English pronunciation problems of Bengali speaking learners: A case study

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Abstract
Pronunciation is the act or manner in which a specific word or sound is generated, particularly the method that is accepted or generally understood (Oxford Advanced Learner's Dictionary 7th edition, 2005). It is an integrated part of second/foreign language learning since it directly affects learner's communicative competence. Due to the different phonetic patterns of Bangla and English languages, speakers of Bangla language are supposed to face some difficulties in pronouncing specific phonemes of English. However, while learning the pronunciation of an L2, the learner often confronts different phonetics and phonological problems that obviously hinder his/her learning and ultimately prevent him/her from acquiring expected general proficiency in the teaching of the pronunciation of English as a foreign language (EFL)by the Bengali speaking learners. This article coins some problems concerning the pronunciation of English of Bengali speaking learners.

Keywords: English Language, Pronunciation, Bengali Speakers, Phonetics, phonology, etc

Introduction
Bengali is an eastern Indo-Aryan language with around 350 million speakers' mainly in Bangladesh and the Indian states of West Bengal, Tripura, and South Assam. Bengali is the national and official language of Bangladesh and one of the official languages in India. It is also spoken in the Andaman and Nicobar Islands. Due to the different phonetic patterns of Bangla and English languages, speakers of Bangla languages are supposed to face some difficulties in pronouncing English Phonemes.

However, while learning the pronunciation of an L2, the learners often confront different phonetics and phonological problems that hinder proficiency in the oral and auditory skills of the target language. It is a common fact that adults have more difficulty in mastering the pronunciation of a foreign word than children. Grown-ups cannot pick up the characteristics sounds of a foreign language as quickly as a child can because of the interference of the mother tongue (O' Connor). As a Bengali learner of EFL, I have had practical experience of and the opportunity to observe that the Bengali Speaking learner usually faces in learning English pronunciation. As we have grown up to be adults, the habits of our first language become too strong in us, and we cannot acquire a second language as quickly.

The ability to speak English embodies the correspondence of pronunciation and intonation and directly affects the appropriate communication in conversation. This paper explores some factors influencing English pronunciation from the objectives' elements and analyzing two sounds systems by comparing English and Bangla pronunciations, and then provides some practical suggestions for teaching and learning it.

Purpose of the Study
The purpose of the study is to identify the problems faced by Bengali students in speaking English. It is also focused on the correct pronunciation of English, as suggested by (IPA) International Phonetic Alphabet. It will even attempt to shed light on the standard and serious pronunciation errors that are conspicuous in Bengali learners. The research will provide some recommendations that might be useful to overcome some of the problems.

Objectives of the study
This study has been designed to explore the following objectives
- To explore the factors are responsible for the difficulties of English pronunciation.
- To identify the interference between Bangla and English sounds.
- To make Bengali learners aware of phonological features of the target language.
- To help learners overcome pronunciation difficulties, those are produced due to interlingual factors, etc.

Pronunciation
Pronunciation is a way we give the word an oral /aural shape. It is one of the essential skills of the language. In the field of teaching English as a foreign language (EFL) or second language, the efficiency and applicability of concerned teaching and learning methods will turn to be a very controversial matter. Second language educators have different opinions about the importance of including pronunciation practice activities in their teaching or lesson plans. Classroom activities should be based according to the learner's needs. For instance, some students may prefer to improve their vocabulary skills or strengthen their communication skills in English. Regardless of current orientation or what skill the students may need to improve, perhaps we say that teaching pronunciation considerers as an essential task in an ESL class where survival class is very vital to the students.

One's pronunciation is the first and most crucial thing native speakers notice during a conversation. Knowing grammar and

vocabulary is essential but pronunciation is much more critical. Achieving proper pronunciation should be a learner's primary goal.

Pronunciation teachers usually agree that there are three basic levels of pronunciation.

1- People usually do not understand what one is saying
2- People typically realize what one is saying, but one may have to repeat one's statement for clarification
3- People understand what one is saying the first time. The last one is the primary goal of most of the English language learners.

There is a different interlinked process in learning English, which means that each skill or area of the language that is being practiced can help improve other aspects of the word. Pronunciation and listening comprehension are interconnected by the unified system in which individual sounds are systematically related together. (Gilbert, 1984).

Factors Influencing Pronunciations
There are several factors that are influencing the pronunciation of Bengali learners. That is, the first language interference by interference of mother language besides it Brown (2001) [3] presents the following list of factors that affect pronunciation of learners: that is native language, learners' age, learners' attitude and psychological, prior pronunciation instruction, the insufficient language knowledge of English phonology and phonetics, stress and intonation problems and so on.

1. Interference of Bangla to English:
Most researchers agree that the learner's first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents. So-called interference from the first language is likely to cause errors in aspiration, stress, and intonation in the target language. A particular sound which does not exist in the native language can, therefore, pose a difficulty for the second language learners.

In tracing out difficulties faced by Bengali speakers of English, Rahman (1996), in a study, has found that English is spoken with an accent related to the mother tongue, which pays little attention to sound patterns, stress, and rhythm and intonation system of English. Haque et al. (1990, as cited in Rahman, 1996, p.15) show that a Bengali vowel is not conditioned by length. On the other hand, range distinguishes English vowel sounds /i: i,ɔ: ɔ, u: u/. Bengali speakers do not usually make any distinctions between long and short vowels. For example-they pronounce /ful/ and /fuːl/ in the same way. He again found that the chief difficulty for a Bengali learner is using the weak forms /ə/ and /ɪ/ in unstressed syllables. All these are not usually observed by a Bengali speaker. Along with the same context, Mujaffar (1999) [19] observes that Bengali speakers pronounce the voiced palatal plosive /z/ and the voiced palato alveolar affricate /dʒ/ as allophones of the same phoneme. The speakers read the letter „z‟ as /dʒ/ and the letter „j‟ as /z/. Thus, he presents some mispronunciation of Bengali speakers of English in some consonant sounds like /f/ and /v/; /z/. /dʒ/ and /ʒ/; /θ/ and / ð /; /t/ and /d/, etc. In his observation, students commonly adopt the labiodentals /f/ and /v/ as the bilabial aspirated plosives /pʰ/ and /bʰ/, even some speakers take them as bilabial plosives /p/ and /b/. He thinks the mispronunciation is

due to the absence of them in the Bangla phonemic inventory. The voiceless aspirated dental plosives /θ/ and / ð / tend to be the voiced dental plosives /tʰ/ and /d̪/ to the Bengali speakers. Bengali students have also problems with consonant clusters /sp/, /st/ and /sm/. These are dealt with by prosthesis or epenthesis of a glottal stop or a vowel.

As English fricatives /f, θ, ð, v, z, ʒ/ are absent in the Bengali inventory of phonemes; /f/ becomes/ ph/, /θ/ becomes /th/, /ð/ becomes /d/, /z/ becomes /dʒ/ and/ z/ becomes /ʒ/or /dʒ/ in the English pronunciation of Bengali speakers. The realization of /v/ as /bh/, a bilabial aspirated stop, is widespread. For example, loving /lʌbhʊŋ/, very /bherɪ/ etc. The alveolar series /t/ and /d/ are somewhat retroflexed by Bangladeshis, especially those from the south. The /z/ becomes /dʒ/ and / dʒ/ becomes /z/, so we hear zoo-like jew or giraffe as ziraffe. She also states, unlike English, Bengali rhythm is based on arranging long and short syllables, not stressed and unstressed ones. Thus, there is more of a spelling pronunciation amongst Bangladeshi speakers of English.

2. Native Language
If the sound patterns of the native language are similar to L2, pronunciation becomes easier. The L1-L2 distance makes pronunciation difficult proportionately. From this expect we find a lot of variation between English and Bangla sound patterns.

3. Learner's age
Pronunciation is best learnt at a tender age. Children seem to pick up accents very quickly, and the ability to do looks to diminish with age, and the knowledge of their native language to a large extent acts as annoying interference while to their second language learning. Meanwhile, Pronunciation is considered to be the most challenging part of a speech for adult learners to master. Some researchers argue that, after puberty, lateralization (the assigning of linguistic functions to the different brain hemispheres) is completed, and adults' ability to distinguish and produce native-like sounds is more limited.

4. Learner's attitude and psychological factors
View towards the target language learning can influence achievement in pronunciation. It is not common to find that quite a few students resist coordination with teachers in phonetic classes. Thus the teacher has to have sufficient knowledge of his/her area as well as the learner's psychological, socio-cultural, and pragmatic factors and act as a facilitator of learning through his/her skills, methods, instruction, strategies, materials, equipment, etc.

5. Innate phonetic ability
Innate can be used figuratively for something that comes from the mind rather than from external sources. Some people are more susceptible to the sounds of other languages. They learn pronunciation easily. Because of mother tongue influence or controversial issues, this percentage is deficient.

6. Motivation and concern for proper pronunciation
Motivation and interest help students to learn a foreign language quickly. Because of a lack of motivation, leaner's fail to articulate the sounds properly.

7. Stress and intonation factor in the target language

Stress and intonation are two essential aspects of pronunciation. Learners make mistakes in the stress of words and rhythm of sentience, unlike many other languages, English requires that one syllable in each word to stress others. Does stress mean prominence in pronunciation produced by four factors? Loud of voice, length of the syllable, pitch related to the frequency of vibration of the vocal folds as well as to low/high tone and quality of vowels functioning individuality or in combination (Roach 2000) [24].

The Bengali speaking learner faces difficulties in the stress placement in English words because, on the one hand, English stress placement varies according to grammatical categories, for example, 'abstract, conduct, contract, contrast, import, incline, insult, perfect, present, produce, rebel, etc.' as verbs receiving stress on the second syllables and as nouns on the first, and on the other, he/she is used to assigning stress almost invariably on the first syllable of every word in his/her first language.

Presentation of Distinctions between Bangla and English Phonological System

The contrastive analysis of the target language and learner's native language can greatly facilitate second language acquisition. It is necessary to make learners knowing the differences between the two words and consciously compare the two expressions themselves during the learning process.

In a similar study, Banu (2000) [2], Hoque (2010) [8] has found out specific phonemes in English on which there is a strong influence of local varieties of Bangladesh. He has brought out the following:

1. An English short vowel becomes a long one: /e / ~ /eː /
2. Some diphthongs become monophthongs or lengthened monophthongs: /əɪ / ~ /oː/ and /eɪ / ~ /eː /
3. Diphthongs /eɪ/ and /əu/ of BRP are replaced by monophthongs /e:/ and /o /
4. central vowels /ʌ/ in words like bus, cut, hut is made more lax and open, and the result is almost like an /a/ like bas, kat, hat.
5. The BRP / ɜː/ in word like bird, girl, etc. are transformed into lax /a/ and /bard/ and /garl. Bengali speakers tend to substitute some un-aspirated English consonants with aspirated sounds.
6. Some labio-dental fricatives become bilabial plosive or bilabial aspirated plosive: /f/ ~ / p/, /f/ ~ / pʰ/, /v / ~ /b / and /v / ~ / bʰ /
7. An alveolar fricative becomes a palato-alveolar fricative: /s / ~ / ʃ/
8. A voiced palatal plosive becomes a voiced palato-alveolar affricate or vice versa: /z / ~ /dʒ / and /dʒ / ~/z /
9. A dental fricative becomes a dental plosive: /θ / ~ /t /
10. An alveolar plosive becomes an alveo-retroflex plosive: /d / ~ /t /.

From their findings, it is evident that Bengali learners have so many problems in English pronunciation, and L1 interference is one of the crucial facts. They also observe Bengali speakers tend to substitute some un-aspirated English consonants with aspirated sounds.

In another study, Hoque (2011) [8] has brought out some mispronunciation of Bengali speaking and he has observed that some students replace / d / with / t /, for example-bad / bæd / is pronounced as / bæt /, good /gud/ as /gut/. They also commonly replace /tʃ/ with /s /, observed in the pronunciation of actually /æksuælʊ/ , which /huɪs/, much /mʌs/, child /saild/, tacher as /tiːsʌr/, etc. It happens, according to him, because the sound is absent in Chittagongian. Again, some Bengali speakers of English utter /c/, a symbol presenting sound between /tʃ/ and /s/, instead of /tʃ. Some Chittagonian speakers are likely to replace plosive /p/ with fricative /f/. Some students were found to utter people /piːpl/ as /ftɔfɒl/, /fɪːfɒl/, /fɪfo l/, parents /peərənts/ as /færents/, and capable /keɪpəbl/ as /kæfeːbɒl/. It happens, as the sound is absent in Chittagonian variety. Some other students replaced /ʃ / with / s /, e.g. socio / sɔsɪo /. Some others tend to replace /dʒ/ with / s /, in word like age /eɪdʒ/ as / eɪs /. Some others tend to replace / dʒ / with /z/.

The tendency has been observed in the pronunciation of age /eɪz/ and /ez /, joy / zɔɪ /, enjoy /enzoʊ/, etc. Some others replace /z/ with /dʒ/ which can be observed in words like busy /bɪdʒɪ /, zero /dʒɪru/. Replacement of / z / with / s / is also observed in use /ius/, as /æs/, is /ɪs/, and cases /kæses/. Some are habituated to pronounce silent /h/ in words like which /huɪs/, where /hɔjʌr/ and, /hɔjaːr/ , when /hɔjen/, what /hɔwʌt/, why /huaɪ/ and /hɔaɪ/ etc. Replacement of /θ/ with / ʈ (ট) / has been found in thank /ʈæŋk/ and in both / bɔːʈ/. Replacement of /θ/ with /ʈh (ঠ)/ is observed in thousand /ʈhauzænd/, etc. So, differences are distinguishable in the above discussion.

Ismael, Mahadin & Masri (2015) [15] investigated the pronunciation problems were (omitted) faced by the undergraduate EFL learners at Al-Balqa Applied University from different regions and different social classes of Jordan with different English consonant sounds. Providing consonant sounds in English and Arabic, the researchers have tried to know the reasons and have noticed that reasons like lack of exposure to the target language, negative attitude towards English and English phobia, passing the age of critical period and influence of the mother tongue lead to these pronunciation errors. The participants were given six words containing the same consonant sound in different positions and asked to say the following words loudly to investigate the pronunciation problems of these letters and sounds.

1. P: /p/: initial position: pen, pencil, pool, place, plate, plain/ medial position: lipstick, hamper, aspire, stamper, camper, eclipse/ final position: hop, lamp, cramp, help, stamp, sharp;
2. V: /v/: initial: vein, veal, voice, Venus, vile, vertical/ medial: shovel, shrivel, liver, havoc, avoid, lovely/ final: move, love, shove, shove, grove, and cove;
3. CH: /tʃ/: initial: chair, change, charge, chop, chain, channel and final: teach, watch, church, hatch, reach, and catch;
4. X: /z/: initial: xylophone, Xerox, Xenon, xanthan, xenophobia, xebec
5. S: /s/: medial: cast, task, cost, castle, last, trust and final: case, chase, lapse, lass, class, and bliss;
6. C: /ʃ/: medial: deficient, efficient, sufficient, proficient, omniscient, beneficent;
7. X: /gz/: medial: exact, example, exam, exhaust, exaggerate, exalt;
8. S: /ʒ/: medial: television, leisure, vision, measure, treasure, closure;

9. Ng: /ŋ/ final: belong, swing, ring, wing, sting, thing;

10. G: /g/ /dʒ/: initial: gentleman, gym, giant, gesture, germ, gene and final: huge, fudge, ledge, badge, hedge, pledge.

The results indicate that
1. /v/ sound was mispronounced as /f/ in all positions.
2. 2. /p/ was mispronounced as /b/ in all positions.
3. /z/ was mispronounced as /ks/ only in the initial position.
4. /s/ was mispronounced as /z/. Students could not recognize the different sounds of /s/ when it falls in the medial and final positions.
5. /ʃ/ proved to be problematic for students in the medial position. It was mispronounced as /k/. 6. /g/ followed by /z/which is a cluster sound of the letter X. This cluster was mispronounced as /ks/ in the medial position.
6. /tʃ/ was mispronounced as /ʃ/ in the initial and final positions.
7. /ʒ/: was mispronounced as /dʒ/ and as /ʃ/ only in the medial position.
8. /ŋ/: was mispronounced as /n/ only in the final position.
9. /dʒ/ was mispronounced by students as /g/ in the initial and final positions.

Along the same vein, Uddin and Manjur (2015) have studied the influence of Bangla dialects on English pronunciation and they have surprisingly noted that except few regions (i.e. Noakhali, Sylhet, Asam, and Chittagong) the pronunciation of the same speech of the people of different surveyed regions was almost the same. In these particular four regions, English pronunciation is identical with their own dialect. For example, in Sylhet, students frequently use the sound (Kha) instead of (Ka) and in the Noakhali region students tend using /p/ sound instead of /f/ sound. In the case of Chittagong, they pronounce /s/ sound instead of /tʃ/. If other zones are considered, any rigid isogloss cannot be set rather those zones can be tagged with dialect continuum.

It has been found that the people of other regions except for Noakhali; Chittagong, Sylhet, and Asam are almost the same in their English accent. They have observed that in all the zones in Bangladesh /z/ sound is a common problem of pronunciation. From the international studies, this article got benefitted much with the ideas of the same issues of L2 learners in producing correct English throughout the world. Our study resembles Albanian speakers" problem of L1 interference in their pronunciation of English found in Nihil"s (2012) study, and our study observes the same factors detected for Chinese speakers" English pronunciation problems in the study of Zhang and Yin (2009) [28] but goes further in many other respects. From the survey of Ismael, Mahadin & Masri (2015) [15] we have come to know that the absence of some English sounds in the L1 of Jordanian speakers causes problems in their English pronunciation

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In this regard, Cook (2002) noted that L2 learners is affected by their L1 for the following:
▪ **Sounds**: learning of pronunciation depends on aspects other than the phoneme, for example, distinctive features.
▪ **Syllable structure:** L2 learners simplify the use of consonant clusters and add extra „epenthetic" vowels, often to fit the first language.
▪ **Voice onset time:** L2 learners gradually acquire the L2 way of voicing stop consonants. Their first language is affected by their knowledge of the second language.
▪ **Intonation:** L2 learners are still capable of discriminating tones. L2 learners have strategies for dealing with new intonation (2002, pp.69-83).

The following factors influence their pronunciation: L1 interference; Learners" age; Learners" attitude; Prior pronunciation instruction; the insufficient language of English phonology and phonetics and words which displayed a sound and spelling disparity.
However, they have observed it is L1 interference, which causes maximum problems for producing correct English by the Chinese speakers, though other factors are also more or less responsible. The same elements are also relevant to the English pronunciation of Bengali learners.

Methodology
This study has been conducted with 200 secondary level students from different districts in Bangladesh and more than 40 Engineering students from various universities in Bangladesh and India. The presentation of 30 students also been observed by the researchers. A mixed-method methodology has been adopted by the researchers.

Data collection
The data for this research have been collected from the following sources
1. Some students have been asked to read a passage containing difficult words that are problematic for pronunciation.
2. Some students have been interviewed with some questions related to English sounds to find out their problems in English words while speaking English spontaneously.
3. In the open-ended questions, the teacher was given the scope to incorporate their valuable suggestions regarding the development of the pronunciation of the learners.

Results of the teacher's questionnaire:
In this section, the opinions of the 30 teachers on student's pronunciation has been summarized in the table then and explained.

Table 1

Questions	Strongly agreed	Agreed	Disagreed	Strongly disagreed
Q1. Do you think English pronunciation teaching is important for Bengali students?	70%	30%	00%	00%
Q2. Do you think every educational institution should follow the standard pronunciation?	30%	65%	00%	5%
Q3.Do you have a lack of sufficient materials to teach English pronunciation?	75%	20%	5%	00%
Q4. Do you think pronunciation activity should do every day in the classroom?	60%	40%	00%	00%
Q5.Do you think your training specially focused on teaching phonetics and phonology?	00%	25%	40%	35%

Field visit 2017

Analyzing the teacher's questionnaire and interviews:
1. English pronunciation is essential for Bengali students. In this opinion 70%, teachers strongly agreed for better articulation and 30% of teachers were agreed. They believe that to communicate with native speakers, English pronunciation is required. They also mentioned that it helps to make their students smart it is also required.
2. Every educational institution should strictly follow the standard pronunciation. At this point, 65% of teachers are agreed, 30% strongly agreed, and they believe that case the condition of articulation by the student will undoubtedly be developed. 5% of teachers strongly disagreed, because they think as English is a second language in Bangladesh, students should be given to scope to pronounce English in their way.
3. Material and teacher training is a fact to teach English pronunciation. 75% of teachers are not aware of using materials to teach English pronunciation. They are strongly agreed on it. 20% of teachers' points that their training is not

fully focused on pronunciation purposes. 5% of teachers have no idea about modern digital materials.
4. Some activities related to pronunciation should do in the classroom. 60% of teachers are strongly agreed even especially pointing the IPA phoneme chart and to ask students to practice transcription orally.40% Teachers are recognized at this point. They mentioned that there is no particular chapter for practicing pronunciation.
5. English teachers of school levels are specialized enough in phonetics and phonology to make their students aware of English pronunciation. 35% of teachers are strongly disagreed and 40% of teachers disagreed in this point.25% teachers have emphasis little on it, and mostly those are headmaster.

Results of the Students Questionnaire
In this section, the opinions of the 200 student's on pronunciation has been summarized in table then and explained

Table 2

Questions	Strongly agree	Agree	Disagree	Strongly Disagree
Q1.Do you think English pronunciation is essential for you to?	50%	40%	10%	00%
Q2.Do you think you are a week in English pronunciation?	40%	25%	20%	15%
Q3. Do you learn about English phonetics sounds?	10%	20%	60%	10%
Q4.Do you fell satisfaction with your teacher's English class?	3o%	20%	35%	15%
Q5.Do you speak English with your class teachers?	10%	15%	45%	30%

Field visit 2017

Results of the interview of the secondary school's students:
During the survey, we interviewed 30 students of the secondary level schools inside their classroom, and from their curiosity, on pronunciation, they asked many questions. All those are mentioned serially in the below:

1. They believe that for better communication, English pronunciation is necessary.
2. They are not fully aware of English phonetics and phonology.Even most of the students had a curiosity about learning English sound.
3. They understand the lack of pronunciation and want to perform like Native English and Numerous TV channels English programmed as shown on BBC; they have that curiosity but have little idea about English IPA.
4. They believe that the Digital Dictionary can help them to improve their English pronunciation.
5. Some students share that because of teacher's proper pronunciation; they can do better following them.
6. They have hesitation and shyness in learning English vowels and sounds as it is not available in their mother tongue.
7. They have the demand for English language Labs where they expect computers to practice English.
8. They have little idea about the difference between English and Bangla sound.
9. Some students pointed out that English pronunciation is necessary to get an excellent job as though they believe it is not essential to get good marks in the exam.
10. Their syllabus is not entirely focused on learning better pronunciation.

Results of the interview with Engineering University students
We interviewed more than 40 Engineering University students on pronunciation, and from their curiosity, they also asked many questions. All those are mentioned serially in the below:

1. English pronunciation is vital for them. From this point, they strongly agreed that for better communication with other nations, it is important. They also mentioned that for a good job learning English is necessary.
2. Have the opportunity to learn pronunciation. Most of the Engineering University students remark that has not that much chance of learning English pronunciation. They find phonetics and phonology courses in their syllabus, but the teacher is not focusing according to their expectations.
3. They are fully aware of English sounds even most of the students try to compare between Bangla and English sounds.
4. Practice English sound. Sometimes they practice on it. They understand the lack of guiding correct pronunciation.
5. Hesitation. Sometimes students stay on hesitation & shyness on learning English pronunciation.
6. They believe that if they practice regularly in the language lab, they can improve their English pronunciation.

Recommendations
From the above data analysis and discussion, the following suggestions for overcoming the problems can be given:

- Students should get exposure to the correct pronunciation, so the teacher should be careful while pronouncing words.
- Audiovisual aids should be used.
- The speaking opportunity should be given to students.
- When learner learn to spell they should be taught correct pronunciation simultaneously
- A specific course on English pronunciation with sufficient sessions can be offered.
- IPA chart should be arranged.
- The teacher should organize a workshop or a particular class on teaching English pronunciation.

Finally, teachers should be more efficient in pronunciation, and thus they will be able to correct their student's English accent.

Conclusion
The mother tongue interference is natural and can be mitigated by only appropriately treating them in the teaching process, which explicitly deals with linguistic elements. Some researchers only brought out the phonemes in which learners face problems at the time of pronunciation. Some other researchers only brought out the factors behind the wrong pronunciation without any survey. But no researcher has worked to find out both problematic phonemes and elements behind incorrect pronunciation.

According to Corder (1973: 296), it is inevitable that the syllabus has to contain the linguistic items the learner lacks and wants in the sequence in which he/she will best learn and internalize them to use them correctly, appropriately and spontaneously in his/her real-life communication. Unlike the Bengali language, the English language has strong and weak forms, such as articles, pronouns, auxiliaries, prepositions, etc which are usually unstressed in connected speech. The Bengali speaking learner can hardly use them appropriately because he/she is not accustomed to the practice in his/her mother tongue.

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