

Influence of L1 on L2 in speaking English of the students of intermediate level

Saima Karim

ID: 12103028



M. Karim
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Department of English and Humanities

BRAC University

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Saima Karim

ID: 12103028

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Dedication

I would like to dedicate my thesis to my beloved parents-

Abdul Karim and Sajeda Karim

Whose love, affection, encouragement, support and most importantly their blessings of days and nights have always been a source of inspiration and power for me.

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With the endless blessings of Almighty Allah, it has been possible for the researcher to complete her dissertation successfully. He has inspired and showed her the right path to make it possible to conclude this thesis on time.

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Declaration

I confirm that the work presented in this dissertation is my original work to the best of my knowledge and belief. The contribution of other sources and information has been acknowledged wherever they have been used. I, hereby, declare that the work is my original work. I have not copied it from any other student, work or from any other institution.

Saima Karim

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Saima Karim

BRAC University

Abstract

Many researchers have been working on interference of mother tongue on language learning. However, there are few works on pronunciation and fluency problems in speaking English. This paper will look for how mother tongue influences second language learning. Many intermediate level learners have problems in L2 speaking. They may have problems in pronunciation, vocabularies and even in fluency. This paper examines learners' speaking problems in depth. It also examines how their fluency in speaking gets affected by mother tongue influence. The results of this study help language teachers to identify students' speaking problems and give the teachers a right track to work on those problematical areas. Since the researcher is working on intermediate level students, she has done her survey on different private universities. The researcher was applying quantitative method. She has done her survey in informal way. She turns all the responses of teachers and students into percentage for better understanding. According to the students and teachers responses, the results show that some students have problems in /s/ and /ʃ/ and majority of the students faces problems in /z/ and /dʒ/ sounds. Many students have problems in fluency because of recalling appropriate words and mental translation. Teachers are working on students' speaking problems but they do not know the proper problem. Therefore, this paper helps both students and teachers to know problematic areas of speaking and show the path to work on properly on students' learning speaking English.

CHAPTER 1

INTRODUCTION

1.0 Introduction

“If you talk to a man in a language he understands, that goes to his head.

If you talk to him in his own language that goes to his heart.”

Nelson Mandela

As a human being, people have to live in a society and to communicate with others they use language as a way of communication. Sometimes people have to learn different languages to communicate internationally, to know the world more nearly. Presently it is seen that people are enthusiastic to learn new languages to cope up with new culture and modern generation. The intention of learning a language is not just an interest of people, it also a kind of demand and force to live in this competitive world. In Bangladesh, English is getting more priority than Bengali. English has been acknowledged as international language and to learn this language learners face problems. In Bangladesh, people are trying to learn English as a foreign language but the important part is learning a language and acquiring a language is very different thing. We can acquire our first language from our family, our environment but we cannot learn a foreign language like this. We have to learn language with its lots of technicalities, which means we have to have knowledge of its grammar, structure, intonation etc., and these are not easy to learn. People interact in their mother tongue (L1) for their daily communication but when they try to learn new language (L2), their mother tongue interferes. Sometimes learners cannot recall the perfect word, they face problems in structures. They usually mix the structure of L1 with L2 and vice versa. They cannot manage their intonation while speaking in L2.

Sometimes they become quite nervous that they put more stress in every words or sentences. Sometimes they mispronounce some words or sometimes they do not understand the words or phrases. The common problem L2 learners face is that when they heard or try to say anything, they try to translate those things in their native language in their mind, which causes the interference of L1. For Example- “Ami Quiz dite chai” becomes “I want to give Quiz” which is not a correct English. The correct sentence is “I want to take Quiz”. Maniam (2010) wrote in his paper that some students use direct translation method when they try to speak in English and many researchers and English teachers observe that when learners do this, their words are influenced by their mother tongue both phonologically and syntactically (p.1).

In this paper, researcher will find out how L1 pronunciation interferes into L2 pronunciation among intermediate level learners and what the problems they face regarding fluency in L2 are.

1.1 Purpose of the study

The purpose of this study is to look for how intermediate learners' mother tongue interferes in their second language (English) learning. In this paper researcher will try to find out the L1 pronunciation interferences into L2 pronunciation and the problems they faces regarding fluency among intermediate level learners.

1.2 Objective of the study

However, a number of researches have been done on mother tongue interference but the main objective of this paper is to find out L2 learners' speaking problems in depth.

1.3 Central Question

1. What are the sounds that students face problem in pronouncing?
2. What are the barriers students have in developing fluency?

1.4 Significance of the study

When the problems of L2 learners have been identified then it would be easy to work on those problems. When the problematic sounds and fluency problems of intermediate level learners are sorted out then teachers can understand how to work on those tricky areas.

1.5 Delimitation

The research is only focusing on Intermediate level learners and most of the surveys were done in private colleges and Universities so the research narrows down the researching area. The research focuses on only speaking skills among of two productive skills of language learning.

1.6 Limitations:

It is a Dhaka based study. The survey and class observations have been done on only Dhaka city's intermediate level learners. The speaking problems of the students of other cities are unknown. Moreover, this paper is not looking for beginning level students Problems, hence, the limitations occur here.

1.7 Operational definition:

Kokota (2014) gave a definition of mother tongue interference and the definition is-

“When you mix up a word in the target language with a word in the language that you already speak that is call mother tongue interference”. He gave an example to make this definition more clear. The example is, suppose someone is learning Spanish and his mother tongue is English. When he first learns a word “roto” which means broken in Spanish, he may interpret it as “rotten”. That is how mother tongue interferes.

CHAPTER 02

LITERATURE REVIEW

2.0 Importance of language in our life

Appel and Lantof (1994) have established in their research that human brain can mediate the relationship between humans and the world where different objects are moving around them, human brain can take pictures of those objects and organize them, and then it can change the objects into their language, which is their symbolic tool. In present situation, English is much more important for communication. For global interaction, people learn English as their foreign language. However, it is not easy to learn a foreign language. There is more obstacles come in the way of language learning (Appel & Lantof, 1994, p.437).

2.1 Influence of L1 on L2 (speaking)

Interference of mother tongue is the biggest obstacle in language learning. Dulay and Burt (as cited in Sinha, Banarjee, Sinha and Shastree, 2009) said, “interference results from the fact old habits (the first language) must be unlearned before new habits (second language) can be mastered”. They tried to say that interference is obvious in language learning. This interference will be continued until the learner becomes the master in second language.

Interference occurs for many reasons and in this matter Taylor (as cited in Sinha, Banarjee and Shastree, 2009) pointed out that many learners overgeneralize target language's rules and try to omit those rules which they do not learn and reduce grammatical redundancies. Learners mix up the target language's rules and mother

tongue's rules and then they make errors in communication. To describe the problem of interference of L1 on L2, Bhela (as cited in Manrique, 2012) said that though foreign language learners can build up sufficient knowledge, they are facing problems in organizing logical structure while speaking, relying on L1 structures in the L2, showing vast gap between assembling knowledge and producing them verbally (p.93). This is a huge problem for L2 learners because most of the learners may have amazing information or knowledge regarding any topic but sometimes they cannot express it because of their lack of knowledge regarding L2 rules.

2.2 Contrastive Analysis Hypothesis

The discussion of Contrastive Analysis Hypothesis (CAH) is very important because it shapes the L2 elements, which are similar to L1. When learners start to learn L2 they deal with many problems regarding sound, vocabulary, structure and many more. Many learners try to speak foreign language in their own style, which is formed as their habit, they transfer their habit into the target language (L2) they learn, and this interference hampers their L2 learning. Contrastive Analysis Hypothesis tries to find out the structural differences and similarities between target language (L2) and native language (L1). Wong and Dras (2009) said "The goal of contrastive analysis is to predict linguistic difficulties experienced during the acquisition of a second language". (p.2)

The main motive of this hypothesis is to find out the problems of the interference of mother tongue on L2 and make the learning and teaching of L2 more effective.

2.3 Critical Period Hypothesis (CPH)

About CPH, Lightbown and Spada, (2006) said that animals, including humans are genetically programmed to acquire anything specially language but at specific time of their life. After that, they will not be able to acquire any knowledge or skills perfectly. As they grow up, their limitations of acquiring knowledge are going down (p.17). Eylon Bialystock and Kenji Hakuta (1999) said that after a certain period, it is not possible to acquire a new language, knowledge or skills. Learning will be much difficult. When learners start to learn foreign language after a certain period, they face problems and their mother tongue starts to interfere because their brain does not want to take more knowledge. When their brain does not want to take more knowledge, they cannot cope up with L2's new rules. Hence, mother tongue interferes.

2.4 Syntax

Santesteban and Costa (2012) said, "Any second language (L2) learner realizes that it is difficult to correctly speak in L2" (p.1). Various topics come when the syntactic categories are discussed. In research of syntactic transfer, Chan (as cited in Islam. 2004) has pointed out five errors in his paper named "Influence on the spoken English proficiency of Bangali Speakers" -

1. lack of knowledge to use copula
2. less knowledge in the position of adverb
3. unsuccessful to apply the relative clause correctly
4. misunderstanding in verb transitivity
5. Lack of knowledge of "there be" for expressing existential function. (p,14)

Sometimes students mix up their L1 with L2. Ellis and Dechert (as cited in Bhela, 1999) observed that learners of L2 usually mix up L1 structures with L2 Structures. While speaking in the target language (L2), language learners tend to rely on their native language (L1) structures to produce a response. In addition, if L1 structure is very different from L2 then learners start to do errors in speaking (p.22). To evaluate the importance of syntax in language learning, O'Neill (1998) said that the engine of generative competence – syntax is much important and he added that no one could learn a language without the knowledge of syntax of that language.

Karim (2013) gave an example to elaborate the syntax problems in learning a language. He wrote in his book names “Technical Challenges and Design Issues in Bangla Language Processing” that in Bengali Language, it has different language structure S+O+V and in English, it has S+V+O structure. When Bengali students start to learn English, they mix these structures and do mistakes in producing correct sentences (p.139). Santesteban and Costa (2012) hypothesized that; a syntactic element of L1 highly affects the processing of L2 speaking and other aspects too. Sometimes learners with good learning styles can only produce simple syntax rather than difficult one in learning classes. Moreover, they said, “the representation and processing of L2 syntax is heavily dependent on the previously established L1 system.” (p.19).

2.5 Phonology in speaking

Beardsmore (as cited in bhela, 1999) said that the difficulties a second language learner has with the Phonology, vocabulary and grammar of L2 are due to the interference of habits from L1. The formal elements of L1 are used within the context of L2, resulting in errors in L2, as the structures of the languages are different. (p.23). phonology, which deals with sound structure, creates problems in production of correct sentence in target language learning. Chen (2003) said that L2 learners' pronunciation depart from that of native speakers and is deeply influenced by their language. Thus, the role of L1 transfer seems to play a very crucial role in L2 phonological acquisition (p.116). Moreover, Solt et al. (2014) worked on some L2 learners and they came up with a conclusion that Phonology creates a perceptual challenge for second language learners. For example, adult learners do not consistently perceive the regular past tense morphemes – even in the clear speech of native speakers. (Conclusion, para 1).

In speaking, pronunciation is much more important in communication. Al-Saidat (2010) came up with three factors that affect pronunciation. Among these three factors, mother tongue interference affects more in pronunciation.

- i. Mother tongue interference: First language is more like a complete package as compared to second language because they used to communicate in L1 and they have no difficulty to produce or construct any words in their mother tongue. Therefore, when they try to learn L2 and communicate in it, L1 features play roles, which makes conflicts between the system of L1 and that of L2. That is how mother tongue interferes in L2 learning. (Mother tongue interference section, Para 1).

- ii. Age: the role of age is major than any other areas. Children can acquire any pronunciation or accent in childhood. Adults may find acquisition more difficult than children may. Lenneberg (as cited in Al-Saidat, 2010) said that in a certain period where, children can acquire any new skills but when they cross that period it is very difficult to acquire any new thing. Therefore, language is difficult to learn after this period and when they try to pronounce any sentence in L2, their mother tongue interferes (Age Section, Para 1).
- iii. Personality: Many students feel anxious and take lots of stress while learning L2 specially in speaking areas. It has been researched that the anxiety level of learners is quite in speaking L2 classes. Therefore, students make errors in speaking. They start to stammer, their voice start shuddering, which makes them more nervous, and increase the interference level of L1 high.
(Personality section, para.1).

Hasan (2013) said that Bengali L2 learners has problems in different sounds /ə/ and /a:/ . Both of these monophthongs belong to the mid central area in the vowel quadrilaterals. Islam (2004) another study named “L1 influence on the spoken English proficiency of Bengali speakers” said that The English sounds like /z/, /dʒ / and /ʒ/ are similar to two types of /z/ and /dʒ/ sounds in Bengali .But a sound like /ʒ/ often creates problem for all types of learners at the initial level. They cannot often produce the actual /ʒ/ sound in the word like 'vision'. They produce this sound either similar to /dʒ/or similar to /ʃ/. So here, also confusion may arise to the listener due to this mispronunciation.

2.6 Vocabulary

Vocabulary is primary and important issue today. To convey a logical and meaningful message, vocabulary is important. Without it communication will not be possible in meaningful way. In second language learning, learner's huge problem is their choice of word/ vocabulary. Pakzadian (2012) said that it is quite difficult to learn vocabulary of L2 because the learners are prepared with L1 and its vocabularies. When they try to learn vocabularies of L2, they are unlikely to repeat their L1 learning route and apply it to L2 learning. For an example-, some learners might not know the exact meaning of ugly or they do not know the opposite word of beautiful. Therefore, they might say "unbeautiful" to refer to something ugly. That is how mother tongue influences in L2 learning (P. 1148).

2.7 Code switching

Presently influences of L1 on L2 have become the causes of Code switching. Learners sometimes do code switching in their daily life communication. Code Switching mainly occurs when learners have knowledge of two or more languages. Poplack (2012) said that code switching refers to the mixture of languages, which is mostly done by bilinguals or monolinguals. This jumbling happens at any level of linguistic structure. This can be occurring with in a sentence or even word. (Poplack, 2012, p.1)

Isurin, (2007) observed that the complexity of the discourse level increases more cases of lexical borrowings and code switching which is causing the extension of bilinguals' loss of control over their L1 capability to express something in L1. (p. 369).

Fedrico B (2014) observed in his study that there are four types of code switching that learners or bilinguals often do in communication. They are-

- i. Inter-sentential switching: when changes happen at the end of clause or sentence
- ii. Intra-Sentential: when changes take place within a sentence.
- iii. Intra-word Switching: these changes occur within a word.
- iv. Tag Switching: These changes take place in tag phrase. (what is code switching section, Para.2)

2.8 Fluency

Mirzaei and Heidari (2013) said in their article named that fluency is a biggest problem in L2 learning. They tried to found where actually deficiencies happen and they found that learners actually do mistaken while they do mental translation. They sometimes cannot produce long sentences and take pause to switch in another sentence. Therefore, L1 influences on L2 learning.

2.9 Intonation

Intonation also matters in speaking. Different people have different intonation and it influences L2 speaking style. It has importance in speaking. Couper-Kahlen (as cited in Crosby, 2013) said that he melody of utterances Intonation is the pattern of pitch in spoken language. The phonetic term for pitch is fundamental frequency (F0) which is the rate of vibrations of the vocal chords. When the number of vibrations per second (the

frequency) goes up, the pitch (we hear) also goes up, although the ratio is not one to one. (p.6).

Jeremy Harmer (2011) detected problem in speaking. L2 learners may not understand what others say. Therefore, it is very important to learn correct intonation. Different accents do not make any difference in understanding language. The stress in accent of the speaker is very important because stress can change expression of a sentence. (P.249-251). Bilinguals are getting problems in speaking because they do not have intonation knowledge. Therefore, they face challenges in speaking L2. Paradis (as cited in Flege, Frieda and Nozawa, 1997) observed, "according to the single system hypothesis, bilinguals are unable to fully isolate the L1 and L2 phonetic systems, which necessarily interact with one another" (p.172). which means bilinguals are having problems with L2 intonation. Basically intonation is used to show emotion. It is important to understand the meaning behind the tone in a conversation and L2 learners face difficulties in this area mostly. They try to relate L1 intonation with L2 and make mistakes in understanding the significance of the conversation in L2. That is how L1 interferes in L2.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter of dissertation discusses the influence of L1 on L2 in speaking of intermediate level learners. This chapter will find out that how interference hampers their fluency and creates pronunciation problems in their speaking, and how they can get rid of these problems.

3.1 Research Design:

As this paper focuses on Influence of mother tongue on L2 so the researcher, set specific questions for learners and teachers to find out the problems of learning L2. She planned to survey on at least 200 students but for the time and vacations it was not possible for her to do so, hence she surveyed 90 students and 10 teachers of different private universities of Dhaka.

3.2 Theoretical Framework

The theoretical framework of the research study focuses on Contrastive Analysis Hypothesis, which were created in Robert Lado's *Linguistics Across Cultures* (1957). This hypothesis suggested that difficulties of acquiring a new language are raised from the differences of target language and native language.

Lado (1957) said that this hypothesis based on the belief that learners transfer habits of their mother language while learning second language. In this hypothesis, the grammatical and phonological systems of two languages are contrasted to predict what kind of difficulties a native speaker of one language might face in learning another as a second language or L2

3.3 Sampling

This research survey was done in only some private Universities in Dhaka. Among those, there were five private universities. Most of the students are doing language-learning courses like Eng 101, 102. There were some teachers whose interviews were taken for rectifying learners' pronunciation and fluency problems. There were 14 quantitative question for 90 students and 6 questions for 10 teachers.

3.4 Instrumentation

Fourteen questions for students and six questions for teachers were made to get the research questions' answers that how their mother tongue (L1) has influences on their second language (L2) speaking skills. Almost all of the questions were related to research questions among those questions, most of them are yes, no sort of questions and multiple-choice questions.

3.5 Setting

The setting of doing survey was both informal and formal. Formal because the researcher has to take interview some language teachers, hence, she has to take permission of those teachers first to take their recording as survey. Moreover, the survey was done in informal way because the researcher asked learners to participate in the survey and most of them were willingly participated in it.

3.6 Data collection procedure

To conduct the survey researcher went to different departments of BRAC University. As researcher knows many students of different school and colleges, it was not difficult to

conduct survey among the students. Researcher conducted her survey during Ramadan month; therefore, lots of schools and colleges were closed for Ramadan and Eid vacations. So being helpless researcher was able to continue her survey via email. Researcher took interviews of teachers by meeting them or via mobile. With the help of the students and respected teachers, researcher was able to complete her survey within 10 days and started doing analysis.

3.7 Data analysis procedure

To measure the influence of L1 on L2 in speaking, quantitative method has been applied throughout the questionnaires. After completing the survey, researcher converted students' responses into percentage to understand how many students actually have problems in speaking in second language. To understand the responses better, researcher use tally by using Microsoft word 2003.

3.8 Obstacles Encountered

It was quite hard to get in the reach of the teachers. Some teachers were not cooperative and were unwilling to give permission to take the interviews. It was quite hard to get in the reach of students because the survey was started in Ramadan month. Many colleges were closed early so it was difficult to reach to the teachers and students.

CHAPTER 4

FINDINGS AND DISCUSSUION

4.0 Introduction

The purpose of this chapter is to analyze the research data that was collected from the students and from the interview of the teachers’ to find out the influence of L1 on L2 in English speaking.

4.1 Analysis of students’ survey

To find out the influence of L1 on L2 in English speaking of intermediate level students’ survey were conducted among 90 students from 5 private Universities in Dhaka.

Question1: Do you face problems in pronunciation?

Majority of the students (60%) said that they have problems in pronunciation. (30%) do not have problems in pronunciation and (10%) feel that they face problems in pronunciation sometimes not always.

Face problems in pronunciation	Yes	No	Sometimes
	60%	30%	10%

Question 2: Do you have problems in /s/ and /ʃ/ sounds?

Most of the students (65%) said they do not have problems in those sounds. They can easily identify the difference between those two sounds. (15%) said yes they do have problems in /s/ and /ʃ/ sounds and rest (20%) said that sometimes they face problems in these two sounds.

Have problems in /s/ and /ʃ/ sound	Yes	No	Sometimes
	15%	65%	20%

Question 3: Do you have problems in pronouncing /z/ and /dʒ/ sounds?

The responses to this question are totally opposite. . The students who had no problem with /s/ and /ʃ/ sounds faced problems with /z/ and /dʒ/ sounds. (70%) students said that they have problems in /z/ and /dʒ/ sounds. (15%) students said they do not have problems in those sounds and other (15%) feel that sometimes they have problems.

Problems in /z/ and /dʒ/ sound.	Yes	No	Sometimes
	70%	15%	15%

Question 4: Can you recall appropriate words, while you speak in English?

The finding said that (50%) students could recall appropriate words (20%) said that they could not recall appropriate words and (30%) said sometimes.

Recall appropriate words	Yes	No	Sometimes
	50%	20%	30%

Question 5: Do you do code switching when you cannot remember proper words in L2?

Most of the students (92%) said that they do code switching sometimes. while they speak in English and (8%) students always do code switching. No one said that they do not do code switching.

Do code switching	Always	Never	Often
	8%	0%	92%

Question 6: Do you stammer when you cannot recall words while speaking in English?

Most of the students (60%) responded that they stammer when they cannot recall words in speaking. Some students (20%) said they do not stammer and 20% said they do stammer sometimes but it is very rare.

Stammer when cannot recall words	Yes	No	Sometimes
	60%	20%	20%

Question 7: Do you think, mental translation before speaking hampers your fluency?

Most of the students (50%) responded that no the mental translation does not hamper their fluency. Other 32% students said that mental translation hampers their speaking fluency and rest 18% said that they face fluency problems sometimes because of mental translation.

Mental translation before speaking hampers fluency	Yes	No	Sometimes
	32%	50%	18%

Question 8: Can you identify the differences between /a/ and /a:/?

Students (20%) said that they have problems in both sounds. Sometimes they do not understand where they have to put /a/ and /a:/. Most of the students (60%) said that they can easily identify these two sounds and other 20% said they face problems sometimes.

Identify the /a/ and /a:/ sounds	Yes	No	Sometimes
	20%	60%	20%

Question 9: Do you make new words when you cannot recall appropriate words?

Most of the students (72%) responded that they make new words when they cannot recall appropriate words. Sometimes they use suffix, prefix in a word to express something negative. Some students (20%) do not make new words and other 8% said that they make new words sometimes not always.

Make new words when cannot recall appropriate words	Yes	No	Sometimes
	72%	20%	8%

Question 10: Do you take pronunciation problem as obstacle of your learning English?

Students (10%) responded that pronunciation problem is the obstacle of their language learning and 70% students do not take pronunciation as obstacle of language learning and 20% think this as obstacle sometimes.

Take pronunciation as obstacle of language learning	Yes	No	Sometimes
	10%	70%	20%

Question 11: Does your pronunciation hamper your fluency of speaking?

Most of the students (82%) responded that pronunciation does not hamper their fluency because they do not care whether their pronunciation is bad. Some students (18%) really care how they pronounce words so it hampers their fluency.

Pronunciation hampers fluency of speaking	Yes	No	Sometimes
	82%	18%	0%

Question 12: Do you give long pause when you switch to another sentence?

Some students (30%) said yes they take long pause while other 60% responded that they do not take long pause when they switch to another sentence and 10% do this sometimes.

Take long pause when switch to another sentence	Yes	No	Sometimes
	30%	60%	10%

Question 13: Can you identify IPA symbols?

Most of the students (50%) said that they can identify IPA symbols and 40% said they do not identify the IPA symbols and that is why it is difficult for them to understand the correct pronunciation of word. Other 20% students can identify this sometimes.

Identify IPA	Yes	No	Sometimes
	50%	40%	20%

Question 14: Do you think fluency problem becomes the obstacle of your language learning?

Some students (20%) agreed that fluency problem is the obstacle of their language learning. Other 10% responded in negative and most of the students (70%) said that they take this problem as their obstacle of language learning sometimes.

Fluency problem as obstacle of language learning	Yes	No	Sometimes
	20%	10%	70%

4.2- Analysis of teachers' interview

For the better understanding of the influence of L1 on L2 in speaking English of intermediate level learners' the interviews of 10 teachers of 2 private Universities and three colleges were conducted. There were different responses of the teachers.

Question 1: According to your understanding, what are the English sounds students mispronounce in speaking?

Most of the teachers (68%) mentioned that most of the students mispronounce /z/ and /dʒ/ sound. They said that in class they observe the students to pronounce /z/ sound as /dʒ/. For example- they call /zu:/ as / dʒu:/. Other 20% teachers said that students cannot identify /s/ and /ʃ/ sounds and 12% teachers responded that many students cannot understand the differences between /a/ and /ɑ:/ sound.

Question 2: What type of activities you make to improve your students' pronunciation?

Almost 80% of the teachers use tongue twister games to improve students' pronunciation. Some teachers (15%) use different kind of activities to improve students' pronunciation. They said they use mimicking method. In this method teacher can model a word and students can repeat them by coping the same stress and tone. For example- Sit in your seat. Students have to repeat this sentence just like their teachers. Other 5% teachers responded that they use talk- out- loud method to improve students' pronunciation. They said that in this way students can pronounce every word loudly with each other and can understand which words sounds better and perfect.

Question 3: Do you think knowledge of IPA symbols helps students to improve their pronunciation?

Most of the teachers (75%) responded that IPA symbols helps students to improve their pronunciation because IPA can help students to understand how to pronounce a word. It is really helpful for students. Other 25% said that students do not need IPA symbols to learn pronunciation. They think practice can help students to improve the pronunciation. IPA symbols learning are just a waste of time and hard too.

Question 4: Do you think students cannot recall appropriate words while speaking?

Most of the teachers (68%) said that students could not recall appropriate words. They said Students do not understand what they are talking. They get stuck while speaking in English. Sometimes appropriate words cannot come into their mind so they make new words and continue their speaking. Some teachers (16%) said that students can recall appropriate words and can speak fluently and other 16% teachers said that they do make new words occasionally.

Question 5: Do you think mental translation before speaking is the main obstacle in speaking?

Most of the teachers (75%) said that sometimes, mental translation before speaking is the main obstacle because many students try to translate L2 into their L1 and produce sentences. It hampers their fluency and increase the number of mistakes while they speak in English. Other 25% teachers said that mental translation is not a main obstacle in

speaking. They think it is good that students are doing mental translation because it will help them to practice both of languages at a time.

Question 6: What do you do to improve students' fluency in class?

Most of the teachers (95%) said that they make students read aloud dialogues; make them identify the strong and weak form of common words. They show them video clips and tell them to speak at least 8-10 minutes about that clip. They make them practice English conversations with their group mates or pair mates.

4.3 Analysis of Central Research Questions

Question 1: In Pronunciation, which sound is problematic for intermediate level learners?

The responses of teachers and students are somehow similar. Some students (15%) responded that they have problems in /s/ and /ʃ/ sounds. They said that most of the time it is quite difficult for them to pronounce / ʃ/ sound and on the other hand 20% teachers responded that students cannot identify /s/ and / ʃ/ sounds. Most of the teachers (68%) think that students face problems in /z/ and / dʒ/ sounds and 70% students also think that they have problems in this two sounds. They said in Bengali language, /z/ sound is missing so students mix /dʒ/ sound with /z/ sound. 12% teachers said that many students face problems in /a/ and /a:/ sounds and 20% students also think that they do not understand where to put /a/ sound and /a:/ sound.

According to the students and teachers' responses, it can be observed that most of the students have problems in /z/ and /dʒ/ sounds. Students faces problems to identify where

to put /z/ sound and / dʒ/ sound. Many teachers do lots of pronunciation improving games in class to increase students' pronunciation. Teachers in classroom to improve and encourage students' pronunciation adopt tongue twister and mimicking games etc games.

Question 2: Why students are facing problems in fluency?

Some students (18%) said that their pronunciation is the biggest problem in fluency because when they do not know the correct pronunciation of a word, they become stuck. Some students (60%) said that sometimes they could not recall appropriate words so that they stammer and this is the cause of their fluency problems. Some students (32%) do mental translation before speaking and they think that their mental translation is creating problem in speaking fluently. Most of the teachers (75%) also said that mental translation hampers students' fluency because L2 learners translate their L2 in L1 and then produce sentences. This hampers their fluency a lot.

CHAPTER 5

CONCLUSION

5.0 Introduction

In Language learning, mother tongue has a huge influence on target language. In Bangladesh, Bengali speakers face more difficulties in speaking English. Their first language (Bengali) interferes when they speak in English. The aim of this study was to investigate the influence of L1 on L2 in speaking English in-depth and how the English speaking fluency and the pronunciation are affected for L1 (Bengali).

5.1 Summery of the findings

The findings show that majority of the students have problems in pronunciations. Most of the teachers (68%) said that many students cannot identify the differences of sounds like /z/ and /dʒ/ sounds and 70% students think they have problems in these sounds too. There are different sounds in English, which are missing in Bengali language and those sounds are difficult to pronounce for the students when they speak in English. Therefore, their fluency of speaking is also become slow down.

According to the students and the teachers, students are facing problems in /z/ and /dʒ/ sounds. The /z/ sound is missing in Bengali language; therefore, many students cannot pronounce this sound. Some students also have problems in /s/ and /ʃ/ sounds. They do not understand the difference of this sounds Intermediate level learners still have this kind of pronunciation problems, therefore, it becomes the obstacle of their language

learning. Many teachers use some pronunciation improving games in class for better pronunciation of students’.

According to the students and teachers, hesitancy is also kind of problem in language learning. Many students do mental translation before speaking and 32% students thinks that it hampers their fluency and 75% teachers said that sometimes-mental translation hampers fluency. Students try to translate L2 in L1 in their mind before speaking and it also increase the possibility of mistakes. However, the survey showed that some students take long pause when they move to another sentence. Most of the teachers (68%) said that students stammer because of having weak vocabulary knowledge. According to the teachers, students’ pronunciation is also the biggest problem of their fluency in speaking. When they do not know the actual pronunciation of a word, they become stuck. Therefore, fluency problem becomes the obstacle in language learning. The findings show that many teachers do some activities in language learning class to improve students’ fluency. For example- many teachers make their students to talk on particular topic with their pair mate or group mate in English or show them a video and then ask them to talk on that video at least 5-8 minutes.

5.2 Recommendations

The influence of L1 on L2 will not be problematic if the teachers as well as the students motivate themselves accurately. Teachers can do innovative things to improve students speaking ability and the same thing students should do for themselves to improve owns speaking ability.

- Teacher should teach students in classes entirely in English so that students are forced to communicate in English with others and with teachers in classroom.
- Teacher should use grammar in English speaking class but in a communicative context or it should be taught like in a way that students would not get bore in class.
- Teachers should give positive feedback to students even if they make mistakes in speaking. Teachers should give comment on students mistakes in a way that student can motivate themselves. When a teacher focuses on student's speaking fluency, the feedback should focus on the content of the speeches, as well as the performance of the participants, they should not focus on the accuracy of the speech
- Students should be confident and speak as much as they can in English. Do not need to be shy about pronunciation mistakes and bad fluency. The more students will practice they will be more confident in their pronunciation and vocabulary.
- Read-aloud is a best way to improve speaking skills because when a student hears his sound, they can identify which sound and word is problematic.
- It is good to watch English movies and songs to improve vocabularies and pronunciation.
- The best way to improve English pronunciation and vocabularies is using dictionary. It has IPA symbols, which help students to improve pronunciation and the use of dictionary makes students good in fluency.

According to Harwood and Blackstone (2012) the support of the teacher is very important to motivate the less confident learners to feel interested to participate in any discussion it will help the students to improve their speaking.

5.3 Further studies

The whole study is practically a diagram for future research. This research is a corridor for future research. It was a Dhaka based study only. Researching in more than one place can help us to get more information and this study is only done on intermediate level learners so researching on other level students will also help us to get more information about the conditions of Bangladeshi language learners. Above all, researcher in this can do in depth research on the influence of L1 on L2 in other context.

5.4 Conclusion

English is an international language. Now Bangladesh is also giving importance to English. Graduates in Bangladesh with high proficiency in English can get a good job easily. In Bangladesh English has been using as foreign language. Learning a language is not an easy thing. Students of intermediate level are facing problems in English pronunciation and fluency. They do some mistakes in speaking. Sometimes they cannot identify two different sounds; sometimes they cannot recall appropriate words. Therefore, there are some lacking are remaining in their language learning. The teachers are trying to help students to get rid of these problems but both teachers and students should take some effective steps to improve English speaking.

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Appendix: A

Questionnaires for students

1. Do you face problems in pronunciation?
 - a. yes
 - b. no
 - c. sometimes
2. Do you have problems in /s/ and /ʃ/ sounds?
 - a. yes
 - b. no
 - c. sometimes
3. Do you have problems in pronouncing /z/ and /dʒ/ sounds?
 - a. yes
 - b. no
 - c. sometimes
4. Can you recall appropriate words, while you speak in English?
 - a. yes
 - b. no
 - c. sometimes
5. You do code switching when you cannot remember proper words in L2.
 - a. yes
 - b. no
 - c. Sometimes

6. Do you stammer when you cannot recall words while speaking in English?
 - a. yes
 - b. no
 - c. sometimes
7. Do you think, mental translation before speaking hampers your fluency?
 - a. yes
 - b. no
 - c. sometimes
8. Can you identify the differences between /a/ and /a:/?
 - a. Yes
 - b. no
 - c. sometimes
9. Do you make new words when correct words do not come into your mind?
 - a. yes
 - b. no
 - c. sometimes
10. Do you take pronunciation problems as obstacle of your learning English?
 - a. yes
 - b. no
 - c. sometimes
11. Does your pronunciation hamper your fluency of speaking?
 - a. yes
 - b. no

c. sometimes

12. Do you take long pause when you switch to another sentence?

a. yes

b. no

c. sometimes

13. Can you identify IPA (International Phonetics Alphabets)?

a. yes

b. no

c. sometimes

14. Do you think fluency problem becomes the obstacle of you speaking?

a. yes

b. no

c. sometimes

Appendix: B

Questions for teacher

1. According to your understanding, what are the English sounds students mispronounce in speaking?
 - a. /s/ and /ʃ/
 - b. /z/ and /dʒ/
 - c. /a/ and /a: /
2. What sort of activities you make to improve your students' pronunciation?
3. Do you think knowledge of IPA helps students to improve their pronunciation?
 - a. yes
 - b. no
 - c. sometimes
4. Do you think students cannot recall appropriate words while speaking?
 - a. Yes
 - b. No
 - c. Sometimes
5. Do you think mental translation before speaking is the main obstacle in speaking?
 - a. yes
 - b. no
 - c. sometimes
6. What do you do to improve students' fluency in class?