

STUDY ON THE OCCURRENCE OF FORWARD TRANSFER
AND BACKWARD TRANSFER AMONG THE YOUNGER
AND OLDER GENERATION PEOPLE FROM CHAKMA
COMMUNITY OF BANGLADESH

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment
of the requirements for the degree of Master of Art in English

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Abstract

This mixed method study was designed to investigate the occurrences of “forward transfer (FT)” and “backward transfer (BT)” among the Chakma community people of Bangladesh. Conversations of both younger and older generations were recorded and then were transcribed for analysis by focusing on their usages of different language mixing type (code-mixing, code-switching, and borrowing) and occurrences of phonological change. Analysis of the collected data indicates the presence of both FT and BT among the both generation groups, where most of the FT were observed among the participants from older generations (26.32%), and higher BT were observed among the younger generations (38.07%). Significant BT occurred among the younger participants while borrowing words/phrases from L2/L3 (18.00%), while most of the FT occurred among the older participants due to code-mixing (18.38%). However, phonological interferences were observed among the both groups during FT (18.70% and 25.10% for the younger and older groups, respectively).

Keywords: Chakma, Forward transfer, Backward transfer, Language mixing, Phonological interference

Dedication

This thesis work of mine is dedicated to my beloved mother who was more than a friend to me, who suffered a lot to for me and as well as made me to think out of the box.

Acknowledgement

At first, I am grateful to the Almighty, who offers us his celestial blessings, strength and endurance to finish this project work successfully.

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List of Acronyms

FT	Forward Transfer
BT	Backward Transfer
CM	Code Mixing
CS	Code Switching

Chapter 1

[Introduction]

1.1 Introduction

In Bangladesh, there exists more than 54 ethnic minority groups or communities with at least 35 different languages, who are also known as the indigenous people of Bangladesh [1].

These communities have their own individual culture and rituals that are different from the Bengali community, the major population of Bangladesh. However, the people of Chakma ethnic community are considered to be in the first line among the other communities on basis of their ability to cope up with the central education system of Bangladesh [2].

The older generations of the Chakma community started to move to the capital and other divisional cities for earning. This allowed their next generations (the younger generations) to get more access both to the central education system of Bangladesh and to the culture of the Bengali community than their ancestors. The younger generations of this community can now communicate with ease to the both groups: the Bengali community and their own Chakma community compared to their ancestors. However, learning a second language (L2) is not easy for a new learner and mostly if the language distance is more with their mother tongue (L1). The mainstream education system of Bangladesh is based on Bangla language.

Therefore, for the Chakma community people the Bangla language is treated as their second language (L2), and sometimes they also have some coursework in English, which is a third language (L3) to them.

In a bilingual society like the Chakma community, most of the multilingual and bilingual speakers tends to use codes like: words, clauses, quotes, sometimes part of sentences from different languages (either L2 or L3) in their conversations while communicating each other [3]. On the other hand, while using these foreign words, clauses, or quotes sometimes they

follow the accent, intonations, syntaxes of their native language (L1) which is very natural (Negative transfer) [4]. Both of the cases indicate the possibilities for the influences of foreign or other languages (L2 and/or L3) on their native language (L1). However, influences of native language (L1) on other targeted languages (L2 and/or L3) is reported in several studies.

Influence of one language on the other targeted languages can be understood by analysing some linguistics features used by the speakers. Furthermore, influence of foreign languages (L2 and/or L3) on the native language (L1) can also be checked by analysing some of the "language mixing" criteria (code mixing, switching, borrowing) used by the speakers.

1.2 Language Transfer and Interference

Language transfer indicates the influence of one language to the other, which occurs due to the application of the linguistic features of one language to other languages. When this influence causes any negative impact on acquisition of the targeted language, then it becomes an interference. This transfer or interference to a language may occur through the entire language elements mostly in the cases of phonology, grammar, lexicon, and spelling [4]. However, the criteria of these factors may vary in different languages depending on the language distances and other factors. Most of the previous studies have focused on the effect of first language (L1) on the other targeted language (L2). Language transfer from L2 to L1 is also possible, however, evidences for the study on the influence or effect of a second language (L2) to the L1 are not enough [5], [6]. The language transfer is thus reported to occur in both direction: (1) Forward Transfer (When the transfer is from L1 to L2 and/or L3), and (2) Backward Transfer (When the transfer occurs from L2/L3 to L1). When the transfer of the phonological system (sometimes along with the sound characters) occurs from L1 to L2 and causes interference in acquisition of the targeted language, it can be denoted as

“Phonological interference”. e.g. using the pattern for applying stress, rhythm, and intonation of one language to other.

1.3 Language Mixing Criteria

Language mixing is the practice of alternating between two or more languages by a bilingual or a multilingual speaker while using a language for communication. Bilingual speakers can be defined as the one who has the ability to use two different languages, separately or together, for different purposes, in different domains of life with different people. However, those ‘two languages’ may or may not include the mother tongue [7]. Most of the common “language mixing” features that are used by the bilingual and multilingual speakers within a specific community includes: code mixing, code switching, and borrowing [3]. According to Hudson (1990) as cited in Dewi (2021), code-mixing is the use of some words from different languages and applying them back to the first language, and the purpose of using code-mixing in a conversation is to provide more than one possible meaning when none of the used code were appropriate [3]. On the other hand, code switching occurs when a bilingual or multilingual speaker alternates between two or more languages (or dialects or varieties of language) in one conversation [8], [9]. Borrowing, according to Haugen (1950) and Hoffer (2005) as cited in Dewi (2021) is the process of importing linguistic items from one linguistic system into another, which occurs any time two cultures are in contact over a period of time. As stated by Dewi, the most common reason for using “borrowing” is making a language contact, however, involvement of cultures may also be a reason in some cases. Usually, in these cases, words are transferred from one language into another mostly when the speakers cannot find an appropriate word within one language to express their concept or idea in the targeted language [3].

1.4 Research gap

Evidences for study on the effect of a second language (L2) on the first language (L1) are not satisfactory. However, a comparative study between the populations of the younger generation and older generation in an ethnic minority community for both the backward transfer (from L2/L3 to L1) and forward transfer (L1 to L2/L3) is not reported yet while conducting the study.

1.5 Aim of this Study

Language, being a human behaviour, can be studied from different point of view. The sociologists target a language to study either for its use or its effect on the society. The linguists analyse different linguistic features of a language, and the sociolinguists are concerned with the study of language in relation to the society. In this study, the author targeted both the people from younger and older generations of the Chakma community as targeted samples, and the study attempted to find out the pattern of “language transfer (both forward transfer and backward transfer)” for both of the generations (younger and older) of the Chakma community people. Two types of conversations: (a) between younger generations; (b) between older generations were studied; To understand the pattern of the “language transfers” in both younger and older generations, the most common element of a language: Phonology was analysed.

This study also tried to find out the pattern of using some of the “language mixing” criteria (code mixing, code switching and borrowing) by the speakers from both of the generations (younger and older) during their conversations. Analysis of these “language mixing” features in both generations will also be analysed to understand their effect in the pattern of “Language Transfer”.

1.6 Research Questions

The author tried to find out the following targeted research questions while conducting the study:

1. Based on the study data and analysing “language mixing” features: code-switching, code-mixing, borrowing,
 - a) How much “forward transfer” and “backward transfer” are observed due to “code-switching” among the younger generation and older generations of the Chakma community?
 - b) How much “forward transfer” and “backward transfer” are observed due to “code-mixing” among the younger generation and older generations of the Chakma community?
 - c) How much “forward transfer” and “backward transfer” are observed due to “borrowing” among the younger generation and older generations of the Chakma community?
2. How much “Phonological Interference” is observed during “forward transfer” and “backward transfer” while the younger and older generations of the Chakma community communicate with each other in their groups?

1.7 Significance of the study

This study will give an idea on the presence of both forward and backward Transfer among the populations of younger and older generation of the Chakma community. Furthermore, findings from this study providing information on occurrences of language interference (based on phonology) among the both generations will give a primary idea on their ability in learning and applying the second language during a conversation. Overall, this study data will be helpful in performing further linguistics study with the Chakma community people.

1.8 Limitation of the study

The study was conducted with a limited number of recorded conversations due to the limitations of time. Vast size of data is required to represent the use of “language mixing” and pattern of “language transfer” occurred in the targeted Chakma community. Data collection procedure was also challenging as the consents of the participants is required before recording their conversations. Data collection of different participants were also challenging as the people of the Chakma community are among the minority populations. Data collection of the conversations among the same generation people were not always possible.

1.9 Future plan of the study

The study needs more data to represent the targeted status for the both younger and older generations of the Chakma community. Conversation data from mix generations (younger-older generations) will be collected to get information on how each generation chose their words, which types of language mixing occurs, and how language transfer is occurred among them while continuing communications in a mixed environment.

Chapter 2

[Literature Review]

2.1 Introduction

According to De Houwer (2009) and Nurjaleka (2021), a distinction exists between the first and second languages of the bilingual speakers and nearly 70% of the world's population is bilingual and lives in a bilingual environment [10]. The phenomenon of code-switching, language mixing, or borrowing arises only in the bilingual context [10]. The first language have big effect in the second language, and due to these effects or influences interaction and mixing between languages is observed in different languages [11]. However, the effect of the second language in the first language is not also avoidable [4]–[6].

2.2 Language transfer

The effect of one language to another language is simply known as language transfer. The language transfer is thus reported to occur in both direction: forward and backward.

(1) **Forward transfer:** When the effect of native language (L1) is observed in another language (L2/ L3), then the transfer is considered as a Forward Transfer (FT);

(2) **Backward transfer:** If the effect of L2/L3 is seen in the native language (L1) of the speaker, then the occurred transfer is termed as a Backward Transfer (BT).

The effect of one language to another can occur through transfer of different language elements from the source language to the targeted languages while performing a conversation. However, considering the output of a transfer, the transfer of languages can be classified into two categories [4].

1. ***Positive Transfer.*** The transfer can be denoted as positive if the transfer helps in improving the acquisition of the targeted languages.
2. ***Negative Transfer.*** The transfer will be considered to be negative, if the transfer causes interference in learning or acquisition of the targeted language.

2.3 Phonological Interference

The effect of a language causing difficulties in learning another language is known as interference which mostly occurs at phonology level. In this type of interference, transfer of the phonological system (pattern for applying stress, rhythm, and intonation of a language along with the sound characters) occurs from L1 to L2 and causes interference while learning a new language

2.4 Factors Influencing Language Transfer and Interference

The phenomenon of “Language transfer” usually happens if a targeted language is somehow get influenced by pronunciation, grammar or any other aspects of a learner’s first language or native language [12]. Aisong (2012) have studied on the factors that may have influence in L1 transfer, and in the study the author presented these factors in major seven categories.

These factors are: Linguistic factors (Language distance, and Language universal: markedness), Psycholinguistic factors, Sociolinguistic factors, Social-psychological factors, Individual differences (in terms of personality), Developmental factors, and Frequency of Input [13].

According to the study conducted by Amin (2017), the most influential factors that lead to negative pragmatic transfer or Interference could be: the lack of linguistic knowledge; the lack of awareness about the pragmatic rules; the lack of linguistic proficiency to convey [12].

Effect of one language on the other language can also be studied by analysing the use of “language mixing” by the bilingual or multilingual speakers where they use codes from one language and apply them to other languages. These codes can be **words, sentences, phrases, or even clauses** from a language and the choice of code may also vary from speaker to speaker while using in a communications [3]. Usually, in a monolingual society, people use only one language while communicating with others. On the other hand, two or more languages or codes are used by the people in a bilingual society [3]. From this prospect, we can mention the society of the Chakma community as a multilingual society or at least as a bilingual society. In a bilingual society like the Chakma community, the speakers usually tend to use “language mixing” while continuing a communication [10], [14].

2.5 Language Transfer and Interferences in terms of linguistics

Natalia Kartushina et al. (2016) reported that the native (L1) and non-native (L2) languages coexist in the interactions of bilinguals and second language learners [15]. As the L1 and L2 coexists in a bilingual environment, influence of L1 on L2 as well as influence of L2 on L1 is possible. According to Brown (2000:94) as cited in Saudiyatno (2015), when the performance or knowledge of a previous language is applied and continued to the other language, this is denoted as “Language Transfer”. In a “Language Transfer”, the learners or the speakers usually tend to transfer the elements of a language (phonology, grammar, lexicon, and spelling) to the target language during interactions [4].

The phenomenon of language transfer has been a focus for decade mostly on acquisition of a second language [13]. However, “Language Transfer” is reported to occur in both directions. The influence of the first language (L1) to the second one (L2) is termed as “Forward Transfer”, while the influence of the second language (L2) on the first language (L1) is termed as “Backward Transfer” [5], [6], [15]

In the study of Aisong (2012), the author examined seven (7) factors that could results in L1 transfer are: Linguistic factors, Psycholinguistic factors, Sociolinguistic factors, Socio-psychological factors, Individual difference, Developmental factors, and Frequency of input. However, Aisong (2012) concluded that L1 transfer is actually a consequence of the co-influence from all of these factors, or even more. And, suggested to conduct more study to find out how these factors interact with each other to cause a L1 transfer behavior for the L2 learners [13].

Language or linguistic interference is also sometimes denoted as a transfer [16]. However, Brown (2000: 94-97) as cited in Saudiyatno (2015) classified the language transfer as positive transfer and overgeneralization and negative transfer or interference which marked “Interference” as a type of “Language Transfer”. Brown (2000) in Saudiyatno (2015) stated that “Interference” is common when it is involved with a second language teaching.

Aziz et al. (2019) presented the “Interference” as the deviations in a target language.

According to Lott (1983:256) as cited in Aziz (2019) interference can be defined as errors in the speaker or learners' use of the foreign language that have an influence of the speakers or learners native language [17]. Hartman and Stork (1972) as cited in Suadiyatno (2015) also mentioned interferences as errors made by the speakers while carrying over the speech habits (dialect) of the native language into a second language [4]. Therefore, negative transfer, and/or interference causes difficulties in learning the target language, while positive transfer tends to facilitate in language learning [16].

Suadiyatno (2015), in his article mentioned four (4) types of “Interference” which includes: Phonological interference, Grammatical interference, Lexical interference, and Spelling interference [4]. From a linguistic point of view, Baghirova (2021) divided the “negative transfer” into several types like: (a) lexical negative transfer, (b) syntactic negative transfer, (3) chinglish expressions [16].

However, interference from first language is mentioned as one of the factors affecting in English language proficiency and competence, where English language is the second language [18]. Native language interference (along with other major factors like amount of exposure, phonetic ability, cultural and educational back ground and motivation) was also reported to affect the pronunciation of the words from second languages [19].

2.6 Code Mixing (CM)

Hudson (1990) as cited in Dewi (2021) defined code-mixing as the use of some words from different languages and applying them back to the first language [3]. Code-mixing is used for providing more than one possible meaning in a conversation when none of the used code were appropriate.

2.6.1 Types of Code mixing.

According to Suwito (1983:76) as cited by Wibowo (2017) code mixing can be divided into two groups [20].

- (A) Inner code mixing. This type of CM occurs through the insertion of elements from the original language with all of its variation;
- (B) Outer code mixing. Outer CM which occurs when elements from a foreign language are inserted to the original language.

Types of code mixing can also be divided into three main types according to Muysken (2000:1) as cited by Wibowo (2017). These three types of code mixing are: (A) Insertion of word phrase, (B) Alternation, and (C) Congruent lexicalization (dialect). These three basic code-mixing processes are however, limited by different structural conditions and in different ways in specific bilingual set up. However, According to Suwito (1985:78) as cited in Dewi (2021), code-mixing can be further classified into following six different categories: 1.

Insertion of words, 2. Insertion of phrases, 3. Insertion of hybrids, 4. Insertion of word reduplication, 5. Insertions of idioms, and 6. Insertion of one clause.

According to Hoffman, as cited by Girsang (2015) many types of code mixing may happen, however, based on the scope of switching where language takes place, code mixing can be categorized as three types [9]. These are:

- (1) Intra sentential mixing; (Code mixing occurs within a phrase, a clause or a sentence boundary.)
- (2) Intra lexical code mixing; (Code mixing occurs within a word boundary.)
- (3) Mixing involving a change of pronunciation; (Here, the code mixing occurs at the phonological level).

2.6.2 Functions of Code-mixing

The bilingual and multilingual speakers are found to use code-mixing for different purposes. Hoffman (1991) have mentioned some functions of code-mixing as cited by dewi (2021) [3]. Bilingual speakers usually apply different types of code-mixing in their conversations when they tend to (1) talk about a particular topic, (2) ask someone by using a quote or utterance of some well-known figures, (3) be emphatic about something (4) use interjections (insertion of sentence filler or sentence connectors) either unintentionally or intentionally depending on the overall situation, (5) use repetition to clarify their speech, (6) clarify their speech so that the speech content can be understood better by the interlocutor, (7) express group identity of them.

2.7 Code switching (CS)

Code switching occurs due to the alterations between two or more languages or dialects or varieties of language in one conversation by the bilingual or multilingual speakers [8], [9].

2.7.1 Types of Code Switching.

Bilingual and multilingual speakers usually tend to use three most common types of code switching while communicating in a bilingual communities [8], [21].

- o Inter-Sentential Code switching. Here, the language switch is done at the sentence boundaries. The words or phrases from other languages are found being used at the beginning or end of a sentence. This type of code switching is seen among most of the fluent bilingual speakers.
- o Intra-Sentential Code switching. The shifting of code is done in the middle of a sentence, and the speakers show no interruptions, hesitations, or pauses to indicate a shift. Usually, the speakers are not aware of the shift.
- o Extra-Sentential Code switching or Tag Switching. When a single word or a tag phrase, or both are switched from one language to another in a conversation, this indicates a tag switching, or extra-sentential code switching.

However, other studies also suggest another type of code switching named as “Intra-word switching” where a change occurs only within the boundary of words [11].

2.7.2 Functions of Code-switching

There are a number of possible reasons for switching from one language to another. Martiana (2013), have mentioned a number of 13 Functions for Code-switching [21]. According to Martiana bilingual speakers may use code switching to: (1) give emphasis on their speech, (2) make other known about their designation, (3) clarify their speech, (4) objectify something or someone, (5) aggravate message (6) parenthesis, (7) mitigate their message, (8) shift a topic, (9) minimise untranslatability, (10) Personalise someone, (11) for using interjection, (12) reiteration, and (13) make a quotation.

However, according to Seckin Essen (2022) as published in Owlocation, most common three reasons for using code switching by the multilingual and bilingual speakers are: (1) To fulfil the need of the speaker, (2) To express solidarity, and (3) to exclude others from a conversation who do not speak the second language [8].

2.8 Borrowing

According to Haugen (1950) and Hoffer (2005) as cited in Dewi (2021), borrowing is the process of importing linguistic items from one linguistic system into another, a process that occurs any time two cultures are in contact over a period of time. As stated by Dewi, the most common reason for using “borrowing” is making a language contact, however, involvement of cultures may also be a reason in some cases. Usually, in these cases, words are transferred from one language into another mostly when the speakers cannot find an appropriate word within one language to express their concept or idea in the targeted language [3].

2.8.1 Types of Borrowing.

According to Hockett (1958) and Hoffer (2005) as cited by Dewi (2021) different types of “Borrowing” can occur which can be organized as follows [3].

- (1) Loanword. (In this type of borrowing, speakers tend to adopt with a item or idea by using words from other language.)
- (2) Loanshift. (This type of borrowing occurs as a result of adapting the native words with new meanings.)
- (3) Loan-translation, or Calque. (This type of borrowing occurs when the item-for-item native version of the original language is used in the native language.)
- (4) Loan-blend. (Loan-blend occurs when the borrowed words come as a mixture of a loanword and a native element.)

2.9 Code-Switching, Code-Mixing, and Borrowing in terms of linguistics

Code-switching and code-mixing are the criteria in the speech pattern among the average bilingual speakers in any human community all over the world, and both of them are very common and widely used at different language. According to Waris (2012), most of the bilingual speakers in the society mix their language with other languages either by borrowing or using pieces of foreign languages which are known as codes. However, while mixing languages they often get influenced by the first language [11].

Code switching is the phenomenon that is widely observed in multilingual and multicultural communities. According to Hymes (1974) as cited by Waris (2012) code-switching can be defined as “a common term for alternative use of two or more languages, varieties of a language or even speech styles” while Bokamba (1989) defined code-switching as mixing of words, phrases and sentences from two distinct grammatical sub-systems across sentence boundaries within the same speech event [11]. On the other hand, code-mixing is the other phenomenon that is closely related to code-switching, which takes place without a change of topic and can involve the elements of language such as phonology, morphology, grammatical structures or lexical items [11].

When bilinguals tend to switch or mix two languages or codes, there might have some factors that motivate them to use code-switching and code-mixing [22]. Shifting from one language to another may depends on many factors such as: gender, situation, and style etc. However, existance of some psycholinguistic and sociolinguistic factors are also possible which may trigger code-mixing depending on the degree of bilingual proficiency, political balance between the languages, selected topic, place settings and finally the participants [3]. The use of code switching in a bilingual community when the speakers recognizes that the use of either of two languages has its value in the term of rewards [9].

According to Grosjean (1982) as cited by Kim (2006), some factors that may generate code-mixing by the speakers could be: “Lack of proper vocabulary knowledge in respect to the targeted language” among the bilingual speakers; as well as their interlocutors, situations, messages, attitudes, and emotions in a conversation. Code-mixing is however, an intra-sentential event and is constrained by grammatical principles, which may also be motivated by different social-psychological factors. On the other hand, some other social factors may involve in the use of code-switching by the speakers: eg; quoting (to emphasize on one’s group identity), specifying the addressee (while addressing a particular person in a group of peoples sometimes switch to a different language), qualifying (to increase the value of the speech that has been said), or mentioning about some past events [22].

As many researchers used different terminology for code-mixing, it is somehow difficult for other peoples to use the proper terminologies. As cited in Kim (2006), Pfaff (1979) used the term “mixing” as a neutral cover term for both code-mixing and borrowing while Beardsome (1991) rejected the use of the term code-mixing. However, McClaughin (1984) as cited in Kim (2006) referred other related phenomena such as borrowing, interference, transfer, or switching by using the term “code-mixing” [22].

In the field of linguistics, borrowing is the procedure in which a word from one dialect is borrowed as a loanword, and then adjusted for using in another [23]. According to Yakubovna et al, “Borrowings” are referred to as borrowed words or lexical borrowings, phonetic borrowings, and borrowing of morphemes, and all of which depends on the level of the concerning structural element of the language they belong to [24].

In most of the cases, code-mixing, code-switching and lexical borrowing terms become confusing. However, according to Poplack (1980) as cited by Jabeen (2018), Code-mixing focuses at the mixing of at least two language in the domain of a sentence while code-switching implies the mixing of the codes of at least two languages at the level of clause

grammatically [23]. And, the main difference between the borrowing and code-switching is that code-switching is totally informal and occurs only in oral context, while borrowing can be found mostly in a formal form whether written or spoken, in dictionaries and even in encyclopedias [25].

2.10 Factors leading to use of different “Language mixing”

2.10.1 Factors leading to code mixing.

According to A. Fotini (2017), factors that may influence the mechanisms of code mixing and code switching The individual characteristics of the speakers, their language environment, the social status of their languages as well as the everyday usage of them [26].

Code-mixing, according to Ahmed (2020) can also happen by the bilingual speakers while using a second language to mimic someone in a process called role-playing or when thinking about culture or religion words that do not exist in the first language [27]

According Suwito (1985: 77) as cited by Mustikawati (2016), behind code-mixing there may have two basic reasons: (1) background on attitudes, (2) linguistic background. However, according to Mustikawati (2016), the deciding factors of “Code mixing” for the speakers at their learning stages could be: (1) identification of the role, (2) the desire to explain and interpret,

(3) sourced from the original language and its variations, is sourced from a foreign language [28].

2.10.2 Factors leading to code switching.

Bilingual and multilingual speakers may switch to codes in both formal and informal context while conducting communication in a bilingual or multilingual community. However, according to Wardagh as cited by Ali (2015) this phenomena is a subconscious activity,

which suggests that the very factors stimulating the use of code switching by the speakers may also be unconscious ones [29]. However, many factors may influence the speakers to use code switching, and these factors can be **linguistic factors**, or **extralinguistic** [25].

Linguistic factors basically depend on the bilingual speakers and the languages they use to make interactions with others. On the other hand, **extralinguistic factors** may include:

- *The Participants* (eg; the people that are engaged in the conversation or interaction);
- *The Topic*, (eg; the subject of discussion in the conversation), and,
- *The setting* (the place and the environment of the location where the communication is ongoing, eg; may be at home, workplace, school yard, market, etc.).

According to the observational study of Abdoulaye (2017), factors that involves in using code-switching by the speakers are mostly **sociolinguistic factors** [25]. And, according to the article of Mustijawati (2016), deciding factors for using “code-switching” by the speakers at the learning process of code may includes: speakers (O1), partners speakers (O2), the presence of a third person (O3), the topic of conversation, evoke a sense of humour, and just prestige [28].

2.10.3 Factors leading to borrowing.

The main factors that traditionally trigger borrowing are **lexical concision**, personal convenience and, to some extent, **lexical shortage**. **Lexical Concision** indicates a situation when the speakers prefer to borrow a word from other languages that give the briefness and simplicity in a context. **Lexical shortage** is the factor that indicates the lack of words to express the realities which ultimately leads a bilingual or a multilingual speakers to borrow words from other languages to the targeted language.

In terms of linguistics, “Borrowing” is a positive transfer, because while using the borrowing, the speakers borrow a word from one language and then apply the word in the second language according to the rules of the targeted language. However, code switching is a "negative transfer" in the category of the "Language Transfer".

Chapter 3

[Methodology]

3.1. Materials and Methods

This study is a mix method \ research study, and the author tried to follow an approach of grounded theory while conducting this study and the collected data were analysed by t-test. The author also took help from personal observations, different relevant journals, research articles, and reviews conducted by other researchers in completion of this study.

3.2 Context

Being a bilingual society, most of the speakers of the Chakma community are multilingual or bilingual speakers and tend to use different types of codes like: words, clauses, quotes, sometimes part of sentences from different languages while communicating with each other. As influences of native language on other languages are observed in several studies, the people of the Chakma community may also face the same. However, influence of language as language transfer can occur in both directions and, the degree of influence may vary among the population of different generations.

3.3 Participants

The participants of this study are from two different generations of the Chakma community: younger generations and older generation. The ages of the participants from the group of younger generations were within the range of 15 to 32, whereas the ages of the participants from the older generations ranged from 40 to 53 years.

The participants were selected based on the following conditions: a) All of them are at least a bilingual speaker; b) Chakma language is their native language; c) The participants will have their full consents on recording their conversations; d) Their name will not be revealed in any

part of the study; e) All of them are at least fluent in speaking Bangla language; and f) All of them have completed at least an elementary level of English language;

3.4 Materials

Built-in microphone and voice recorder tools of 3 (three) android sets were used as recording device. The model of the android sets used for data collection are: (1) Pixel 6, (2) Pixel 5A 5G, and (3) Huawei 9 prime.

3.5 Data Collection Procedure

3.5.1 Setup and Recording

The participants were seated in a room in close range, and they were allowed to communicate among themselves in their group on any topics. The recording device was set at the centre to record their conversations. The recordings were continued until they finished their conversations.

3.5.2 Contents of the Conversations and Conditions

The participants were free to discuss on any topics in their conversations. However, it was appreciated to use different languages in their conversations. And, almost all of the participants used more than one language in their conversations willingly. All of the participants had their full consent on using their recordings as study data only for research purpose. However, they didn't allow to publish their name in any parts of the study.

3.6 Transcription and Analyses of the recording data

The recorded data were collected and categorized for the targeted two groups. The recordings were then transcribed by using Jenkins (2007) transcription conventions. The transcribed data were then analysed for the frequency of using Forward Transfer and Backward Transfer

among the participants of both groups. Presence of interferences at phonology level and grammatical level were checked throughout the recordings of the participants. The use of different Language mixing types was also checked throughout the transcribed data.

3.7 Statistical Analysis

To compare the study data from the participants of the younger generations and older generations, an independent t-test was performed. P-value lower than 0.05 was considered as significant value. All the graphical presentations of the study data were generated by using “Microsoft Excel”.

Chapter 4

[Findings and Discussion]

In this chapter the recorded data were transcribed by using Jenkins (2007) transcription conventions. Recorded data were collected as conversations from two groups with proper consent of the participants. The transcribed data were then analysed following words as well as sentences that are identified as code-switching and borrowing. The author tried to focus on analysing how older generations and younger generations of Chakma community people code switch, and borrow words from L2 and L3 in their daily social context. Furthermore, the accuracy level of pronunciation that are influenced by their L2 and L3 were examined. The transcribed data are attached in the appendix.

4.1 Summary of the findings

Occurrences of different parameters were checked for each data set from both of the targeted groups (the younger generation and the older generation). Analysis of the study data indicates the presence of both “Forward Transfer (FT)” and “Backward Transfer (BT)” in the conversations of both groups. Most of the BT were appeared due to the use of different types of “language mixing”. At the same time, FT also appeared in some of the cases where the speakers tended to apply the accent of their mother tongue (L1) to the used word, or, phrases from other languages (L2). This application of accent from one language to other sometimes interfere to speak in the targeted language, which sometimes can also be denoted as “Negative Transfer (NT)”. However, the application of rules from one language sometimes facilitates in speaking and learning other languages, which is known as “Positive Transfer (PT)”

In this study, Chakma language was the mother tongue for both of the groups. Hence, Chakma language being the L1. The other languages from which the words or phrases were used by the speakers mostly belong to both Bangla (L2) and English (L3).

4.2 Data analysis for the presence of different parameters used by the speakers of both generations

Speakers from both generations used different “Language mixing” types (code-mixing, code switching, borrowing) in the conversations, and “Language Transfer” occurred in both directions (FT and BT) as a result of using these language mixing types. Figure-1, represent the overall scenario for the parameters used by the speakers of both groups.

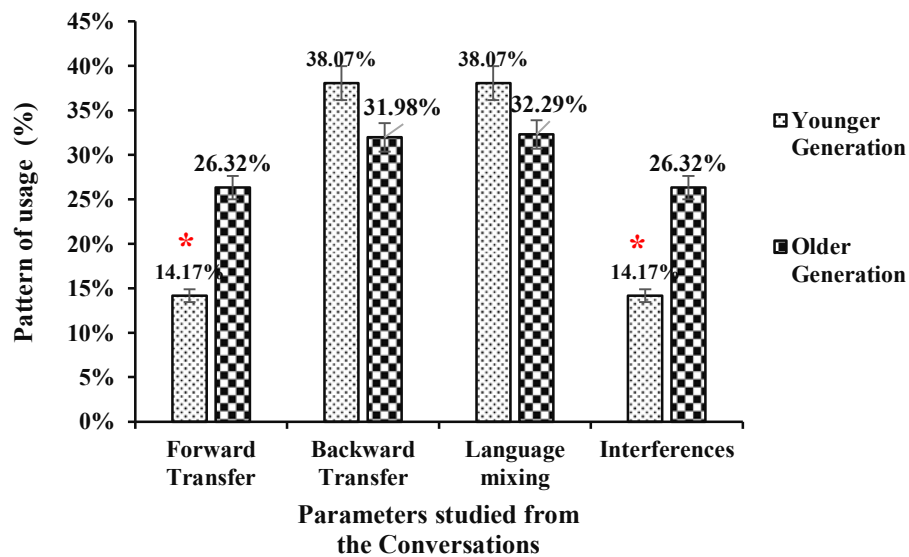


Figure 1: Graphical presentation on the Pattern for usage of different parameters observed between the groups of young generation and older generation. Significant differences (P -value < 0.05) were observed for occurrences of “Forward Transfer” and “Language Interference” between younger generation and older generation in t -test.

The findings shown in figure-1 indicates that occurrence of FT in older generation is significantly higher than the younger generations which means the tendency of applying the

linguistic rules, or, accents of the native language to the L2 or L3 language is higher among the speakers of older generations than the speakers of younger generations. As a consequence, occurrences of interference in language is also most common among the older generations.

4.3 Data analysis for the use of different language mixing types by the speakers of both generations

The common language mixing type used by the speakers from both of the groups included code-mixing, code-switching, and borrowing. Among these three language mixing type's use of "Borrowing" was significantly higher among the speakers of younger generations compared to the older one (fig-2). Use of code-switching was rare among the speakers of both groups, while use of code-mixing was prominent for both groups. However, the analysis result on the use of language mixing suggest that speakers from younger generations tend to use more language mixing than the older generations (fig-2).

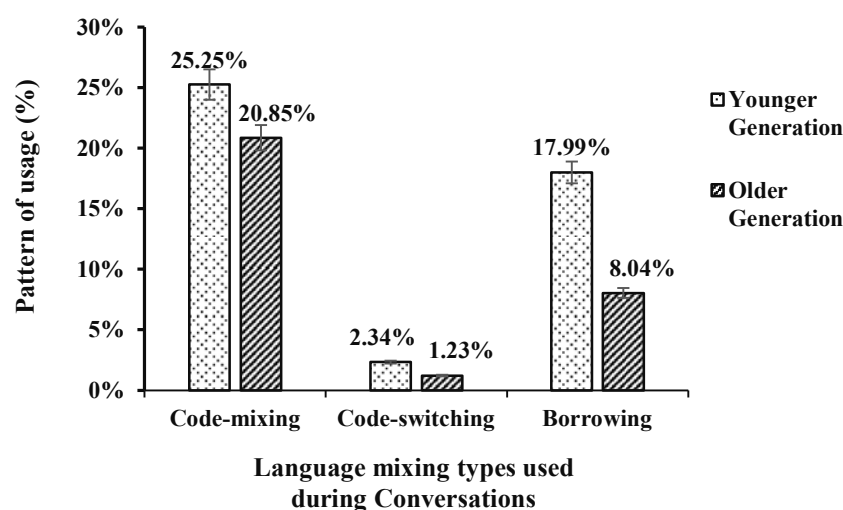


Figure 2: Graphical presentation on the Pattern for usage of different types "Language mixing" features between the groups of young generation and older generation. Significant differences ($P\text{-value} < 0.05$) were observed for usage of "Borrowing" between younger generation and older generation in t-test.

Usage of “Borrowing” by the participants of the younger generations were checked throughout the transcribed data and the recording data. Personal observation from the author suggests that the usage of “Borrowing” by the younger generations were mostly influenced by the factors “need” and “prestige”. For example, in “line 457” the word “intannship /intɜ: nʃip/” was borrowed from English word “Internship” which is L3 for the speaker and, this indicates the need of this word by the speaker to deliver an information with clear concepts. On the other hand, the word “workout” from line no. “497” indicates the use of this word was done by the speaker as a selection of the word from a more prestigious language. On the other hand in “line no 185” the word “Facebook” was used as a loanword from English Language. Lack of alternative words for “Facebook” was seen in Chakma language therefore, the speaker from the older generation used this borrowing word. Along with the younger generation the useage of L2/L3 words as prestigious also observed in older generation from the Line no 216 & 262: “Professor” and “Wall” respectively. However, the use of code switching was rarely discovered from both groups as the participants were in a monolingual setting.

4.4 Data analysis for the occurrence of “Language Transfer” in the conversations

The effect of one language on the other language while performing a conversation is very common for the bilingual or multilingual speakers. These effects may occur through the usage of different language mixing types by the bilingual speakers. The effect of one language on the other is simply explained as “Language Transfer” which is usually bidirectional. The effect of native language (L1) on the second, or, third language (L2, or, L3)

indicates “Forward Transfer (FT)”, while the effect of other L2 or L3 languages on the L1 indicates a “Backward Transfer (BT)”.

According to the analysis of the study data, frequency of using “Code-mixing” is observed as the highest among the other Language mixing types used by the speakers (figure-2).

However, usage of different language mixing types usually causes “Backward Transfer (BT)” in the conversations. It is because either it be code-mixing, code-switching or borrowing, all of them means selecting words, or, phrase, or sentence structures from a different language and then apply them back to the Native language (L1). Some examples for the presence of Backward Transfer (BT) due to Code mixing (CM), Code switching (CS), and borrowing in case of younger generation and older generations are given bellow;

- Examples of BT due to CM in younger generations: In “line 305” the word “obostha” used in the phrase “Emon o obostha” is a Bangla word and the person used it as accurately as a native speaker does. Another word “order” used in “line 308” by the speaker is from English language.
- Examples of BT due to CS in younger generations: In “line 363-364” the speaker used switching in his/her language from Chakma to English by saying “Oh. You know the word!!”. Similarly, in “line 464” another code switching was observed as the speaker used this sentence “Love react diye pashe thakun” from English language and applied in the conversation. Then, in “line 531” another speaker applied this short sentence “Hoito dui marks.... Kom beshi” from Bangla language.
- Examples of BT due to borrowing in younger generations: Some of the words like “australian base camp” from “line 316”, “guest house” from “line 338”, and phrase word “time laps set” from “line 367-368” were directly borrowed from English language.

- Examples of BT due to CM in older generations: In “line 5” the used words “poroborti” and “porjaye” were collected from Bangla language. Then, the words “Personal” and “gari” from “line 7” are from English and Bangla language respectively.
- Examples of BT due to CS in older generations: In “line 28” one of the speakers from older generation used a short sentence “vobisshottan agami doch (10) bojor pore” where, the speaker somehow tried to apply the grammatical rules of Bangla language in this sentence. Similarly, in another short sentence “dhaka shohorot stayi vabe” from “line 31”, the speaker also tried to apply grammatical rules of Bangla language into the conversation of Chakma language.
- Examples of BT due to borrowing in older generations: In “line 2” the words “commission” and “rank” were borrowed from English language. Then, in “line 11” the word “officer” was also borrowed from English language.

Use of Language mixing	Occurrences of Language Transfer	Younger Generation	Older Generation	t- test (P-value)
Code-mixing	Forward Transfer	11.58%	18.38%	0.0810
	Backward Transfer	25.65%	22.73%	0.3163
Code-switching	Forward Transfer	0.20%	0.93%	0.2363
	Backward Transfer	2.33%	1.23%	0.3077
Borrowing	Forward Transfer	8.73%	7.03%	0.1657
	Backward Transfer	18.00%	8.05%	0.0111*

[*: statistically significant]

Table 1: Occurrence of “Language Transfer” among the younger and older generations due to the use of different “Language mixing” types.

The findings presented in **table-1** also indicate that, “Backward Transfer” is found to be at higher frequency for all three types of language mixing, and the frequency of “Backward Transfer” is higher even among the speakers from both groups. However, pattern for usage of “Borrowing” by the younger generations is significantly higher than the older generations. Presence of Forward Transfer (FT) was also observed among the speakers of both groups. Analysis of the collected data presented in **table-1** also indicate that percentages of FT is lower in case of younger generations for all the language mixing type observed. Low percentage of FT indicates lower effect of L1 on L2 or L3. However, almost all of the FT observed in the conversations for both older and younger generations while using different language mixing types were caused by the defect in pronunciation. Some of the examples for the occurrence of Forward Transfer (FT) for both younger generation and older generations due to use of different language mixing types during coversations are as follows;

- Examples of FT due to CM in younger generations: In “line 308”, the speaker used the phrase word “mone hoy” from Bangla language, however, the “/h/” sound was silent when the younger speaker pronounce the original word as “/mone ɒ:ɔi:/” which is influenced by the Chakma language. Similarly, in the words “rouna” was pronounce as “/ rəʊnə/” and “special” was pronounced as “/ 'espeʃəl/” from “line 327” and “line 350” , where the Chakma accent interruption were observed in Bangla as well as English words.
- Examples of FT due to CS in younger generations: In the short sentence “choto bela hoite babare beshi” from “line 519” and “first e page ot last endi” from “line 561”, the speakers tried to insert Bangla language. However, these sentences were a little bit influenced by Chakma language.

- Examples of FT due to borrowing in younger generations: Some of the words like “minit” from “line 334” and “jacket” from “line 344” were directly borrowed from English language. However, their pronunciations were influenced by Chakma accent.
- Examples of FT due to CM in older generations: In “line 32”, though the used word “beboitta” was collected from Bangla language, however pronunciation of the word was affected by Chakma language, hence the transfer is a forward transfer.
- Examples of FT due to CS in older generations: In the short sentence “ek hat jaga dam” from “line 58” the speaker tried to say “ek hat jaygar dam” . However, the speaker possibly get confused while delivering the speech and mixed up with his/her native language.
- Examples of FT due to borrowing in older generations: Some of the words used by the speakers of older generations in their conversations like “sorkari” in “line 7” (borrowed from Bangla language), the word “developer” used in “line 24”, “rickshaw” in “line 37” (borrowed from English language) are borrowed from different languages due to the absence of these words in Chakma language. However, pronunciation of these words were influenced by the Chakma language.

4.5 Data analysis for Phonological Interference

In this study “Language Interference” was observed at phonology level. According to the data from figure-1, occurrence of “Language Interference” is significantly higher among the speakers of older generations compare to the younger generations. Data presented in **table-2** indicates that occurrence of phonological interference during FT (Forward Transfer) is found higher for both of the groups (younger and older generation). However, frequency of phonological interference during BT (Backward Transfer) was very low for both groups

(younger generation: 0.20%, and older generation: 0.10%). Example of phonological interference during BT in case of younger generations can be seen through the word “khompiutar” from “line 646” which was pronounced as “/ Khɔ:mpiuθΛr/” instead of “computer” “/ kə'mpjʊtər/”. Similarly, phonological interference in case of older generations was observed while using foreign words like “Rickshaw” (pronounced as “/ 'rɪkʃɔ:/”) in “line 37”, and “Cantonment” (pronounced as “/kən'tu:nmənt/”) in “line 61”.

In this study, interferences in Forward Transfer indicates interference of Chakma language (first language interference) towards other languages (L2/L3). And, among the two groups, this interference is higher in case of the participants from the older generations (**Table 2**).

Interferences (%)	in Language Transfer	Younger Generation	Older Generation	t- test (P-value)
Phonological	Forward Transfer	18.70%	25.10%	0.12
Interference (%)	Backward Transfer	0.20%	0.10%	0.178

Table 2: “Phonological Interferences” observed between the groups of younger generation and older generation during “Language Transfers”

The possible reasons observed for phonological interferences among the participants of the younger generations were mostly but not limited to the lack of vocabularies of the foreign targeted language (L2/L3). For example, in “line 513” from the conversations of the younger generations, the used word “Proshno” was pronounced as “/ phrɔʃnɔ:/” which in not proper sound like the original Bangla word. Similarly, in “line 522”, while using the word “step brother” the speaker pronounced it in a way of chakma people pronounce with

"/θ/" sound for example "/ esθɛp 'brʌdər /", where influence of Chakma language sounds was observed.

On the other hand, lack of knowledges regarding the pronunciation might be the most possible reasons observed for these interferences among the older generations. As for example, in "line 2", the word "commission rank" used by a speaker from older generation was pronounced as "/kʊmɪʃən rɛŋkɔt/" where "/ɔt/" was used as a suffix from Chakma language. Then, in "line 65", the words "Ekhono" and "porjonto" were pronounced as "/akɔnɔ/" and "/phɔrjɔntɔ/" respectively in where L1 influence was highly influenced.

Study from other researchers also support the findings of this study which pointed out the lack of knowledge, and lack of vocabularies of foreign language as the factors for causing first language interference [30]. However, types of learners, their goals, age are also presented as important factor for interference of language at phonology level [31].

Chapter 5

[Conclusion]

The purpose of the present study was to investigate the influence of Bangla/English language (L2/L3) on the native Chakma language (L1) and vice versa among the participants from the both younger generation and older generation of the Chakma community. The study data indicates that participants from the both groups frequently used different language mixing type (code-mixing, code-switching, and borrowing) during conversations. Between the two groups, the participants of younger generations used more code-mixing, code-switching and borrowing than the older generations, among which the use of “borrowing” was found at significantly higher rate among the conversations of the younger generations. However, a frequent use of “code-mixing” was observed among the both groups, whereas use of “code-switching” was rare for the both generations.

The use of different language mixing types resulted in higher “Backward Transfer” rate (influence of L2/L3 on the L1) among the participants of younger generations compared to the participants of older generations. On the other hand, the occurrence of “Forward Transfer” (influence of L1 on the L2/L3) was prominent among the participants of older generations. Occurrence of higher “Forward Transfer” rate, consequently led to the higher rate of language interferences among the older generations. The occurrence of both phonological interference and grammatical interference was found to be non-significantly higher among the participants of the older generations than the younger generations.

According to the analysis of the current data sets, the author concludes that the participants from the older generation group used less language mixing type in their conversations and resulted in lower rate of “Backward Transfer”. However, influence of Chakma language (L1) was observed in their conversations when they used some Bangla and English words/phrases

(codes). This influence of their native language ultimately affected significantly in the pronunciation (Phonology interference) and syntax (Grammatical interference) of the codes from L2/L3. Compared to the group of older generation, the participants of the younger generation used different language mixing types, and a higher rate of “Backward Transfer” was observed. This finding indicated positive signals for the influence of other languages (Bangla and English) in their conversations. The influence of Chakma language (L1) was also observed among the younger group while using the codes from different languages, however the rate is significantly lower than the older group. This ultimately led to the occurrence of significantly lower language interference rate at phonology and level.

As the study was conducted to fulfil the requirement of a Masters (Thesis) degree, a limitation of time existed. Thus, the study was designed based on analysing some recording data from both of the targeted groups. However, more data samples are required to provide a firm hypothesis for the whole population of that specific group.

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Appendix

1 **Older Conversation 1**

- 2 A: ei di bojour olo eyot dukhhede commission rankot.
- 3 B: he?
- 4 A: commission rank wt
- 5 B: ei commission rank wt dhuriy na [poroborti porjaye
- 6 [A: di bojour olo] tara ekke
- 7 Personal /ph/, /SH+S/ vabe gari /bA/ pebak.sorkari gari
- 8 thele sekke sorkari
- 9 gario nejebak]
- 10 (Silent)
- 11 B: ekkudw geleo ba sindi<.> tara dw officer /ɔfisAr/
- 12 tofficer obak tara family /femili/ buttei dw alada
- 13 A: tara olakke <.> j ghoranot agon ai siyan tarattun monot nw
- 14 pore.
- 15 B: Hmm?
- 16 A: Poille hoite monot nw pore sian.
- 17 B: Hubot?
- 18 C: [siot]
- 19 A: [jiot agon]
- 20 A: [jidu jiyi ai]
- 21 C: [Siyan nic thalaa /nis/ /th/ eye nich tala dhok
- 22 dotala]/dotala/
- 23 A: [dotala dw ei sene tarattun monot nw pore]
- 24 B: uh aaa tarar dw je kono jagat poiye age te dw developer
- 25 /deɪpeɪlopar/ je kono jagat eye gori paribo.
- 26 R ekkan <.> nw hadibo bujo se jaga ano [Pottan <.>]
- 27 A: [sibesippede]

28 B: sigon guri nw hadedw.vobisshottan agami doch (10) bojour
 29 pore <.> dw se <.> ei porjonto solodon <.> agami huri (20)
 30 botshor pore<.> seo dw ek dine jei nw patton.

31 A: dhaka shohorot stayi vabe /showorot/ /stayi:/ thebar moto
 32 /moto/ gori ole ekkan beboitta gora poribo.

33 D: siyan he jaga an sigon de?

34 C: [Pottan sigon de]

35 A: [Pottan sigon de]

36 B: [Pottan sigon de]

37 B: Pottan sibesippedw diyan rickshaw.ekkan somelegoi r ekkan
 38 pot di nw paribo.

39 D: [Aww]

40 B: [Senokke gori parede?]

41 B: to tui <.> tor mon theleo ekkan dangor truck nw jak
 42 mini truck o somei nw paribede mini truck.

43 B: diyan rickshaw somelegoi ekkan somelegoi r ekkan ei nw
 44 paribode.

45 D: hmm

46 B: te se por /phor/ mane siye jaga hole r ekjonor chado tole
 47 di ja po re.

48 Te se ghorani tullondeo eyottun eddur porjonto /phor/
 49 boundary [baranda an aro <.>]

50 A: [baranda an <.> barendio dotala hoite baranda] <.> hiju<.>
 51 lamelumai aro <.> pottanot <.> podottun tuille baranda].
 52 pottanot bej pojji baranda.

53 A: undi jodi pottan odo<.> jiyan dege der<.> sindi ole sindi
 54 ekka dangor age.

55 B: [Nw hadibo Jaga an]

56 A: [siyan o ekkunu dhurij] homole oi thik nei se pottan. oi nw
 57 oi o pare se pottan

58 B: na dhaka shohorot ek hat jaga dam bout tenga.

59 A: [honojone sattak noi]

60 B: [honojone sattak raji noi]

61 A: ama cantonment /kentɔnmen/ owr okko<.> ami sekkene<<<<<
62 eii<<<<< somboboto <<< chiyenobboi (96)<.> pochanobboi
63 siyenobboi order oiyede manik diya balu ghat se road
64 ow pottan dangor gori dibatte.

65 Ekhono /akɔno/ porjonto /phɔrjɔntɔ/ nw oi. Othocho ecche se
66 pottan jodi odo ekkon bek sindi developer unor gari un
67 jatayat guri pallakkun.

68 A: jaga an dw ene dol.

69 B: jaga ano ei<<< ikkan he jaga an dw [square]

70 A: [square dw eyot o]

71 B: diyan building (bilding) ole hintu lombalombi obo.

72 C: hmm **hmm**

73 B: jodi lamba odo sen subida (subidha) olun.] Hintu square
74 jaga siyan bag[gotto gele

75 C: [lombalombi]

76 B: [lombalombi obo]

77 A: te tarpore otte dhurij <.> tole floor an<.> siyan obogoi di
78 puro ekkon<.> uttun te bag obo.

79 B: ei eini dhokken?

80 A: eee

81 B: eyot o cher an bilding bekkon ekko somare.

82 A: floor ar ekkon de ei <.> uguredw siyan bag obogoidi.
83 [Source:0.00-3.37]

84 **Older Conversation 2**

85 M: Te hi edekke gwri silei didung hoi jelakke? Hi hoi jelakke?

86 SM: Nade.

87 M: Ibe hi balu math wttun annojchi hwttte?

88 B: Tara ten Himelle ma hittei manjollai bacche agwn?

89 M: Vat w nimontron /nim wt jiyonde.

90 DC: honna?

91 B: Te ta vat w nimontron...hittei manujcchun ujulibuday jebakke?

92 SM: Hijeni?
 93 B: Magana magana 300 bu tenga horoch gwri dilakke
 94 M: Vat /bhAd/, /bhatd/ w nimontron amar sidu age hwle furay
 95 SM: Ah tarayo pagol nahi? Cake take, dibaaboitte cake hene
 96 anegoi?
 97 M: Te hittei? hi?
 98 B: Cake dibaboitte. Aro se hi roll na hi?
 99 SM: Roll
 100 M: Te hi? Hittei hi?
 101 SM: Chicken Roll
 102 M: Hi annondoidi? Hittei jionde tara?
 103 B: Te, te dw huionde tormuj /th/ hebar dagwdwn.
 104 M: te tormuj nw habwn?
 105 B: Hi? Happon dw
 106 SM: Tormuj happon.
 107 B: Age se cake, di babotte cake,
 108 SM: Mone hoydi otarayo agwn do Rojoni dayi ei sene e ekkobare.
 109 B: se roll
 110 M: hi?
 111 SM: Rojoni dayi elak dw.
 112 DC: hudu?
 113 B: porani dayi du.
 114 DC: helli?
 115 B: hmm.
 116 M: Assa
 117 DC: Se hi hellle jonmodin elw nahi haro?
 118 B: nade
 119 SM: Mone hoydi ami jebar pore annondoidi

120 B: Aaa. Sekke juro uionde sekke

121 SM: Ei de bekkani annondoidi sekke.

122 B: wde

123 M: Di babwtte cake nwy. Wle tara tarattei cake annondoidi
124 wbwde. Tumi jeba r.

125 DC: Te tara tara cake hittei hedak?

126 M: Somboboto bujcchong... Somboboto marriage day elwde. tarar
127 ekkwne uiyede.

128 DC: oo... siyan oi pare...noile Magana Magana dw cake dw anibar
129 hodha nwy. Cake wledw hono ekkan upolokkho thebw.

130 M: te degwdwnde sigon, manuj jhakko uion.

131 DC: Sekke ten arekku annondoidi wbwde salen.

132 M: Ten, arekko hojha jeini sandoidi jibe annondoi sidekken
133 nei... ei aro judo ekku ani piyoonde.

134 DC: Ei sedekken wbwde.

135 SM: ien wlwde ni...normal cake ekku bujho...iye...piece piece gwrini
136 dondi. Te hanwkkwn pore te aro uii... it's like.

137 B: jonmodin w cake ekku

138 M: ei ei se cake ku wlwde tara anibuday thuion bujchoj?
139 Degwdwnde sibeloi nw hulebw

140 SM: aaah seanne...siyan oi pare.

141 B: te tarare hi vat w nimontron huiondw tarare

142 M: tarare vat w nimontron...aah sindi vat hebak ikku hi gwribar
143 age...?

144 B: mmm. Ah nw degwj na... taraio nw hwn "jeigoi"

145 M: Ah tarare vat w nimontron dedon iju...

146 SM: wde wde... utara aw? Utara soho wbwde aw?

147 B: Wde

148 SM: utara Dijon, aro

149 DC: Tumi ebade bajchogoidi.

150 M: ha hahah haha

151 B: Te tarar vat w nimontron age, tara hittei aro manuj ujulei
 152 nejana? Alada gwri?

153 SM: hijeni

154 DC: siyan ai hodha. tarare vat w nimontron dion. taradw hwbwr
 155 pebari hodha je tarare vat dibak. That's the issue.
 156 Source: [00:00 -02:30]

157 **Older Conversation: 3**

158 BM: siyan hundi jande?

159 A: hijeni muio hoi nw parong hundi jan.

160 P: Hijeni. Mui bana cheharandi sinonge hundi jan hole mui
 161 hobor nw pem.j Bek pani an ekkoi. Na bili dene ja bame ja
 162 rasta ole hoi parlungun. J pani pode bek ekkoi

163 BM: na road o hundi jiye ai

164 T: aa shomota ghat ottun sindi jandoidi.

165 BM: Boat e boat e?

166 BB: ekke dw bek pani sugei jiyegoi

167 T: sibe ekko vide ai

168 P: ei pani sugele ei se [vide bu nigilede]

169 T: [vide nigilonde]

170 AM: Pani sugele te udede ai se videbu

171 BM: uhh mone nw oidi mor uju. Bout jone jion. Mor monan he
 172 hijeni mone nw hoi. Jodi mone gor kisu kisu dogan pat thedo
 173 jirebar moto eye odo sikke ole thik age sebar moto. Ei dang
 174 darangge pagana rod ot bana ekka ekka pani vide baluchor
 175 noiyu obo.

176 BB: sidu ro nasta bejondoio.

177 BM: Nasta bejondoi di?

178 AM: Ahi bejondoi di bili si

179 BM: bah ado sale sindio income dhojjon sale. Bangal na changma?

180 BB: AA changma de. Bangal o agon

181 T: Accha changma mile dekkonge ni kalindi pur o bridge o r
 182 ashambosti bridge ot pajon ro he he bejonde

183 BM: hmm oi oi. Changma mileguno eye oi jiyondoi ago sanni eye
 184 nei r
 185 D: Dhoi dhoi hei paron. facebook ot Hoibar olo dedonde
 186 BM: Ede
 187 P: r o bili sout si se pajon un.Mile ekko bejede
 188 [Ashambosti siot]
 189 BB: [na na sout sout gori] bane pebak dw. Sout sout gori nw
 190 banele tara eye honna hedo?
 191 D: Dariye dariye goride.
 192 BM: ede.
 193 D: Ashambosti sindi tarpore Haspatal road o sindi.
 194 BB: [ekke ro undi bane don bu] <.> [morghona jebar agedi siot]
 195 ro he he bane don bu siot.
 196 T: [eye] <....> [Narsingdi thagode]
 197 P: sindi dw road o oiye dhoi ja nw oidi [Sa poribogoidi]
 198 BB: nirbachon Office ten Jela porishod o eyettun baneionde
 199 parapang de
 200 BM: uh gorome mone nw hoi. Shit kaille ole te
 201 BB: Porjotono sthapona bane dedonde ai
 202 SILENT
 203 P: Berana uccho udile he ret he jhor nigilong mui
 204 BM: Field ot chagori gotte gotte mor beradeo alsio gore goi.
 205 P: ei senotte obode si.
 206 T: mor o alji goregoi. abar gari an thele mui parong. ba gari
 207 andoi paronge mui.
 208 BM: eccheo bonoi tui bejar obe hinei mui ecchonge nw ole nw
 209 elunngun. j gorom. madabot bana pani dhaillonge aitto doj
 210 pollao hom noi papang.
 211 D: helle pojju dharonai ro hom lagette
 212 BM: jei hom noi

213 T: Mui biroille aabpore honge tore ekka showorot ot bai medicin
 214 doktor o edu. Tw attan j tittirai!

215 BM: na na mui homio heine..

216 BB: te profesor nw degai na

217 T: hudu?

218 BM: uhh bout bar degiongoi alsi goregoi morttun

219 T: aa eye de Cardiology profesor. Bout bojor akke

220 BM: boi thakke thakke osojjo puro.hoi ekbar degiongoi dw birolle
 221 sigon thakke degiongoi, se porendi degiongoi

222 T: Doktor edu jana siyan dw birokt

223 BM: biroktikor de. ebere honge nw parim re nw parim. Te ebara he
 224 Gorong jemon chogo somossha hinei goda di tin bojor porjonto
 225 daru helung daru dong j chogottun pani pore, opharation
 226 gojjong tin cher maj daru dong, drop dong j gole se poredi
 227 homio hei budai gom agong ui ekka hana bondo gorile distab
 228 gore. Homio andoi ekku bout bala agong.

229 T: valai aro di polla di polla esthokh gorine

230 BM: he di polla cher polla. Boroicori di polla. Ete he hoda hoi.
 231 Senotte dw hongor, vogobainne seine hinei

232 T: j bout baggo vala dw

233 BM: bayggo bala, thojimpuro eyune bili honde birolle ma punno
 234 gore hinei vogobainne thare rokka gojjide.

235 T: manje poille bare seret goron

236 BM: ede ek dayi boi bai seret. Vogobane dile cher bareo tigi
 237 agong

238 T: Jei bout phoriphurno agoj.

239 **Older Conversation: 4**

240 D: uh oiye oiye hoi polla salam goribe, oiye sadu sadu tomma
 241 toabore garit chorei paroj pa.

242 BB: sorkari sagori pai para ashirbad gojjo

243 D: oi oi ekka

244 BM: sorkari sagori mone ole pion o sagori owk tarporeo mui raji
 245 agong.

246 D: hmm

247 BM: sorkari sagorine ekkan me cher chakka gari tuline tuli hono
248 [chore pareni]

249 D: [chore pareni]

250 BM: ei siyan ashirbad gori dibade

251 T: aa denndi nei ba endi nei bana ekko gori pho

252 AM: aww. Ei tenga honna hebo ma chagori bap chagori

253 D: oi oi ekkan ghor tulile se tenga bekkun jebakkoi

254 BM: ede hon ma bap chagori

255 BB: [eyo! Helle <..>]

256 D: [ahi hudukkun hudukkun tenga lagon] mui tullong mui te
257 hobor pange

258 BB: mw jegot o dayi tara hodonde ghor tulana mane fogir ona

259 T: fogir mane?

260 BB: mane ja ejon sigun de ja ejon sigun de dinno sej obo de

261 T: ekku honge mui behub une te ghor tulonde

262 BM: mui ekke he hongor hobor paj ni bonoi mui hongotte undi
263 ekkan wall age eye age bana paggoro

264 [sindi siyan eye gorlle obo]

265 BB: [eye eye bonoi shomiro abe de]

266 T: hmm

267 BM: [eyandoi bana baje dilegoi obo nw parimbe r papang]

268 BB: [tara dw cher thala na pach thala tullon]

269 BM: [bek tenga gundoi madi vidire pojele] << [te vobisshote
270 buro ole he hana]

271 BB: [dinno ole bana de de de]

272 BM: Pho ttun o he padibe pho bo ttuno tarattun chagori thele
273 na padii aat padibe

274 T: Te thele tore sadonni?

275 BM: Ei seno dw ekkan hoda

276 T: shun more ma..

277 BM: ↗siyano ekkan hoda

278 T: shunna ma muribar agondi hoi jiyede bucchoch ba mojji dw.
 279 Noi muribar agondi. More horte dhono tw abore sej bucchuch?
 280 Te jebogoi hobor piye. More horte pho jiye ma babottun
 281 magonde ma babe ajar muri geleo magi nw are.

282 BM: oidw.

283 T: hoidi. siyan hene proman peiong ho paroj? Ami dijone
 284 chagori gori ta ma dhum guri muri gelo bucchuch? te private
 285 ot porer bekkun dw private ot. Bucchuch? Akoinne elode
 286 Thailand ot. morttun tana hisra nw pore? tare salana. Bana
 287 semester fee tirij ajar tenga bucchuch? Siyot te
 288 onuman gori pajjonge oi. Nw parede.

289 BB: aa ikke

290 T: ↗tore tore tore emon eggo pho nw pebede j e dinot ma dhor
 291 eyun lo ba dhor eyun lo.

292 BM: te ekke mone mone eye gojjonge he hbr pajni?

293 BM: [Hamakkai Jodi dijono] <.> dijonor tenga loi Jodi ghoran
 294 thuli ba nissaw oi.

295 P: [ahi neidi]

296 BM: Hagarachori jaga an bejine beji siyun sonchoi potro guri
 297 thoine thoi oi buro oine oi jodok din song nw moroj ei
 298 siyun dhoi dhai hana.

299 T: gecche ma de hoi jiyede muribar somoi. Oima babe magi nw
 300 paron

301 BB: aa Jodi pho sabai gojei don sekke tou loi parede.

302 T: nw paron magi nw paron

303 BM: Nw pare asholei dw.

304 **Younger Conversation: 1**

305 C: redwt hana dogan shug nw pettei de. Emon o obostha uiyede
 306 je ret barota (12ta) bajer <.> sekkene hana dogan <.>
 307 togeine togei hei piye.

308 DC: siye dw aro hhana <.> mane jeini jei order dile ten mone
 309 hoy banei donde.

310 C: Mmm <.> na, je pay. To siot heipallong un but je ami
 311 bairendi vat hiyegoidi. mui se iyeloi <..> moj ehra
 312 shuguno, huro era. Huro era dam moj erattun. R, ugure jedwk
 313 udibe toto dam hhana ani. Ami siot <..> thuppa r shin ramen
 314 hiyedi olode dibe chershwt (400) tenga.se Sojhu ekku <.>
 315 jibe kathmanduttun heiei ekshw shottur (170) tenga, sibe
 316 australian base camp wt hiegoidi ami shatshw (700) tenga
 317 dinedi.

318 DC: Ishh.

319 C: Bohut wjwlwt and tara porter loi neje pan jinijani. Ebo
 320 sikki...(incomplete sentence).

321 DC: Assa<...> iye nw lage! Mane <.> oxygen w shortage sedekken
 322 feel nw wy?

323 C: Na. beshi wjwlwt nwy DW. Like dui hajar - baisscho (2000-
 324 2200) sikken. beshi hijchu nwy [DC: Hwm]
 325 [hwm dw].

326 Mmm <.> uii <.> bej ami lucky elwnge wlwde <.> ami hwbwr nw
 327 pei bujchoj! <.> ami jokke lummegoi <.> ami dhor ami rouna
 328 diedi ek (1) ta <..> sekkene mui degwngwtte jhor ebw. mui
 329 weather forecast check gwrwnge <.> like ek (1) ta - der
 330 (1:30) ta porendi jhor ebar hodha.

331 DC: Hmm.

332 C: uhh To mui Akkuyere hwngorte "hei muttoni jei jei dhaba
 333 dii." ami ek (1) ta baje helwng. Heihai Hei muttoni ami
 334 rouna diyei. Dosh (10) minit w vidire rouna diyei. Tou <..>
 335 poune dui (2) tandi ami lummegoi.

336 DC: Assa.

337 C: poune dui (2) tandi ami australian iya base camp wt
 338 lummegoi. Guest house wt Machipitsuere base camp wt
 339 somelwng. Someisomay te elwde ami ghumwt pojjei. Jekke
 340 ghumot pojjei, sekke jhwr ejer. Porendi ghumwttun utyeidi
 341 like sare pach (5) ta sikken guri utti belledi. Sekkene
 342 olwde jhwr jiyegoi Rod tan ningiliede. mane ettw dol <...> Te
 343 aittegoidio oma emwn jar hobor pajni tiditiditik <.> jane
 344 se jacket e nw hular. Thanda.

345 DC: Hmm.

346 C: porendi te somelwngi, sekke se viewpoint anin. Se Viewpoint
 347 wt boi boi hakkwn siegoi. Mane rod jedwkkwn swng elw ay. Te
 348 se pore ten lodge wt sommegoi. Lodge wt wlwde ami
 349 aakkuieloi dibe Gurkha <.> tara wlwde north meeker. sidu

350 special gurkhar he hobo siyan <.> gurkhar <..> eyettun
351 banande ai Berlin millet. millet nw age?

352 DC: Hmm.

353 C: ei se millet-wtyun banan. Te se liquor bu hiei dujone dibe.
354 Soju hiei. Te hhaji helwng alu <..> r olode boda vaja.
355 Hahaha (@@@@). Se pwredi thuppa helwng. Mui ramen hiong.
356 Ramen heine hei te wlwde ghumot pojjeioi. Te Beinne jhadi
357 early like 5:30-35 wndi Udine ten sunrise siyei. Sunrise
358 ekki clear sky. mane, etw gwm elwde ama vagyo an redwt do
359 hhajei ami moonlight wt siei siyei se ugure aro elwde,
360 beinne elwde aro ekki poriskar clear sky. ami aro dibe
361 korean lag piegoi.

362 R: Hmm?

363 C: Te mui aro samchung samchung gwrini dagwngwr. Tara aro "Oh.
364 You know the word!!" like...hihihi.

365 DC: hehehe. (@@@).

366 C: sibe aro amare mwre hhuji hhuji mui ekku go pro an wlwde se
367 time ieyette set goribatte <.> ee he honde tor <.> time
368 laps set gwribattei tara aro mwre hijihijchi hijihijchi <.>
369 mwydu aro stand nw elw. Te se more aro itdola ekko ani
370 diegoi <..> siot thok di dibattei bujchoj? (Smile excited)
371 Help gojchon de.

372 DC: hehehe. (@@@).

373 C: Tara wlwde te mwre gop mallo <.> hwtte "mui doj (10) bwjhwr
374 akke ei guest house wt ruiongi. 10 bojhor pore aro
375 ichonge". Te tara wlwde annapurna circuit track dineidi
376 eini ei aro siot jiondoi australian base camp wt chill
377 gwribattei. Te hi han? Kimchi, fried rice bujchoj Tara
378 hande ramen, Korean hhana ani. Soju (Gap gap gap)Tarp...

379 R: Te siyun hi ugun agwnde siyun iyeh siyun hi australian
380 elakke? Iye chobi dwde Akon da na tui diojchi!

381 C: Hi?

382 R: Australian nwyne lagwt piogoidi hwtte sian?

383 C: Korean.

384 R: Korean sigun?

385 C: Korean korean. Samsun dakkong.

386 DC: Samsun mane hi?

387 C: Uncle.

388 DC: Oh...

389 **Younger Conversation: 2**

390 T: di toidu ebe nei ow?

391 P: Na

392 T: ebe hudu pem

393 S: hudu sang?

394 T: se eye bu de gellebara hongorte se eyebot peboni

395 S: Ebe?

396 T: DCCit sa poribogoidi ai. aigoin na tui. Tui ele jeong
 397 DCCit. Mui Eneo pem DCCit. Tenga neidi ei macchot shamne
 398 macchot. Ei macchot sulum hinine saree hinine tenga un
 399 ureiiong baireo nw hangoi hono

400 P: sulum hinile thw <.> shunna mmui ekko sulum loionge
 401 bucchoch moronor bara ani emon dangor eyan thaith, eyani
 402 lush. Naira cut, alia cut na he cut agede

403 T: Alia cut ui eyottun dhuri de

404 P: mmm

405 T: kujik kujik guri de

406 P: thaith mor de debeda

407 S: ami engille bana thai hana heidi

408 P: he?

409 S: thai hana

410 P: amar engille nuduls hana crave uttede engille bana nuduls
 411 bana nuduls gotobare emba emba nuduls annonge mui se ekko
 412 lole ekko fri uff hei burei nw ejir ekkunu. Bana hei hei
 413 agidi.

414 S: amio nuduls hei. Rice amar dw veraity age nuduls. Rais
 415 nuduls hei

416 P: R o khorian nuduls sout pange mui. Misthar nuduls se eye bu
 417 de korian ramen ow. Ei sibe sout pange hon.

418 T: Mui bana mama nuduls ow jibe espaicy bu pai ei sibe
419 hanggide.

420 S: muio sibe sout pange.

421 P: sibe muio heiong. Sibe olode hade hade hade mujjo jeiong.
422 Ekku ro mishthar nuduls o dhujjonge. Muui bhalook bojor por
423 mane bhalokk din fore morttun mone otte mui ingiri nuduls
424 hangor. Mui inigiri heionge jekke..

425 S: tui more sedinne hotte hosthel ot thai para oiye bili tarar

426 P: har?

427 S: tomar de

428 P: honna hoiyede?

429 S: aa tui na huioj

430 P: Aww eee..

431 S: ei mane siyan monot uttede ai mane mui age hosthel ot
432 roionge mess ot roionge lokke bana nuduls hei nuduls hei
433 hei ingiri bana singiri hei hei agonge morttun mone otte
434 mui puro hosthel ot agonge

435 S: mui dw ei uju uju nuduls he hoidi tanny dayire habeionge
436 pat thai

437 T: emm siyan sout oiye si.

438 P: mui bana oi supy eyani sout pange.

439 T: siyan he badam votta ow?

440 S: he? Eee pat thai ot badam don dw. Ecche pat thai banebar
441 hintu badam neidi. Badam nw thele sout nw oi pat thai. Ami
442 engille bana thai hana hei hei agide akkuyeloi. Hakke
443 papaya salad, di din heiye de, furo haja sumi haja he honde
444 tor horo bigun bekkani geret geret chabe chabe heiyedi

445 P: sout dw. Mui eye heionge he hoidi siyan. Sora hangara loi
446 sout te si ro. Haja sora hangaraloi

447 S: mui hange nahi, se haja sora hangara loi.

448 P: more hade degine ba ee bogowan guri udi hene hai. Aro se
449 flebar ano ek dhokke sout fudede ro. Mui sout peiong hionge

450 S: tanny jei ramatte jei August ot

451 T: August ot mor final

452 P: Mar bojori agede si. Jei berebongoi
 453 T: hokke
 454 P: aitto tarik
 455 T: ohh mor sekke jogar final obogoiodi.
 456 S: aitto tarik noido se akke pach choi tarik guri
 457 T: nw obo di mui emm ow intannship shuru obo. Shuru oi ai
 458 agost ovr lasth endi te.
 459 P: uhh agost ovr lastendi ole hutton
 460 S: sekkene nw obo.
 461 P: Sekkene ami lumobongoi. Uiye somossa nei sobi sej
 462 T: uh te mui sobi un sei sei
 463 S: lab riact mari dij
 464 P: Lovereact diye pashe thakun
 465 T: eeee.. Morttuno ebar porane hor
 466 S: adamotjebonge ebar. Hurohutte adamot. Epi di souro adamot
 467 jebonge
 468 P: siyan hudu?
 469 S: ghilesuri. Sidu gele thaje habebak **(SILENT)**
 470 T: mui dw umulleo gattong aro gadim nahi. Gadile ekka fresh
 471 fresh lage e
 472 P: garid udibar akke mane nigilibar akke gadi gudai jej
 473 S: mui beinne gadi gudai jeiong. Workout gojjong benne period
 474 nw otte. Period nw ovr hitte workout gojjong pressure diong
 475 pettot te period oiye
 476 P: jarny gorile si gadi gudai gele fresh lage nw ole hiye ada
 477 ada oidisi.
 478 S: tumi homole chiji anibagoi
 479 P: hare hocchi?
 480 S: tore. eyot chiji fudebar honna agede
 481 P: aa tuiodo agoj

482 S: mui e dw chiji

483 P: uff

484 S: chagori nw gorong. Chagorittun bor hoda olode honna pale
485 dibu. morttun cupcake hebar porane hotte. Hakke odar dimbe
486 e.

487 P: jei heigoi

488 S: habagoi. coopars ot jeodng?

489 P: hudu age indi hure hare hundi age?

490 T: panto podot

491 S: eye picchendi. Seddurot o ja nw poribo ei indi pantopodondi
492 bar ole obo

493 P: aa vogoban mui jibonot nw degong homola horbo

494 S: shunna tui ekbar jekke hengeda ona shuru goribe tor hana
495 heleo siyan adjust oi jaigoi.

496 T: hengeda ole j sug.

497 P: ebe ingille daiting workout shuru gojjide bana seni hoi hoi
498 agede. Ecchong dhoru bana siyan hoi hoi agede. Ghuji ghuji

499 S: aww

500 T: te j workout gore

501 P: ee te jiyan gore ei siyan bana hoi hoi thaidi ghuji ghuji

502 S: te tui nuduls hei hei thede nahi

503 P: aww. Mui ekku siyan nine ni ekku concern noi

504 T: ei tumi bou jiyo hengeda ole he pokta ole he

505 P: siyan vul hoda

506 T: aiye?

507 S: siyan dw health concious

508 P: pokta ona hengeda ona niyo ugure nijor choice

509 S: health concious an.

510 **Younger Conversation: 3**

511 **A:** sukie

512 B: mm??

513 A: tore ekan proshno gori paron .. porendi ... ekki gori
514 hoi paron. To naman he? ho ?

515 B: sukie marma

516 A: namo ortho?

517 B: mmm??

518 A: Te tui marma hoda hoi paroj?

519 C: Na hobede. Mui choto bela hoite babare beshi nw pang hobo.

520 B: Nw parong siyan hom

521 A: Accha

522 C: mor dibe step brother agon tarao onek eya

523 B: uhh mui hitte sedokkani hoda hbodung?

524 A: ado ekkani hole dw.

525 C: thok siyani nw hoj, siyani hole aro laj jebogoi

526 A: Goda family histry obogoi sekke

527 C: Hehehe

528 B: VIVA Ani gom goreineo dw lab nei

529 A: hiya?

530 B: aa written ot jei ultimately number tula pore

531 A: written ot jei bech hom nw oi. Hoito dui marks... Kom beshi
532 obode ai ek mark o vidire sebede valukkun manuj somandoi

533 B: hmm.. dakkonde olode terosho aji (1380) nahi 1310

534 A: aaaa jane sout pelung

535 C: Muio sout peiong

536 B: hintu seat agede . 100 moto mone oi

537 A: aaa??

538 B: environmental science o?

539 A: environment loi terosho jon gottonde?

540 B: na na

541 A: total?

542 B: mane science o egun miline. Tinno agon faculty. Se science
543 ot bana tinno agonde ai bana.

544 A: hmm

545 B: environmental science, ICE ekko age te CSE bu

546 A: Te jigune olde biology nw dagan ? Tarare dw environmental
547 science o nw dibak.

548 B: Na... hintu tara dw jodi jehetu tara third choice ot jdi
549 don salen first choice nw pele dw sekke siyan di paron
550 nahi?

551 A: mor mone nw oi. Haron tarar mul shorto olode biology .
552 (Pause)

553 Ekkunu sa ebe olode computer science r olode biology eya
554 environmental science dunobu pebar san, Tara salen biology
555 r math dunobu dagebak

556 B: hintu na siyan dw nw obo

557 A: hiya?

558 B: haron siyan diyan dagebar dw option nei. ama hata anot
559 jekke se proshno ani don

560 A: hmm (positively responding)

561 B: siot e mane first e page ot last endi lega elo

562 A: hm

563 B: j he hoidi ...Jodi math dagai

564 A: Hm

565 B: sale olode tinobu mane pebar ekkan chance age mane
566 tinnottun jekono ekkan. Environmental science soho. Hintu
567 Jodi (INTERRUPTED BY A: ow mane) bana biology an dagai salen
568 environment an pai.

569 A: mane math dagele biology nw dagele j environmental science
570 o pai

571 B: hmm. Hintu tinobottun rasta ekkan age

572 A: siyan dw onnai

573 B: hintu biology dagele mane sibe olode eye seat. (HAHH)
574 biology dagele hommelloidi ai. Ubani nw pebo

575 A: hmm

576 B: hintu math dagele ole tinobor rasta age ei siyan ai

577 **SILENT**

578 B: Te ekkuno olode mmm environmental science ondi bej jiyon,
579 manujo beshi dagon.

580 Ebera j math un ecche siyano ekka tough bili oiye hijeni he
581 proshno gojjon.

582 A: salen dw math dagiye unotte bej labh obo.

583 B: hmm ode.

584 A: accha saribo. Siyan... dw math ani nw dagaj salen

585 B: math o nw dagang bana biology bu dageionge.

586 Math o preparation o nwrong mane eyeo nw pang. . bej time o
587 nw pang

588 He hoidi medical o porikkhe bu 10 tarikh elo 12 tarikh
589 result don te 25 tarikh eya.. eye BUP porikkhe bu.

590 Apply gojjonge 11 tarikh na homole

591 A: dental ot doj?

592 B: dental ot apply nw gorong.

593 A: hiya?

594 (SILENT)

595 Dental ot bej hondokken labh hobor paj ni?

596 B: ek dayi nw don ro number bej tula poribo .

597 A: hudu?

598 B: dental ot.

599 A: number bej tula pore bolte he Tw number mane siyan question
600 o ubure depend gore . hono dw noi bej number tulloj mane
601 bej pem gorinei.

602 B: hintu proti bozor dega jai cut mark mane jei bej udegoi

603 A: prottek bojor cut mark mane dega jaide siyan eyar ubore
604 depend gore

605 B: proshno?

606 A: hmm. Siyan olode he tor question Jodi soja oidi oi salen
607 number bej ude sekhetre cut number hoito eje. questiohn
608 kothin ole sekke cut mark hom oi number o hom ude.

609 **Silent**

610 Sibe he porikkhe oi jiyegoi?

611 B: ebo apply ... hoidin thebo hijni

612 A: areh apply gor apply gor

613 B: ashto (8) tareikh papang last date.

614 A: dental ot dado daktor oi palleo labh age.

615 B: mui tigimbeo aja nei.honnorpang o

616 A: are tigibi tigibi purile paribe aw?

617 C: oidi. Thig hoda hoioj.

618 B: Medical o eye dw khuti nati dw bej pora pore ekkuno dw
619 sikke time nei. Porle eke poille ttun dhuri ole te

620 A: edok bilon nw poroj ?

621 B: pojjong hintu...

622 A: eto tension koro kya re? aw niti? Hitte tension goroj

623 C: negative e beshi te .

624 A: mmm beshi negative chinta korle ashbe na. ekkan rules ageda
625 hobor paj ? Law of attraction . bucchoj ?

626 B: hmm

627 A: se rules anor eye he hbr paj ?

628 B: He?

629 A: siyanor olode he .. siyanor mane olode attract goribaar
630 rules an mane siyanor main theme an jian hobar siye tui j
631 jinicchan bar bar monot tulibe bar bar j jinicchan talaj
632 side gori gori thebe se jinicchani toidu ebode

633 B: bah ado interesting age

634 **Younger Conversation: 4**

- 635 P: uhh gada poribo
- 636 R: ami paittai dibujje bat heiyedi. Muio gadi budai ecchonge
637 e. Muio senotte deri oionge.
- 638 P: ow gom oiye. Mui eye guri budai te gadimbe
- 639 R: tui dw ghammoj ro
- 640 P: mmm. <.> dol degor sale mw rum ow?
- 641 R: dol oiye
- 642 P: aram oiye ow?
- 643 R: mm, te eyan elode buju?
- 644 P: aww. Eyan e jaga anot elode
- 645 R: eyot? Ow accha
- 646 P: almari bo elo eyot, khompiutar an elo eyot
- 647 R: te dressing tebil an eyot elode?
- 648 P: mm. Ow dressing tebil an noi. Oi oi eyot elode, eyot hattan
649 eye tebil an elode indi, buk dibedippe thoidi
- 650 R: te eyan he ta gitar nu?
- 651 P: gitar ovr box na he sibe siot ro he debeda thoiye siout
- 652 R: te he vai tui yoga gorocchi nahi?
- 653 P: honna? Himeller de. Ta jym ovr bekkani agede de.
- 654 R: ado tuio beboar gori paroj seni
- 655 P: huh, honna goror seni? Mui goronge nahi?
- 656 R: dumbbell un nahi?
- 657 P: eye
- 658 R: moibi bucchch duniar duniar he he debeda hini thuuiye,
659 beboar o nw gore hicchu nw gore,
- 660 P: dikkoj he he age sa
- 661 R: oma ado thole ro he he age.

662 P: aro agon siyun hoi hoi kg lamba ekko age bar uttolon
 663 goronde. Sini de gorede
 664 R: oi tomar eyan gom agede ojon mabede mechine an
 665 P: oi gom de agede
 666 R: dede dede
 667 P: map na gom agede de. Eini bek te ani ani thoidi bucchoch
 668 hokke he lage. De ringi nw sej tolendi tui ugure shoja
 669 borabor sei thak
 670 R: oi tui mw phone anot bucchocchi
 671 P: hoi na nw bojong.
 672 R: hodok? Shaiet, poisotti
 673 P: poisotti
 674 R: baahh sang tui udt
 675 P: ekki dw shottor, mui shottor dw
 676 R: emm ekki jogar shottor
 677 P: shottor noi. Mm mui hobor pang dw mui shottor de.
 678 R: mui dw baah 7 kegi bajjonge
 679 P: hommocchi?
 680 R: bajjonge
 681 P: eyot leonge assignment gora poribode ecche muccho jeiong,
 682 ecche helle di din miline gora poribo.
 683 R: te tui klas ot nw jacchi hono somossa nw oi?
 684 P: na nw oi. Bana porikke nw dile jorimana de porede ekshot
 685 tenga, fel golle ponjaj tenga.
 686 R: chapot ragande ai siriasli nejan pa
 687 R: sibe he? Gul gul guri? Massasg?
 688 P: ebe? Mm. uff j sug bai
 689 R: eiye eyot de. Oiye oi ekki sug bai
 690 P: sa ekki eye noi? Ekki joyente joyente eni, tolendi nejebe
 691 rilex thebe

692 R: sei dw, shunna mui bili ekka fut massagar hinibatte
 693 buchoch. Ekkan agede de theng an ingiri vorene ingiri
 694 ingiri sibe si. Ei sini hinibatte

 695 P: ebe tw mamu, mamu bili tw da hini annide. Ini bili hon fut
 696 patdottun hinnede. Te hoidi indi an theng an de. Te ingiri
 697 dilo ekke sug.

 698 R: oi eye

 699 P: karon olode mor olode ni eyan suloi buchoch? Mor bat age.
 700 Ei joint o suloi, eyot ingiri dide ekke sug sana.

 701 R: oiyu

 702 P: rilex goraidi

 703 R: ebe gach hottar o age de e

 704 P: shunna ebe lage de ni ebet ebet dile gom lagede. Obosso
 705 dijon lage eben dide. Ekke porane hoidi ekke de chabi chabi
 706 de. Puro rilex gorai Te sug paidi buchoch r ekkan jini
 707 age dara thore degang.

 708 Eiye egun bek te thoge thoge anede

 709 R: ow eyan odo Masagar, betari wala noi?

 710 P: eee, bana ekka gori larele oi aste gori.

 711 R: te betari agede vidire?

 712 P: emm betari agon.

 713 R: sang ekka theng anot di sang

 714 P: di sa

 715 R: ado sug obo e

 716 P: ei ebe ni bana singir gurebede si

 717 R: hodok loiye ebe?

 718 P: ebe hodok

 719 R: degong dw rastat

 720 P: araisho tinsho

 721 R: ubeo de gach hottaloi bejon si sibe. Te sondraw annide sibe
 722 olode akupangchar o eye. Ekke lamba gori hada hada

723 P: ebe annede te more di dibatte, te mor dw nw lager. Te ebe
 724 mamonire ani di siye. Mamoni bili aram pai, eben suloidi te
 725 ingiri di di aram pai. Te ebe diye more
 726 R: te pc an nw laroj?
 727 P: huban?
 728 R: deksthop an?
 729 P: aa larong dw , maje moidde porane hole dhorong,eya gorong,
 730 R: tultuli dayio vala beran si ow?
 731 P: beran. Ede
 732 R: amonor dw,himelle nw ole sattana nw oi. Tolloi thedong
 733 tolloi bere pallong un. Ekko tui biji manuj oioj, muio
 734 koching gorongor sukkorbar bo sara nw mile.
 735 Tao sukkorbare mor koching thai regular
 736 R: te tor off nei? Homole off?
 737 P: jedinne tara bondo dibak sedinne off.
 738 R: sale ijebe dw tor regular thai.
 739 P: mane tara puro ek major rutin donde. Ei macchor pojoch
 740 tarik fore eid o chuti age ei mone gor ek dui tarik tara
 741 julai majo rutin an dibak furo major. Ei ek maje tin din ki
 742 ser din shorboccho bondo. Bucchoch? Tana dibak mone gor sat
 743 aitto din tana dibak ek din bondo dibak. Ei singirine
 744 donde. Ei jemon ei goto helle suti elo. Ecche klaj elo.
 745 Ecche dw nw gelung mui chuti palelung. Helle age ro porshu
 746 dinne bondo age,
 747 R: ui bana olode klas un mis di pare hintu eye gun mis di nw
 748 parede? Porikke un mis di nw parede.
 749 P: seiye o forikke denar condision age eiye ei hata bu
 750 assaingment legongotte ebe jodi legi nw furong joma nw
 751 dilegoi admit cad nw pem forikke di nw pem. Eyan sana.
 752 R: he asainment?
 753 P: prottek bare bare ekkan thopic doun tara.
 754 R: mm
 755 P: se thopic o ugure eyan olode ebara assaingment. Silebas.
 756 Thopic olode bongobondu, muktijuddo. Eyan somporke tika

757 lega poribo bekkān. Ekshot an proshno bana foribo bucchoch?
 758 Tharpore eye gori pebe

759 R: translation?

760 P: eyan ingreji guri pebe eyan bangla gori pebe. Eyan joma
 761 dimboi tara sebak er pore toi admit cad dibakke. Bai ekku
 762 lajem mw lega un bisri.

763 R: ee buddo tw lega an hikke foriskhar, mw legani puro saigon
 764 guro.

765 P: oi oi eyot sikke degotte picchendi jene je sagoiya. Ghin
 766 gore para

767 R: bai bout dol lega, mw legani degile ogolibe.

768 P: proshno banagotte sana egun dw ro guccheye hinitte. Bana
 769 sholo an gori pajjonge ro hodokkani baki age.

770 R: aw uttor sumutto ow?

771 P: muccho jem

772 R: bout gucchiye legoj

773 P: he gorim hindi hobor nw pangor

774 R: goda ekshot an hene bane nejem ro onubadt ani j kotin
 775 onubadtani he gorim. Mada bu heng oi ai age. Ecche rettobu
 776 eyandoi ghoji ghoji tha poribo mor.