I mean I had to face many obstacles and aa the road inside I mean the road beside my house was not clear I mean there were some drainage problems so I had to come across that problems aa and same

			time the vehicles was not available on the road I mean I had aa what what could I say ...auuu... as excuse, cause that was my fault actually.
15.	BRAC University	If you were planning a party on a very small budget, what would you do to make it a great party?	Hi im - - - - - and I'm from BRAC university. Well aa firste I want to invite a theme of people because I have aa a small amount of money so I want to party it in a short and I will I will buy some a cheap things aa to for the arrangement of the party and ...aa... and I want some money from my friends ...aa... so le... to lend and aa if they will help me aa it will be better for me and aa I think aa my party will be great for me aa if my friends is come for me and aa that's the thing I want to say. Thank you.
16.	BRAC University	Tell me what to do in an earthquake?	Aa im - - - - - from BRAC University. Aaaa in an earthquake yes we have to take some necessary step like first we have to... aa... take a safe place so that we can safe our self from ...aaa ...oo those... aaa earthquake. And first and aaa... second thing is, we can... aaa... take a side with the pillar or we can take aa position aa under the table aar if... if it is possible then immediately we should leave that place... aoo by stairs not using the lifts that's it, I think... aa... better to leave the place for keep safe ourselves.
17.	BRAC University	What would you do if your best friend stole something from	Hi my name is - - - - - and I'm from BRAC university. Aaa at first I will get shocked cause it's my best friend, it's my brother who stole things from me without telling me so it means

		you?	he does not trust me so I will wait for him... aa... to tell me if he does not tell me then I would aa straight forward ask him about what's his problems I will try to understand why did he stole my stuff ...oo... if he don't answer me... aa ee... so I will think that ammhhis not my friend so I have chosen a wrong person in my life. And I will stop talking with him and that's it.
18.	BRAC University	If you could change something from you what would it be?	Hi this is - - - - - from Brac University. Aaaaa... it would be my temper, because I was really short tempered. Aaa that is something cause me lot of problem something else so yeah that's the thing I would change... aa... I would like to change from the past. No I don't think that I don't have anything else that I would help to change.
19.	UIU	If you see your best friend with your enemy what will you do?	My name is - - - - - and im from UIU. If I see my best friend is enemy aaa it will be then I should mm try to go another place like.... If if he see me then I should try to mane mm hide me from him that's it. If he try to talk with me then I will talk everything it be with him but not more talk with him that's it.
20.	UIU	If you were late for an important job interview what would you do?	I am - - - - - Yes, of course. Ok ready. I should get down from the vehicle and aa run to the place. That's it. Then I will try to manage the time through making some short cuts, and something else. I'll call a friend to give a proxy if it's possible. That's it..... I will go as fast as possible and I will try my best to reach there, but if,... if not possible then I will use

			someone else or I will try to contact with that one or I will try to avoid that late with any kind of method. Yes, that's it.
21.	UIU	If you were planning a party on a very small budget, what would you do to make it a great party?	I am - - - - - from UIU. Aaa I think it is difficult to arrange a party with a very small budget. Aaa it will depend on the number of the members hoy in which place I... I am going to arrange it and what type of food I will provide and the environment I think it is very difficult to arrange a aa great party it... it will not be great party it will be a normal party.
22.	UIU	Tell me what to do in an earthquake?	- - - - and I am from UIU. Sure. Okay. I have to be secure about our, aaaa be secure about ourselves, we have to hide somewhere; where we can be safe after the earthquake. Aaaa we ummmm, what can I say, we need to go somewhere, aaaa we need to go anywhere where pillars and aaaa any heavy things are not there so we can save ourselves or ...aaaaa otherwise we can hit by any heavy furnitures or anything else and that's all what I mean. That's it.
23.	UIU	If you could change something from your past what would it be?	Hello I am - - - - - aaa I am from aaa UIU. Yeah Sure. Okay. Aaaa from the past, aaaa actually, if you say something like that, I must say aaaa, I would have tried to aaaaaa... get admitted into some public university, aaa... rather I joined aaa... this univa aaaa, Private university. But I would like to,... I would have liked to aaaa join aaaaaaaa Public university, that's it.
24.	UIU	What would you	Hi im - - - - - from UIU. aaa if my best

		do if your best friend stole something from you?	friend... aa... stole something from me I would ask him or her why the why did he or she need to do this at the first. aaacha so after then that aa I would... I would ask him or her what's the problem what's why does she needs to go through all the things aa its he or she is going through a problem or not aa so basically I would do that or aa aa... on the other hand aa what I can do that aa I would rather not ask anything to him or her ...aa... I would rather aa try to find it by myself aa what why he does he or she had to do this. So, basically ...aa that's what I'm going to do. Thank you
25.	Stamford University	If you see your best friend with your enemy what would you do?	Hi, I am - - - - - from Stamford University. Okay. My best friend with my enemy... I will feel bad. If my friend, best friend is with my enemy, then she is no best friend. Ummm my best friend... aaaa will support me and aaa she will not talk to her. Aaaaaaa if she is with her, I ask her why she is with her and if she give reason which is okay, then I will not fight with her, I will be.... I will be very sad, and will not be any more friend. That is all.
26.	Stamford University	What would you do if you were late for an important job interview?	Hi im - - - - - and from Stamford University. First of all I will go there and requested them aaa and ami oder k oh sorry ami and I will tell them that... and I have important I have stuck in traffic jam and there are lot of problems I am facing in the roads aa and... aa I am requesting... I will request them and ami o sorry I will tell them that I'm really sorry for a by being late and aa... okay that's it.

27.	Stamford University	If you were planning a party on a very small budget, what would you do to make it a great party?	Aaaa My name is - - - - and I am from Stamford university. Accha. Aaaa first of all I would like to invite my friends and then I will tell about them the whole planning. And erpor... aaaaa... then I will tell my budget, what I am going to buy. AaaaaTarpor aa I will discuss with them... aaaa... and tell them my plan, aaaa and that's it. Aaaa Actually I will discuss thing with them, ar hoche ...aaaa that's it.
28.	Stamford University	Tell me what to do in an earthquake?	Hi I'm - - - - from Stamford university. Aa just to run out of the place and inaaaaaaaaa to aaaa that's the thing just the came to my mind I don't know what to do more and yeah just I..I need to take some safety precautions and aa that's it that's just what I can do aa aa then aaa after that I can I can help other people to get out of that place and aa help others and save myself that's the only thing I can do when there is an earthquake.
29.	Stamford University	What would you do if your best friend stole something from you?	Hi my name is - - - - and im from Stamford University. Aa firstly I will ask her aa why she has aa stole aa an that aa thing aa because as she is my best friend I would like to aa I would like to continue the friendship and aar because not being misunderstand ...misunderstand by her I will ask her why she did that and ha if she has some aa special case like aa she liked it or anything like this if I really like her I will give that to her and will forgive her and aa as aa I am her best friend or she is my best friend I

			think she would like to continue the friendship aa and I would forgive the misunderstanding and will never stole the that thing and I will tell her the negative effect of stealing any ...anything. Okay thank u.
30.	Stamford University	If you could change something from your past, what would it be?	Hi my name is - - - - - from Stamford University. Sure, aaaaaa I would rather aa study more for my admission test rather than just passing my time unnecessarily and Aaaaa I would aaa constrad more on my mathematics part for my aa..... to get a better subject that's all. And other thing would be that staying at home and looking after my parents, would be a good effort I think and that's it.