

Effect of L1 influence on L2 pronunciation of Bangladeshi English language

Learners

By

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Fulfillment of the requirements for the degree of

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Declaration

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2. It is my solemn declaration that the thesis does not contain any material that has been previously published or written by a third party unless appropriately cited via full and accurate referencing.
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5. Finally, I would like to state that I have acknowledged all vital sources of assistance and guidance that I received while working on the thesis.

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Approval

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Abstract

The purpose of this paper is to explore the correlation between the pronunciation of Standard Second (English) Language and ESL (English as a second language) learner's dialect impact on their pronunciation. The study delves into the impact of dialect on the spoken English of Bangladeshi ESL (English as a second language) learners, particularly in the speaking component. The aim is to ascertain the extent to which the dialectic influence affects the proficiency of ESL learners in spoken English. The paper examines various factors that contribute to the dialectic impact, including cultural and social influences, and proposes strategies to mitigate the effects of dialect on spoken English proficiency. The researcher who conducted the study selected a diverse group of participants for the research paper, all of whom were professionals with a graduate degree. The data collection process involved the use of qualitative research methods, as the paper required an in-depth interview session with the participants' audio recordings for data analysis. The researcher aimed to furnish an extensive and detailed understanding of the subject matter through the use of these methods.

Keywords: ESL, L2 Learners, L2 Pronunciation, Dialectical Impact, Spoken English Proficiency.

Ethics Statement

The information used in this paper is beyond plagiarism. The researcher did not apply any data or materials of others for this paper. She took assistance from various journals, websites, and articles to assemble sources for this paper, which is done with proper referencing.

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CHAPTER1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The acquisition of the mother tongue is a significant aspect of an individual's growth and contributes significantly to the formation of socio-linguistic differences. It is obtained instinctively from the time of birth, creating a natural flow for learning and developing language skills. The ability to communicate proficiently in one's mother tongue is advantageous for both personal and professional relationships. This paper focuses on examining current perspectives in the field to investigate the impact of a person's native language on their pronunciation of a second language.

The significance of English speaking in the ESL context is undeniable. In today's world, a significant quantity of individuals speaks English as a second language than those who speak English as a native language (Tapia, 2010). This makes it important to study the influence of the native language on the pronunciation of English sounds by non-native speakers. Researchers have shown that there are intricate connections between the first language (L1) mother tongue and the target language (L2) second language. Various areas of study have categorized these links into different categories, including language contact, the influence of different languages on each other, characteristics of global English, interference from the first language, and variations in language (Siemund, 2011, Weber, 2014, Kroll, 2011).

1.2 BANGLADESH CONTEXT

The domain of pronunciation has emerged as one of the most complex and demanding part in the realm of English language education. Despite the introduction of pronunciation skills as a course at the tertiary level of the education sector in Bangladesh, learners often fail to attain proficiency in pronunciation. Furthermore, a considerable number of universities in Bangladesh conduct their classes in English, which can pose a challenge for students who are not accustomed to standard pronunciation, resulting in a lack of comprehension during lectures. English has undoubtedly evolved into a language that transcends the boundaries of the British or the Americans and is now a widely used global tool. Its significance is undeniable.

Bangladesh boasts a rich tapestry of dialects, each of which exerts a profound influence on the spoken Bangla language. Consequently, the impact of these dialects on the English pronunciation skills of Bangladeshi ESL learners is readily discernible. In the realm of communication skills, pronunciation is widely regarded as a crucial element. However, Bangladeshi EFL learners frequently encounter difficulties when attempting to comprehend and articulate the speech of native English speakers. Due to the global diffusion of English, the language has undergone significant regional adaptations, each of which is characterized by a unique accent. This has resulted in English no longer being exclusively governed by its native speakers.

Drawing on the researcher's extensive practical experience as a non-native Bangladeshi learner and observations of the surrounding population. It is necessary to identify and address the specific dialectic challenges encountered by Bengali-speaking EFL learners, as well as the underlying causes of these difficulties. Indeed, a comprehensive understanding and interpretation of this issue can only be gained through practical expertise and a deep knowledge of the subject matter.

1.3 STATEMENT OF THE PROBLEM

In recent decades, pronunciation teaching has unfortunately been neglected in ESL/EFL education. However, the written grammar-based component has been given significant importance at the SSC (secondary) and HSC (higher secondary) levels in the educational sector of Bangladesh. Traditional methods such as minimal pair drills and short conversations have been employed for practicing pronunciation. It's noted that before the 1960s, the methods employed for teaching and learning pronunciation were often deemed unproductive and non-communicative. This perspective was highlighted by Morley in 1991, who pointed out the prevalence of drill-and-exercise techniques at the time.

Recent study shows that students complete twelve years before they enter university level, but in the most important part, they spend in their secondary and higher secondary education level as it is the processing part of their higher education life.

Phonetic and phonological complexities pose significant challenges for Bengali-speaking learners of English as a foreign language. Specifically, speech production requires learners to select the appropriate articulators, articulate speech sounds with accuracy, and arrange them in a manner that conveys meaning. On the other hand, speech perception entails the identification and interpretation of speech sounds to comprehend meaning. The diverse array of regional dialects in Bangladesh presents a multidimensional challenge for both learners and educators, as they endeavor to overcome pronunciation difficulties. The variations in dialects often impact the articulation of speech organs, which is further compounded by the lack of phonetic training at the primary and secondary levels of education. Consequently, the learners' mother tongue (L1) interference exacerbates their struggles in mastering English phonetics.

Many researchers observed that the countries that take English as a second language have dialectic or native languages impact on their second language pronunciation. Whereas

Countries who take English as a native language are quite more fluent in oral participation. This study aims to bridge the gap in knowledge by identifying what are the reasons behind the dialectic influences on second language pronunciation skills. What kind of problems do they face with dialectic interference in oral participation? What is the ultimate solution to bringing them out of dialectic impact?

1.4 PURPOSES OF THE STUDY

The main objective of this research is to explore how regional dialects affect the pronunciation of English among Bengali-speaking students. The study will investigate the relationship between various dialectical accents and accurate English pronunciation based on the International Phonetic Alphabet (IPA). Furthermore, it intends to identify the most common and significant pronunciation errors made by Bangladeshi students, which can sometimes hinder their communication skills. The research will also determine whether non-native English speakers in Bangladesh should aim for native-like pronunciation or focus on achieving understandable pronunciation. Lastly, the study will contribute insight to help address the issues identified.

1.5 RESEARCH QUESTIONS

1. What are the reasons behind the dialectic influences on second language pronunciation?
2. In what ways does dialectic interference affect oral participation and how can these issues be addressed?
3. What is the most effective solution for overcoming the impact of dialectic influences on language learning?

1.6 SCOPE OF THE STUDY

The study is situated in Dhaka, Bangladesh, where individuals for whom English is not their native language are acquiring English as a second language (ESOL). The researcher chose this location because of the type of learners present, who are connected with EFL learning as non-native learners. Additionally, they have completed their 12th grade in Bangla medium instruction and their graduation from English medium instruction. The principal phenomenon under observation is to determine the learners' background, including whether their teachers are also non-native English speakers, and whether there are any activities related to pronunciation in their education. One aspect to consider is the impact of a non-native approach on language interaction between individuals of the same culture and environment. Specifically, is there a greater emphasis on language pronunciation for these individuals, and do they potentially face challenges related to dialectic influences?

1.7 LIMITATIONS OF THE STUDY

As research, the researcher tries her best for this paper but during data collection, she finds some limitations. First of all, reach out to the participants, however, at the very beginning, the researcher summarized the procedure of what would be going on after listening to the topic most cases students did not agree to give any interview as they felt too shy to share their experiences and, very interestingly they even do not understand that they have any dialectic influence over their L1 and L2 pronunciation. Some of them did not want to appear in the video session or physical, in these cases, the researcher took the interview session through audio recording, and two participants did not want to agree to give the interview at the last moment, so at that moment the researcher had to reduce them from the study. In the interview session time schedules become a burden to meet participants. Time schedules become a challenging issue for meeting participants because they are from different professions, and their duty times are different from each other. Because of these circumstances, the researcher had to arrange interview sessions several times according to the participant's availability even if they did not give the audio parts at a time each of them took 3 to 4 days to complete the sessions. It is quite a time-consuming matter for the researcher.

1.8 SIGNIFICANCE OF THE STUDY

In the domain of L1's impact on L2, there have been numerous studies conducted by researchers. However, an attempt was made by the author to explore whether EFL learners are able to apply L2 in their ESOL context in the same way they use L1 in their learning environment. This article seeks to address the gap in understanding by examining the reasons why non-native learners' L1 influences their L2 speaking abilities, particularly when they commence their EFL education at an early stage of their learning journey.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The central motif of this research is to detect people's first language's influences on their second language pronunciation, and the causes behind this. Applicable theories and scholarly works connected to identifying educated people's influence of their first language on their second language pronunciation, this is the discussible point of this section. The purpose of this chapter is to come up with a gap in the literature as regards educated populations' mother tongue interfering with their second language pronunciation, also this part spotlighted how it is noteworthy to fill that gap. This chapter is split into parts as the following:

PART 1: CONCEPTS OF PHONOLOGY This section has been organized in the following way- The part is subdivided into two sections, the Bengali phonology, and the English phonology.

PART 2: LEARNERS' FIRST LANGUAGE'S INFLUENCES ON SECOND LANGUAGE The second part highlights the key concept of the research taking place worldwide regarding people's dialectic influences on the language that they occupy as a second language.

2.2 PART ONE: CONCEPTUAL ASPECTS OF PHONOLOGY

Phonology is a branch of linguistics that delves into the study of the sounds of speech and their significance in language. It examines how speech sounds are structured and utilized in various languages and dialects and how they are perceived by speakers and listeners. Phonology is an important field of study that enhances our understanding of the structure and function of language and how it is employed in communication. This field of study aims to identify and understand the patterns and principles that govern the sound structure of languages, both at the level of single tongue and in general. Over time, phonology has evolved and varied, leading to the discovery of various applications and uses in different contexts.

However, phonology and phonetics are two sciences that complement each other in the study of linguistic sounds. Phonetics explores the physical characteristics of sound in language, while phonology examines abstract symbols and their pronunciation skills. Although phonetics is concerned with the concrete, constantly changing aspects of articulation, sound transmission, and auditory intellects, phonology focuses on discrete, symbolic categories that belong to the cognitive domain rather than the physical one. The distinction between these two fields can be viewed as either a strictly moral one or as a more gradual and less significant difference.

In the phonological theory, phonology and phonetics play a notable role. Phonology, which is the utilization of phonetically provided material in a systematic manner, is an integral section of the formational structure of language, encompassing morphology, syntax, and semantics. Therefore, it is imperative to discuss the relationship between phonology and these components of language. Structuralism is a linguistic theory that advocates for the differentiation of various levels of language and grammar. According to this theory, phonology and morphology are nearly connected. Phonology, the study of sound patterns, is analyzed on at least two levels - phonemic and allophonic. Morphology, on the other hand, studies the structure of words and how meaning is conveyed through them. Morphemes, which are the smallest units of meaning, are closely related to phonology since they relate meaning with a specific phonological form. Concatenation of morphemes often leads to morphological changes. Additionally, prosodic requirements on simple and complex words demand a close interaction between phonology and morphology. Syntax, the study of sentence structure, indirectly influences the placement of phrasal stress and intonation contours through the formation of phonological area and the global stage. Intonation is constrained by phonology, syntax, and semantics, and it is the primary connection between

phonology and semantics. Information structure, the arrangement and organization of information in a sentence, commonly known as sentence structure, is determined by a set of rules and limitations that stem from the fields of syntax, semantics, and phonology. These constraints play a crucial role in shaping the way we construct and comprehend sentences in our daily communication.

2.2.1 BENGALI AND ENGLISH PHONOLOGY

As per genetic classification, the English language belongs to the Germanic group of the Indo-European language family. Meanwhile, Bangla, while also part of the same language family, is classified under the Magadhan subgroup of the Indo-Iranian, more specifically the Indo-Aryan. English falls under the Isolating, Inflecting, and Agglutinative categories, while Bangla does not. One noteworthy difference between the two languages is their stress and timing; English is a stressed and timed language, whereas Bangla is syllable-timed.

Despite these differences, it is interesting to observe the linguistic similarities shared by these two languages. It is remarkable how English and Bangla have evolved within their respective subgroups while still sharing some similarities and dissimilarities.

Vowels in both English and Bengali are known to be voiced, and amongst them, two are strikingly similar in every aspect: /e/ and /æ/. Moreover, it is noteworthy that disregarding the length of the vowel, /a/, /i/, /u/, and /ɔ/ also display similarities. Consonants, on the other hand, have sixteen common sounds: /p/, /b/, /t/, /d/, /k/, /g/, /s/, /ʃ/, /n/, /m/, /ŋ/, /r/, /l/, /w/, /j/, and /h/. These findings are backed by Barman's research from 2009 (p. 21).

The English and Bangla languages have apparent phonemes, each with its own set of consonant and vowel sounds. English, for example, has eight consonant sounds - /tʃ dʒ f v θ ð z ʒ/ - and four vowel sounds - /ɒ ʌ ə ɜ:/ - that are not found in Bangla. Conversely, Bangla has 14 consonant sounds - /p^h b^h t^h d^h t̪^h d̪^h c^h ʃ^h k^h g^h/ - that are not found in English, as well as an apparent vowel sound - /o/ - that is missing in English.

The English labiodental fricatives /f v/ are distinct from the Bangla bilabial plosives /p^h b^h/. Similarly, the English fricatives /θ ð/ differ from the Bangla plosives /t̪^h d̪/ and the English affricates /tʃ dʒ/ are different from Bangla plosives /c ʃ/. Finally, the English fricative /ʃ/ is distinct from the Bangla plosive /ʃ/. All the sounds appear alike but they have distinction.

Rahman(2008) stated that it has been observed that L1 Bangla speakers encounter a number of difficulties when attempting to pronounce English vowels. These difficulties include an inability to accurately articulate English vowels, a failure to maintain the appropriate duration of English vowels, challenges in following allophonic variations and distributional patterns of English vowels, an inability to differentiate between pure vowels and diphthongs, a tendency to pronounce English words based on spelling, and a tendency to establish equality between English and Bangla vowels.

Islam proclaimed that (2018), it seems that learners of the Bengali language often struggle to distinguish between short and long vowels, substituting both with a single mother-tongue vowel. Additionally, they face difficulty in pronouncing the mid vowel 'ə' which is frequently replaced by the third Bengali vowel 'æ'. Furthermore, learners encounter difficulty with diphthongs, incorrectly pronouncing them as separate vowels. These pronunciation errors may impede effective communication, leading to potential misunderstandings and miscommunication. It is important to address these challenges to ensure successful language acquisition. (p. 136).

Begum and Hoque (2016) noted that when Bengali native speakers try to speak English, there are certain pronunciation challenges they face. Specifically, the bilabial plosive /p/ tends to become a labiodental fricative /f/, while labiodental fricatives /f/ and /v/ may turn into bilabial aspirated plosives /p^h/ and /b^h/. Palato alveolar affricate consonants /tʃ/ and /dʒ/ may be pronounced as alveolar consonants /s/ and /z/. Additionally, the interdental fricative /θ/ may be replaced with the alveolar consonant /t/ (ত or /t^h/), while the alveolar consonant /d/ may be produced as aspirated alveolar consonant /d^h/ ড (p. 59).

2.3 PART TWO: LEARNERS' FIRST LANGUAGE'S INFLUENCES ON SECOND LANGUAGE

2.3.1 VERNACULAR AND INTONATION

Language is an essential component of human communication, and each language has its unique diversity and characteristics. According to Yule (226), speech plays a prominent role in various dialects and regions within a population. The regional frequencies of a language consist of various sounds and vocabularies that have been recorded by multiple researchers in different regions. Over time, the usage of language has undergone significant changes,

influenced by diverse groups of people and regional vocabulary and sound. Therefore, it is crucial to understand the variables and usage of various dialects, as they play a critical role in children's language experience and learning EFL/ESL.

Dialect is a term used to describe the regional variations in people's oral form of language. These variations are reflected in the language's specialized vocabulary, specific grammatical forms, and sounds. The existence of dialects is an important aspect of a group of people's cultural identity, as it enables us to identify them based on their unique way of speaking. There are numerous dialects found around the world, each with its own distinct features and characteristics. Understanding dialects is crucial for effective communication and comprehension, particularly when attempting to engage with people from different regions.

It is important to note that there are two distinct types of dialects: standard and non-standard. The standard dialect is typically associated with the written form of a language, while the non-standard dialect is more commonly used in oral communication. Understanding the differences between these two dialects can aid in effective communication and language comprehension.

Richards and his colleagues (1985) stated that, dialects are characterized by variations in spelling, pronunciation, and accent. However, the complexity of dialectical variation goes beyond mere linguistic differences, as it embodies the intricate relationship between language and culture. Dialects are not simply variations of a language, but they are also influenced by cultural diversity and social norms.

Local dialects are often considered as inferior and as the language of the uneducated. It is commonly believed that these dialects are only used for humor and jokes. However, according to Yule, the focus should not be solely on the quality of pronunciation but also on the ability to communicate effectively and understand the message being conveyed. In other words, the purpose of language should not be to impress others with one's pronunciation, but to convey one's ideas in a clear and efficient manner.

According to Haugen, people often classify language into two categories - standard and dialect. However, dialect is often considered as non-standard and is usually ignored or undervalued as it is spoken only in specific areas, mostly in rural regions. Haugen argued that dialects have their own unique identity and represent the culture and history of the people

who speak it. Therefore, dialects should not be considered as neglected languages, but rather as an essential part of a community's identity. This ensures that clear communication between speakers and listeners is achieved.

Language variations within a particular group of people can be broadly classified into two categories: standard and non-standard dialects. While a standard language refers to a language variety that is predominantly used in written form, a dialect is a form of language that is specific to a particular community or region. However, over time, a dialect may acquire social standard variety, as indicated by Richards and his colleagues in 1985.

Dialects differ from each other in their use of word forms, grammatical parts, and intonation. According to Haugen, the terms "language" and "regional tongue" are complex to define, and the general public often applies them in their speech. It is commonly believed that dialects are local and lack prominence compared to standard languages. Moreover, "language" can refer to a single linguistic criterion or a group of related criteria, whereas "local speech" specifically refers to one of these criteria, as pointed out by Wardhaugh in 2010.

However, regional dialects are an interesting aspect of language diversity that should be celebrated. Unfortunately, sometimes people from certain areas are subjected to ridicule based on their dialect. This can be a form of stereotyping, which is not constructive. Yule acknowledges that certain regional dialects have stereotypical pronunciations associated with them, but he also notes that this can lead to hurtful humor and insults towards those who speak those dialects. Yule suggests that instead of focusing on stereotypes, we should prioritize mutual intelligibility as the main goal of pronunciation.

2.3.2 CIRCUMSTANCES OF BANGLA LANGUAGE

Bangla, also known as Bengali, is a language that belongs to the Indo-European language family. It is the official language of Bangladesh and is also spoken as a second language in India. The Bengali language has connections with Assamese and Odiya, which are also languages spoken in the Indian subcontinent.

2.3.3 ENGLISH AS A GLOBAL LANGUAGE

English language has evolved from being a language that was primarily spoken by British and American people to a global language that is now widely spoken and understood across the world. It is now ornamented as the lingua franca for international communication, and its

usage has increased significantly due to globalization. As a result, English has incorporated various dialects, influenced by the native languages of its users, making it more diverse and adaptable to different cultures.

However, Shahidullah et al have highlighted the fact that English has now become a global language, and as a result, it has had a significant impact on different dialects. However, it is important to note that the focus of a language should not only be on the quality of the language, rather it should be on the purpose of communication and the ability to comprehend the message being conveyed.

One of the defining characteristics of a global language is its ability to flourish through various dialects. Rather than attempting to preserve it in a singular form, a global language should adapt and evolve to better serve the needs of its diverse user base. By doing so, it can build strong bonds between people from all corners of the world, facilitating communication and understanding on a global scale.

2.3.4 ENGLISH IN ESL COUNTRIES

BANGLADESH

The government is placing emphasis on the importance of learning the English language, providing further motivation for both teachers and learners to engage in interactions in English outside of the classroom.

Even though listening and speaking skills are now included in the curriculum, the syllabus and materials tend to overlook the importance of pronunciation. However, it is vital to recognize that learners' communicative competence and performance depend on their mastery of all the skills of the target language, including pronunciation. Indeed, pronunciation plays a critical role in communication through listening and speaking, and its teaching should be given top priority in English language classrooms. It should tackle the challenges presented by the issue of accent in oral communication by emphasizing the significance of pronunciation teaching in English language classrooms.

BANGLADESHI DIALECTS AND VARIATIONS

Variation in language is a well-established and documented fact that is present in every language spoken worldwide. As multilingualism is prevalent across the globe, it is natural for

language to exhibit variations that differ from place to place and group to group. Research indicates that the variations in language are a result of historical, cultural, and linguistic factors.

Faquire (2020) stated that Bangladesh is home to several dialects of the Bangla language. Despite variations in spelling, pronunciation, and accent, the meaning of words remains consistent across dialects. For instance, the standard pronunciation of "broom" in Bangla is "ঝাড়ু", while in the Barisal dialect it is called "হিছা". These differences in pronunciation are based on dialect, but the object being referred to remains the same.

Kibria et al (2020) have observed that the variation in dialects is influenced by the geographical context. Historical and cultural factors play a crucial role in shaping these dialectic variations, leading to changes in spelling and pronunciation while preserving the original meaning.

Sapir's view is that language and culture go side by side and have a mutual influence. The issue of dialectical variation exemplifies the interconnection between language and culture. Dialects are not solely variations of a language; they are also shaped by cultural differences and social norms. In Bangladesh, cultural differences and diverse lifestyles contribute to variations in language and the meanings of words in different regions. This is a direct result of the cultural influences that exist in these regions. The language used by a particular community is a reflection of the values that are shared by its people. Therefore, it is safe to say that culture is an essential component that shapes language in Bangladesh. For example, in other districts, honey is known as "modhu" in Bengali, but in the Noakhali dialect, they refer to water as "honey".

DIALECTIC VARIATION

Bengali is a captivating language that has roots in Magadhi Prakriti, and it displays unique linguistic features in all its dialects. Although it is difficult to detect the influence of Magadhi on Bengali, it is clear that most native speakers tend to use their own forms even in areas where there is a specific form of standard Bengali, resulting in significant differences in phonological, morphological, and syntactic categories. Interestingly, while the aspirated sounds of standard Bengali appear in the dialects, native speakers do not aspirate them entirely, instead pronouncing them as non-aspirated. It's noteworthy that this indicates that

voiced aspirated stops are spoken as non-aspirated, the flexibility of the language is demonstrated by the way in which the original sounds are molded by a focus on correctness and the stylistic preferences of native speakers.

When examining a language in which aspiration plays a significant role, such as Bengali, several factors need consideration, including the distinctiveness or redundancy of sounds. Aspiration refers to the articulation of a sound with a considerable force and noticeable puff of breath, as per the phonetic term (Daniel Jones, 1960). This implies that the pronunciation of an aspirated sound involves intensity in the expulsion of air from the oral cavity. In Bengali, for instance, aspirated plosive sounds, such as the 'ফ' [ph] sound, are replaced with voiceless plosive sounds, such as the 'প' [p] sound. Consequently, a word like 'ft' is pronounced as 'put' in Bengali.

From a linguistic perspective, allophones should be considered as a single perceptual unit by language speakers. This is because different allophones represent the same phoneme. However, in terms of pronunciation, speakers must differentiate between the distinct allophones, even if they originate from the same 'phone' element. It's worth noting that allophonic variations can create differences in dialect, as is the case with the sounds থ [th] and ত [t]. For instance, in the Cumilla and Lakshmipur dialects of Bengali, the ত [t] sound is pronounced as থ[th]. Thus, a word like মস্ত is pronounced as মস্থ in these dialects.

2.3.5 ENGLISH IN BANGLADESHI EDUCATION

Bangladesh has made significant progress in English language education by making it a mandatory subject in pre-tertiary education and teaching it from the very beginning of the education system. However, there are still significant disparities in the status of English language education across various areas of education in the country.

While secular education accords English the same status as the national language in the school curriculum, the outcomes of English teaching and learning fall short of those in English-medium schools, where English is the dominant language. Moreover, English is taught every day in the class, between one and two class periods of 35-45 minutes. Despite its

essential presence in madrasa education, English generally holds a marginalized status compared to Bangla and Arabic.

However, there is reason to be optimistic about the future of English language education in Bangladesh. With sustained effort and support, the country can enhance the quality of its English language teaching and learning outcomes (Hamid, 2006a; Hamid & Jahan, 2015).

In the field of education in Bangladesh, the written grammar-based component has been given significant importance. However, the teaching of pronunciation has been a neglected part, and there is still a lot of room for improvement in the teaching systems that can foster this essential skill. In addition, the public examinations in Bangladesh do not evaluate English speaking and listening skills, which undermines the importance of these skills.

Amin (2006) points out that, students in Bangladesh lack the motivation to speak English in their schools and colleges due to the lack of exposure to English speaking. Therefore, there is a need to address these issues and develop a more comprehensive approach to teaching English that includes all the essential skills. It is essential to prioritize the progress of English language skills like listening, speaking, reading, and writing to ensure that students can communicate effectively in English and participate in the global community.

2.3.6 L1'S INFLUENCES ON L2 PRONUNCIATION

Effective communication skills play a vital role in successful conversations. One of the key components of communication is clear and fluent pronunciation, which is essential for both parties involved in a conversation. However, dialectic influences can sometimes lead to mispronunciation, which may result in misunderstandings and create a wrong impression in front of others. Therefore, pronunciation is a crucial skill that cannot be neglected in our daily activities. It is important to strive for clarity and accuracy while speaking to ensure effective communication and avoid any potential misunderstandings. When learners face the influence of their first language while communicating in a second language, it can create a hindrance in their ability to converse fluently. This experience can lead to a loss of confidence in oral communication and participation. Such learners may become introverted and avoid speaking up, especially in a second language. To overcome this challenge, learners should focus on

improving their pronunciation skills. The main concern is to pay attention to the influence of their dialect and work to minimize it in their second language communication. By doing this, learners can become more confident and proficient speakers.

Effective communication is essential in both personal and professional life. Language barriers or misunderstandings can often hinder the flow of a meaningful conversation. It can be embarrassing and unacceptable for learners who are trying to improve their communication skills. In order to avoid such situations, it is important to ensure that any dialectic impact does not cause confusion or discomfort during a conversation. By doing so, individuals can form powerful connections between their personal and professional existence and gain greater success.

2.3.7 TEACHING ENGLISH PRONUNCIATION IN BANGLADESH

In light of these findings, Celce-Murcia, Brinton, and Goodwin have developed some innovative approaches to teaching and learning that provide constructive solutions to the challenges posed by traditional methods. Their research suggests that ESL/EFL teachers should incorporate musical aspects of pronunciation into their pedagogy and employ fluency-building activities, such as productive listening exercises, speaking fluency workshops, discussion circles (dialogue, round-table debate, exchange of views, debate, and brainstorm) , and personal introduction collages, in their pronunciation teaching. Because learners' effective language acquisition is essential for their overall development. Teachers, parents, and learners themselves must take an active interest in language acquisition to ensure that learners can communicate effectively and confidently in both their first and second languages.

Their research has shown that using multisensory modes is the most effective technique for teaching English pronunciation. This technique can help learners break down ego boundaries and better understand the sounds and rhythms of the English language. The current literature suggests that these insights provide educators with practical strategies to enhance the pronunciation teaching and learning process. Thus, incorporating these innovative approaches can go a long way in helping students improve their speaking skills and enhance their overall comprehension of the English language.

According to Harmer, the inclusion of pronunciation teaching in the English language learning curriculum would greatly benefit learners' speaking skills, particularly in terms of creating clear concepts in articulation, word stress, and sound-related terms. This, in turn, would help learners to pronounce words accurately and effectively. In such cases, pronunciation instruction can prove to be an effective tool in helping them overcome significant issues.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This part investigates the research methodology. The primary focal point of this study is to analyze whether Bangla as a first language influences English as a second language. This chapter also narrates the philosophy beyond selecting a qualitative approach, the process of selecting the participants and collecting data, the framework of data analysis, and the steps taken to build the reliability of this study.

3.2 RESEARCH DESIGN

The researcher evolves the research design for this paper as the paper follows the practical research methods that depend on steps taken by the researcher and it indicates recent problems. The primary objective of this study is to explore the impact of L1 on L2 pronunciation. The researcher wanted to take a qualitative study approach.

Through qualitative research, a researcher can remark in-depth that participants' behavior, attitude, objectives, culture, and surroundings, also help the educator to understand learners' psychology toward their ESOL context. Qualitative data collection, in-depth the interview process and observation of learners' class activities also helps a lot both the learners and the teachers to understand the lacking.

3.3 THE RESEARCHER'S ROLE

The researcher has connected for 16 years with the English language. In the future, as an English teacher, the researcher wants to arrange her classroom environment where the researcher can relate her previous knowledge to narrate learners' pronunciation conflicts with their native language to the second language. The researcher can assist her students to overcome the circumstances and feel comfortable and not anxious in participating in any class performances or interacting in the EFL section. However, a certain amount of the learners cannot understand that they have mother tongue or dialectic influences in their second language pronunciation. The purpose of the researcher is to bring out learners' from this boundary, and the researcher is not biased in her position because the participants and the

researcher herself are non-native speakers. As a result, for the same culture sharing, the participants feel comfortable sharing their thoughts, feelings, and experiences with the researcher.

At this point, as a non-native English learning background, the researcher observed the conflict between L1 and L2 pronunciation in the same state as the participants face now, the participants willingly disclosed their challenges and experiences. The learners are not pushed or forced by the researcher, and any influence does not come to the participants from the researchers' side during the interview session. In the interview session, most students claimed that if teachers put more effort into their EFL classes it may help them improve oral activities in class participation. These words make the researcher rethink the leading role of a teacher to make students better learners through their dedication and inspiration. The class activities through speaking sessions and motivating learners to participate in class activities may create a better scope to improve spoken English in EFL classes. This practice of class participation orally will help them overcome the influence of one language on another language. The study has no personal or cultural biases. The researcher plays the active role of an observer who desires to be a part of the research, from the researcher's side no force-able behavior arises to the participants.

3.4 SETTING

The research is set in the capital city of Bangladesh. The reason behind selecting the place is there are various professionals and categories of learners, and for this research, the researcher needs educated people from various dialects, for this purpose Dhaka is the best place to collect data. The participants are non-native English learning belonged, and EFL is included in their education system as a Second language approach. The researcher's main purpose for this study is to dig down the non-native ESL learner's mother language's influence on their second language, the reasons behind the influence, and how they can overcome the situation. So, this place assists the researcher a lot in selecting the participants for the study.

3.5 PARTICIPANT SELECTION

A purposeful snowball or chain sampling technique was adopted for the study of getting information-rich data from limited convenient sources for a suitable sampling technique. This sampling strategy is under the non-probability method, in this sampling method, the researcher recruits only specific populations of the research investigation who are willing to be a part of the research. The researcher focused on taking as many participants as were willing to participate in this study. In the non-probability method, the researcher can choose his/her participant for the research, here the researcher's opinion gets more important to select the participants for their study. This gives the researcher the perfect opportunity to make the right person as a participant for the paper who can provide a piece of trustworthy information for the study. The researcher must be alert to choose the correct participant who can give the proper information about the knowledge and experiences they gather from the field in which the researcher wants to investigate. Because getting an accurate and informative participant is quite difficult, as a large amount of data found from one participant is much more challenging, and the researcher must find a few numbers of participants who have a rich amount of data.

Participants' Profile

Participant Pseudonym	Gender	Educational Background	Regional Background	Age	Location of educational institute(school, college, university)
Participant 1	Female	Graduate	LAKHIMPUR DISTRICT	25-27	Motijheel, Dhanmondi
Participant 2	Female	BSC Doctor	CUMILLA	25-27	Dhanmondi (all)
Participant 3	Female	Graduate	BHAIRAB, KISHOREGANJ	25-27	Dhanmondi (all)
Participant 4	male	M.B.B.S	TANGAIL	25-27	Mirpur(Cantonment)

Participant 5	female	BSC Doctor	TANGAIL	25-27	Mirpur(Cantonment)
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3.6 DATA COLLECTION

The researcher follows the primary data collection procedure by taking interviews which are done through Zoom calls, and the participants provide the researcher with audio recordings of their interview session. Before the interview session, the researcher gave all the participants the question list of the study which they have to answer, after clearing the procedure of the interview session the interviewer fixed the interview dates on all participant concerns. The interview session took place separately according to the participant's convenience. At first, the researcher contacted them for her interview purpose, the researcher's interview questions were prepared before the interview procedure began, and the researcher used a semi-structured interview approach. Each participant sat for the interview on different days. The first question was about their educational background and whether the researcher needed more information regarding the paper. The researcher gradually asked them all, and whenever the researcher felt there was no more information left for the study she stopped the interview session.

3.7 DATA ANALYSIS

In qualitative research, the semi-structured section is essential for this study because it permits an in-depth analysis of data. The interview session has two sections, one is written down by the interviewer and another one the researcher provides to the participant which is stories in Bengali and English, and the participant's work is read out those stories and recorded then given to the researcher as data sample, the entire session was recorded for further inquiry.

3.8 ETHICAL CONSIDERATION

At first, for the ethical aspect of this paper, the researcher asked them about the interview via Facebook messenger, when all of the participants ensured their willingness about the

interview the researcher explained to the participants the purpose of the study beforehand. After that, she asked them to sit for the interview and provide the participants with interview materials via email. Besides that, she used pseudonyms for the paper so that the participants' privacy was not hampered. The researcher took permission from the participants to use some information they provided as data for this research. Any sensitive or controversial information or opinion is not disclosed as a privacy issue.

CHAPTER4

DATA ANALYSIS AND DISCUSSION

PARTICIPANT ONE:

FINDINGS: The first participant of this study from Lakhimpur District, the IAP symbols and the pronunciation she pronounced -

Phonetic Transcription	Participant's Pronunciation
/pʊt/	/fʊt/
/'flaʊər/	/'plauər/
/fʊtʊ/	/P-to/
/'bɑ:ɪʊd/	/'bɑ:ɪod/
/ɛɪɪm/	/pra:m/
/'prɒbəblɪ/	Provavly
/ pɑ:st/	Fast

/wɔ:kt/	Walked
/wEn/	hoen
/'fɔ:ɪst/	Porest
/weɪv/	Oave
/flæg/	Plags
/meɪər/	Maor
/spi:tʃ/	Ichpich
/pɑ:st/	Fast
Bangla phonetics	Participant's Pronunciation
[kɔ:rn]- (vutta)	butta
dʒʌmp -(lomfho-jhomfho)	lompo-jompo
dʒʌmp - (laphate)	lapate
/hju:dʒ/ -(mosto)	mostho
A large species of black ant (dao)	dheu
['fɪftɪ-faɪv] -(poncanno-55)	ponchanno
/'kwɔ:r.əl/ - (jhogra)	gogra
ft	put
/mʌŋk/ -(sadhu)	sadu
[br'gɪnɪŋ]- (ghora)	gora
dʒʌmp - (lafhiya)	laphiya
/'fʊt.bɑ:l/ -(football)	futbol
/'aɪ.brʌʊ/- (vrue)	buru

[ˈæɪ.paɪn] -(alpine)	alpin
[ˈlæŋgwɪdʒ] -(vasha)	basha
/grɑ:s/ -(gash)	gus
/'vɑ:mi/ - (bomi)	bumi
[ˈhɑ:t.ren.dɪŋ] - (bukfhata)	bukpata
/'taɪ.gə/- (bagh)	vag
/pʌntʃ/ (ghushi)	gushi
/'hɑ:lou/ -(fhapa)	fafa

PARTICIPANT TWO:

FINDINGS: The second participant of this study is from Cumilla District, the IAP symbols and the pronunciation she pronounced-

Phonetics Transcription	Participant's pronunciation
/pʊt/	fut
/'bɑ:ɪʊd/	browed
/'flaʊər/	flowers?
/'kɔ:fi/	cofi?
/wɛər/	wear
/pɑ:st/	Fast
/'festɪvl/	festibol
/'hæpi/	heppy
/bægz/	vags

/gɔ:n/	gun
/ʌp/	uf
/'beɪkər/	vekar
/'ʃɑ:pɪŋ/	showping
Bangla Phonetics	Participant's Pronunciation
machi- /flaɪ/	maci
sarpokha-/bʌg/	sharpoka
fhuto- /'æp.ə.tʃə/	futo
doacche - / mɪlkɪŋ/	doace
kolkata- /,kɔ:l'kɑ:tə/	calkata-
chara- /ɪk'sept/	cara (row)
Chure(doi sunno r)- /θrou/	sure(boi sunno r)
ghora(doi sunno r)- [bɪ'gɪnɪ]	gora(boi sunno r)
kakrabiche- /kræb/	kakrabichi(boi sunno r)
stop- /stɑ:p/	stof
jhogra(doi sunno r)-	jogra(boi sunno r)
bose- ['sɪt]	b-se
khara(doi sunno r)- /sti:p/	khara(boi sunno r)
fhoriadi- /ə'kju:.zə/	foriadi
chagol- /gout/	cha-gol
cibiya- /tʃu:/	chibiya
cholto-/'rʌn.ɪŋ/	colto

judge- /dʒʌdʒ/	goge
fara(doi sunno r)-	fara(boisunno r)
bole- ['seɪ]	b-le
fhapa- /'hɑːlou/	fafa

PARTICIPANT THREE:

FINDINGS: The third participant of this study is from Bhairab, Kishorenj, the IAP symbols and the pronunciation she pronounced-

Phonetics Transcription	Participant's Pronunciation
/ˈbɑːlɔːd/	bored
/ɑːrt/	at
/ˈnəʊtɪst/	nuticed
/kraʊd/	craud
/ˈlɪt/	littol
/meɪər/	meor
/ɡʊn/	gun
/weɪl/	oil
Bangla Phonetic	Participant's pronunciation
ter pawa- /sə'spek.tɪd/	tar pawa
kolkata- /ˌkɔːl'kɑːtə/	calkata
sesh-/'fɪn.ɪʃ/	sash
disturb- /dɪ'stɜːb/	distub

fhoriyadi- /ə'kju:.zə/	foriyadi
football- /'fʊt.bɑ:l/	futboll
fhatlo- /bʌ:st/	fatlo
porlen-	p-rlen
jail- /dʒeɪl/	jal
moner- /maɪnd/	m-ner

PARTICIPANT FOUR:

FINDINGS: The fourth participant of this study is from Tangail, the IAP symbols and the pronunciation he pronounced-

Phonetics Transcription	Participant's Pronunciation
/'festɪvəl/	festible
/'lɪt(ə)l	litol
/'stʌdɪ	stady
/'bɑ:ɪəʊd/	borod
fɑ:st	fust
/'fɒrɪst	forest(st)
nekst	nexst
	estiven
end	ind
	stib
eg	egs

Bangla Phonetics	Participant's Pronunciation
fhuto- /'æp.ə.tʃə/	futo
football- /'fʊt.bɑ:l/	futbol
ফারা (ড)	ফারা

PARTICIPANT FIVE:

FINDINGS: The FITH participant of this study is from Tangail, the IAP symbols and the pronunciation she pronounced-

Phonetics Transcription	Participant's Pronunciation
'lɪt(ə)l	'lɪt(ə)l
fɑ:st	fɑ:st
['fɔrɪst	['fɔrɪst
nekst	nekst
['stʌdɪ	['stʌdɪ
Bangla pronunciation	Her pronunciation of these sounds is the same as the accurate pronunciation
ফুটো- /'æp.ə.tʃə/	
football- /'fʊt.bɑ:l/	
fara(doi sunno r)	

DISCUSSION

From the findings section, the researcher acquired the most problematic part the Bangla language holders faced while using the English language in their communication. Which are labiodental/f/, bilabial/f/, Labiodental /v/, bilabial/v/. Begum and Hoque (2016) noted that when Bengali native speakers try to speak English, there are certain pronunciation challenges they face. Specifically, the bilabial plosive /p/ tends to become a labiodental fricative /f/, while labiodental fricatives /f/ and /v/ may turn into bilabial aspirated plosives /p^h/ and /b^h/. Palato alveolar affricate consonants /tʃ/ and /dʒ/ may be pronounced as alveolar consonants /s/ and /z/. Additionally, the interdental fricative /θ/ may be replaced with the alveolar consonant /t/ (ত or /t^h/), while the alveolar consonant /d/ may be produced as aspirated alveolar consonant /d^h/ ঢ (p. 59) (from chapter two of this paper). The data the researcher obtained from the participants of this paper are mostly connected with these sounds. The majority of the participants are unaware that in their pronunciation they have a dialectic impact. The pronunciation has a dialectic impact that is unconscious and unwilling.

The researcher for collecting data provided them with five stories from Bangla two short stories and English three short stories. The researcher desires to get authentic data from data participants and read the best source to collect data, by reading correct sentences there is a high chance to detect if there is any influence on another language.

In the first participant from Lakhimpur district, pronunciation, the researcher found the contrast between /f/ and /p/. The participant in her utterances most of the time pronounced the /f/ sound as /p/, and the /p/ sound as /f/. When examining a language in which aspiration plays a significant role, such as Bengali, several factors need consideration, including the distinctiveness or redundancy of sounds. Aspiration refers to the articulation of a sound with a considerable force and noticeable puff of breath, as per the phonetic term (Daniel Jones, 1960). This implies that the pronunciation of an aspirated sound involves intensity in the expulsion of air from the oral cavity. In Bengali, for instance, aspirated plosive sounds, such as the 'ফ' [ph] sound, are replaced with voiceless plosive sounds, such as the 'প' [p] sound. Consequently, a word like 'ft' is pronounced as 'put' in Bengali.

For example, when she tries to pronounce /put/ she pronounces it as fut. Sometimes when it turns the /b/ sound she utters it as /v/. Whenever the researcher asked about the dialectic

influence she very confidently shared that she has no dialectic influence as according to her the dialectic impression is only that one when she utters it like local dialects, like-pani(water)- honey. According to her, only this type of sound is considered as a dialectic impression, her pronunciation is totally out of dialectic impression. This is quite alarming for our population that they are completely unaware of their mispronunciation. This is also a reason Bangladeshi people lag in the communication sector in their second language English. They even do not know that the relationship between language and culture is often seen as inseparable. According to Sapir (1949), language is an expression of a particular culture, and they exist as parallels. This means that languages spread across cultures, and cultures also spread across languages (Risager, 2003). The connection between language and culture becomes especially apparent when the issue of dialectical variation arises. A dialect is not just a variation of a language, but it is also influenced by cultural differences. For instance, the differences in the languages spoken in Dhaka and other districts may be attributed to the dissimilarities in culture. It is a commonly held belief among the majority of people in Bangladesh that their pronunciation does not reflect any significant dialectic influence. However, this perception is not entirely accurate since the way they pronounce specific words is indicative of the influence of their regional dialect.

From the five reading materials, the participant makes uncountable mispronunciations. All the sounds are commonly matched at the same area, like /f/ becomes /p/, /p/ becomes /f/, /b/ becomes /v/, and /tə/ becomes /ao/. In Bangla pronunciation, the influence is also noticed as vutta(corn) she utters as butta, in Bangla ভ sound becomes ব, for example, sadhu(saint) utter sadu, /ধ/ becomes /ঢ/. For instance, in the Cumilla and Laksmipur dialects of Bengali, the ত [t] sound is pronounced as থ[th]. Thus, a word like মস্ত is pronounced as ম্হ in these dialects.

From her data the researcher found that her dialectic influence first in her L1 then through her L1 the dialect influences her L2. The effect she never noticed because by these utterances she completed her graduation and is in the teaching profession.

As a Bangladeshi, the researcher has noticed a prevalent issue in the educational sector of Bangladesh - the dialectic influence on speech sounds. In her experience, she has observed that in mixed classrooms with students from various dialects, any dialectic influence on a particular sound goes unnoticed by the teachers and even the students. This is a common occurrence in primary, secondary, and even higher secondary education in the country. The researcher has also noted that some teachers themselves have dialectic influence but do not

bother to correct it. The students, in turn, make fun of it but no one seems to take corrective action. However, the situation changes drastically at the tertiary level, where both learners and teachers begin to give importance to their speech sounds and feel the necessity to meet with native language holders for better opportunities to get jobs or further educational needs.

The Camilla and Lakhimpur are nearby districts which is why they have some sort of similarities in sound production, Bangladesh maximum Bengali faces similar kind of pronunciation problems that have dialectic influence, and the sounds are /v/,/f/, and the contrast between /v/ and /f/ are labiodental/f/- bilabial/f/

Labiodental /v/-bilabial /v/. In the second participant's data analysis the research observes a similar kind of pronunciation impact; like- /pʊt/ becomes /fut/, /'flaʊər/ becomes plowers, /'festɪvəl/ becomes festival, /'hæpɪ/ - heppy, /bægz/ utters like vags, /gʊ:n/ become gun, /ʌp/-uf, /'beɪkər/ -vekar, /'ʃɑ:pɪŋ/ - shopping. and her Bangla pronunciation like-chote-cota, machi-machi, sarpokha-sharpoka, fhuto-futo, doacche-doace, kolkata-calkata, chara-cara (row),sure(ড)-sure(র) ঘোড়া (ড) - গোরা (র), in her pronunciation one noticeable thing is (ড) becomes র in every sound where ড is present. Another thing is ছ becomes ঢ Most of the other sound pronunciation is alright but whenever it is time for some specific sound production that time their dialectic impact comes fluently and it becomes a considerable part of the language utterances.

In Bangladesh, some dialects have standard pronunciation, some have a little bit. Bhairab is the kind of that place where the participant has dialectic influence on /u/ and /o/ sounds. For example- the word /wel/ is pronounced by the participant oil, /meɪər/ becomes meur, /'nəʊtɪst/ - noticed, somewhere /r/ sound skipped by the participant and the pronunciation becomes disturb - distub, /ɑ:rt/ - at. From the early two participants, this participant had quite less dialectic impact. But not standard pronunciation. From the previous acquaintance, the researcher can connect her previous and present dialectic impression on her L2 pronunciation.

The fourth participant has /sh/ fact in his dialectic. The fourth and fifth participants were from the same dialect, but they had different dialectic influences, as they are same educational background same profession, and the same place they went to, one had some dialectic influence and the other one was completely free from dialectic influence, Fifth participant

talk in standard pronunciation both Bangla and English, though her family members language is wholly dialectic influences.

The fourth participant's pronunciation is like this-

/ˈfestɪvəl/- feshtible, |ˈlɪt(ə)| -litol, |ˈstɑːdɪ/- istady, /ˈbɑːləʊd/- borod, |fɑːst|- fust, in Bangla he pronounces fhuto- futo.

The influence of dialect on language is a topic that has been studied extensively. Researchers have found that individuals tend to be more receptive to dialectic influence or native language when it comes to negotiation. However, when it comes to achieving future success, people become more concerned about certain things. One of these things is the ability to converse fluently in a second or non-native language. In today's era, people are becoming increasingly advanced, intelligent, and focused on the future. As a result, they are placing greater emphasis on pronunciation.

Although EMI-based instruction has become prevalent in private schools, colleges, and universities, Bangla medium instruction has not historically placed as much emphasis on pronunciation. Many teachers in Bangla medium instruction have dialectic influence, which has been overlooked by instructors and parents from the beginning of education. The fear of being mocked by others, shyness, and introverted characteristics keep learners away from focusing on pronunciation.

In today's digital era, people have become smart in every field, and advanced children are no exception. It is not uncommon for parents to focus only on their child's second language mastery and neglect their first language. As a result, children are not introduced to their first language, and the impact of the second language is felt in the first language. This is alarming for the current generation.

Amin (2006) points out that, students in Bangladesh lack the motivation to speak English in their schools and colleges due to the lack of exposure to English speaking. Therefore, there is a need to address these issues and develop a more comprehensive approach to teaching English that includes all the essential skills. It is essential to prioritize the improvement of English language skills like listening, speaking, reading, and writing to ensure that students can communicate effectively in English and participate in the global community.

To make learners effective in pronunciation skills, a teacher plays a significant role in creating interest in oral activities both inside and outside the classroom. The class materials can also be an effective part of this process. The syllabus curriculum, class material, and class activities should be designed to develop learners' pronunciation skills.

According to Harmer, the inclusion of pronunciation teaching in the English language learning curriculum would greatly benefit learners' speaking skills, particularly in terms of creating clear concepts in articulation, word stress, and sound-related terms. This, in turn, would help learners to pronounce words accurately and effectively. In such cases, pronunciation instruction can prove to be an effective tool in helping them overcome significant issues.

In light of these findings, Celce-Murcia, Brinton, and Goodwin have developed some innovative approaches to teaching and learning that provide constructive solutions to the challenges posed by traditional methods. Their research suggests that ESL/EFL teachers should incorporate musical aspects of pronunciation into their pedagogy and employ fluency-building activities, such as productive listening exercises, speaking fluency workshops, discussion circles (dialogue, round-table debate, exchange of views, debate, and brainstorm) and personal introduction collages, in their pronunciation teaching. Because learners' effective language acquisition is essential for their overall development. Teachers, parents, and learners themselves must take an active interest in language acquisition to ensure that learners can communicate effectively and confidently in both their first and second languages.

CHAPTER 5

CONCLUSION

This study found notable dialectic interferences which are commonly observed among Bangladeshi learners in their second language speaking skills, and the challenges they face in improving their speaking abilities. The paper highlights the fact that dialect is an essential characteristic of a person's origin and should not be neglected. It is a kind of ornament that adds to the beauty of a language. However, if dialect acts like a dominating language, it may create barriers to expressing anything in a second language.

For better pronunciation skills in second language or even in the native language, some aspects play a remarkable role in making it happen in reality. To achieve this, certain factors must be taken into account. The teacher's proficiency, the curriculum they follow, and their emphasis on oral activities and pronunciation are vital in helping learners overcome dialectical influences. A speaking-based curriculum that includes various speaking activities is more effective than other approaches. By incorporating these elements, learners can enhance their pronunciation skills and develop confidence in speaking.

To facilitate effective learning and teaching, it is important for teachers to continuously update their teaching styles and procedures. In order to provide advanced-level learning, educational institutions should offer advanced-level teaching, which can only be achieved by the continuous development of teachers through various long-term training sessions. It is a concern as well that if teachers have a dialectic influence, they should not teach how to reduce it in the English speaking section. Teachers themselves must undergo learning and updating of their knowledge to prepare confident learners who can deliver their communication skills in the second language with confidence.

In this digital era, to become a digital personality the key concept is language, and especially communication skills. Communication skills, particularly language proficiency, which play a crucial role in building a digital personality. Individuals who possess effective communication skills are better equipped to succeed in various aspects of their lives. In order to foster these skills, the education sector must train teachers and learners to communicate effectively with one another. Task-based learning is an effective approach that can aid in practical learning and facilitate effective communication in educational settings. It will ensure quality education and learners.

It has been observed that the educational sector of Bangladesh is impacted by dialectic influence on speech. In particular, classrooms with mixed dialects in Dhaka city tend to have a significant impact on a particular sound, which often goes unnoticed by both teachers and students. This phenomenon is widespread in primary, secondary, and even higher secondary education in the country. Even some teachers themselves have dialectic influence, but do not seem to prioritize correcting it. There are some limitations in this paper which is some participants felt too shy to share their experiences about their L1 and L2 pronunciation. Additionally, many participants did not realize that their dialectic influence could have an impact on their pronunciation in both L1 and L2. Interestingly, most participants believed that they were using standard pronunciation in their speaking skills, a finding that highlights the need for further research in this area to help individuals better understand the nuances of language and improve their communication skills.

However, the situation changes significantly at the tertiary level, where both learners and teachers begin to give importance to their speech sounds and feel the necessity to meet with native language holders for better opportunities to get jobs or further educational needs. It is important to note that the impact of dialect caught here can be overcome by some, while

others cannot, due to long-term habitual factors and a lack of proper concern. Therefore, it becomes crucial for educational institutions to address this issue and take corrective measures to ensure that the students receive the best education possible especially in ESL without dialectic impression.

Celce-Murcia, Brinton, and Goodwin have conducted extensive research on teaching and learning methodologies, and their findings have led to some innovative approaches that provide constructive solutions to the challenges posed by traditional methods. Their research suggests that English as a Second Language (ESL) and English as a Foreign Language (EFL) teachers should incorporate musical aspects of pronunciation into their pedagogy and employ fluency-building activities to enhance the language acquisition process.

To achieve effective language acquisition, ESL/EFL teachers should employ various fluency-building activities, such as effective listening exercises, fluency workshops, discussion wheels, values topics, and personal introduction collages, in their pronunciation teaching. Creating a successful learning environment requires attention not only in the classroom but also at home. Teachers play a critical role in ensuring that learners develop proper pronunciation skills without being influenced by dialects. Similarly, parents can support this effort by creating a Conducive home environment that enables learners to practice their pronunciation skills without any hindrance. By working together, teachers and parents can help learners develop clear and effective communication skills. Incorporating these innovative approaches to teaching and learning can help learners become confident and effective communicators in both their first and second languages.

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APPENDIX A

PARTICIPANT ONE- P1

PARTICIPANT TWO- P2

PARTICIPANT THREE- P3

PARTICIPANT FOUR- P4

PARTICIPANT FIVE- P5

P1 (N-LAKHIM PUR DISTRICT)		
Word	Phonetic Transcription	Participant's Pronunciation

Put	/pʊt/	/fʊt/
Flower	/'flaʊər/	/'plauər/
Photo	/fəʊtəʊ/	/P-to/
Borrowed	/'bɔːləʊd/	/'bɔːləd/
From	/fɹɒm/	/pra:m/
Probably	/'prɒbəbli/	Provavly
Past	/ pɑːst/	Fast
Walked	/ wɔːkt/	Walked
when	/wEn/	hoen
Forest	/'fɒrɪst/	Porest
Wave	/weɪv/	Oave
Flags	/flæg/	Plags
Mayor	/meɪər/	Maor
Speech	/spi:tʃ/	Ichpich
Past	/pɑːst/	Fast
	Bangla pronunciation	
vutta	[kɔːm]- (vutta)	butta
lomfho-jhom fho	[dʒʌmp] -(lomfho-jhomfho)	lompo-jompo
laphate	[dʒʌmp] - (laphate)	lapate
mosto	/hjuːdʒ/ -(mosto)	mostho
dao	A large species of black ant (dao)	dheu
poncanno-55	['fɪftɪ-faɪv] -(poncanno-55)	ponchanno

jhogra (doi sunno r)	/'kwɒr.əl/ - (jhogra)	jogra (boi sunno r)
ft	ft	put
sadhu	/mʌŋk/ -(sadhu)	sadu
ghora	[br'gɪmɪŋ]- (ghora)	gora
lafhiya	[dʒʌmp] - (lafhiya)	laphiya
football	/'fʊt.bɑ:l/ -(football)	futbol
vrue	/'aɪ.brʌʊ/- (vrue)	buru
alpine	['æɪ.paɪn] -(alpine)	alfin
vasha	['læŋgwɪdʒ] -(vasha)	basha
gash	/grɑ:s/ -(gash)	gus
bomi	/'vɑ:.mɪt/ - (bomi)	bumi
bukfhata	['hɑ:t,ren.dɪŋ] - (bukfhata)	bukpata
bagh	/'tɑɪ.gə/- (bagh)	vag
ghushi	/pʌntʃ/ (ghushi)	gushi
fhapa	/'hɑ:.lou/ -(fhapa)	fafa

P2 (CUMILLA)		
word	Phonetics Transcription	Participant's pronunciation
put	/put/	fut
borrowed	/'bɑ:ɹəʊd/	browed
flowers	/'flaʊəɹ/	fluwers

coffee	/'kɔ:fɪ/	cofi
were	/wəɹ/	wear
past	/pɑ:st/	Fast
festival	/'festɪvəl/	festibol
happy	/'hæpɪ/	heppy
bags	/bægz/	vags
gone	/gɔ:n/	gun
up	/ʌp/	uf
baker	/'beɪkəɹ/	vekar
shopping	/'ʃɑ:pɪŋ/	showping
BANGLA	IPA	TRANSCRIPTION
machi	machi- /flaɪ/	maci
sarpokha	sarpokha- /bʌg/	sharpoka
fhuto	fhuto- /'æp.ə.tʃə/	futo
doacche	doacche - / mɪlkɪŋ/	doace
kolkata	kolkata- /,kɔ:l'kɑ:tə/	calkata-
chara	chara- /ɪk'sept/	cara (row)
sure (doi sunno r)	Chure(doi sunno r)- /θrou/	sure (boi sunno r)
ghora (doi sunno r)	ghora(doi sunno r)- [bɪ'gɪnɪŋ]	gora (boi sunno r)
kakrabiche	kakrabiche- /kræb/	kakrabichi (boi sunno r)
stop	stop- /stɑ:p/	stof
jhogra (doi sunno r)	jhogra(doi sunno r)-	jogra (boi sunno r)
bose	bose- ['sɪt]	b-se

khara (doi sunno r)	khara(doi sunno r)- /sti:p/	khara (boi sunno r)
fhoradi	fhoradi- /ə'kju:zə/	foradi
chagol	chagol- /gout/	cha-gol
cibiya	cibiya- /tʃu:/	chibiya
cholto	cholto-/'rʌn.ɪŋ/	colto
judge	judge- /dʒʌdʒ/	goge
fara (doi sunno r)	fara(doi sunno r)-	fara (boisunno r)
bole	bole- ['seɪ]	b-le
fhapa	fhapa- /'hɑ:.lou/	fafa

P3 (BHAIRAB, KISHOREGANJ)		
word	Phonetics Transcription	Participant's Pronunciation
borrowed	/'bɔ:ɹɔʊd/	bored
art	/'ɑ:rt/	at
noticed	/'nəʊtɪst/	nuticed
crowds	/'kraʊd/	craud
little	/'lɪt/	littol
mayor	/'meɪɹ/	meor
gone	/'gɒn/	gun
well	/'wel/	oil
Bangla	IPA	
ter pawa	ter pawa- /sə'spek.tɪd/	tar pawa
kolkata	kolkata- /,kɔ:l'kɑ:ʈə/	calkata

sesh	sesh-/'fɪn.ɪʃ/	sash
disturb	disturb- /dɪ'stɜːb/	distub
fhoriyadi	fhoriyadi- /ə'kjuː.zə/	foriyadi
football	football- /'fʊt.bɑːl/	futboll
fhatlo	fhatlo- /bɜːst/	fatlo
porten	porlen-	p-rlen
jail	jail- /dʒeɪl/	jal
moner	moner- /maɪnd/	m-ner

P4 (TANGAIL, M)		
WORD	Phonetics Transcription	Participant's Pronunciation
festival	/'festɪvəl/	festible
little	lɪt(ə)l	litol
study	'stʌdɪ	stady
borrowed	/'bɔːləʊd/	borod
fast	fɑːst	fust
forest	'fɒrɪst	forest (st)
next	nekst	nexst
Steven		estiven
end	end	ind
Steph		stib
egg	eg	egs
Bangla	pronunciation	
fhuto	/'æp.ə.tʃə/	futo
football	/'fʊt.bɑːl/	futbol

fara (doi sunno r)		fara (boi sunno r)
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P5 (TANGAIL -F)		
word	Phonetics Transcription	Participant's Pronunciation
little	lɪt(ə)l	lɪt(ə)l
fast	fɑːst	fɑːst
forest	fɒrɪst	fɒrɪst
next	nekst	nekst
study	stʌdɪ	stʌdɪ
	Bangla pronunciation	Her pronunciation of these sounds is the same as the accurate pronunciation
fhuto	/ʔəp.ʔ.tʃʔ/	
football	/fʊt.bɑ:l/	
fara (doi sunno r)		

