

Application of Phonetics and Phonology in Secondary Level Education for Reducing Bengali Interference in English Pronunciation in Bangladesh

Md. Abdul Qader¹, Mir Rumi Mustafizur Rahman², & Sirajum Monira³

¹ Tarash College, National University, Bangladesh

² Applied College, Khamis Mushait, King Khalid University, Saudi Arabia

³ Applied College for Girls, Abha, King Khalid University, Saudi Arabia

Correspondence: Md. Abdul Qader, Tarash College, National University, Bangladesh. E-mail: aksarker48@gmail.com

Received: February 21, 2023

Accepted: June 16, 2023

Online Published: September 6, 2023

doi:10.5430/wjel.v13n7p597

URL: <https://doi.org/10.5430/wjel.v13n7p597>

Abstract

The manuscript aimed at delineating the importance of introducing phonetics and phonology in the ESL syllabus of primary and secondary level studies in Bangladesh so that learners of all levels could reduce Bengali's impact on English pronunciation. In terms of English as Lingua Franca (ELF), every mother tongue plays interference with English as a Second Language (ESL) pronunciation in each geographical community. In this respect, pronouncing English like the natives is a big challenge for non-native speakers around the world. The scenarios seem all alike in Bangladesh, where a major part of its teachers and learners of the English language cannot pronounce English with IPA standard like the native English speakers. Their excessive mother tongue-centred attitudes appear as hindrances on the way to standard accents. Thus, the learners of Bangladesh have been lagging behind the international communications. The research work was conducted in mixed method type where quantitative was predominating to make the article reliable. Two data collection tools: questionnaire survey and content analysis were used in this study. The authors expected to conclude by showing that the study of phonetics and phonology at the elementary and secondary levels of ESL may be a more effective strategy to lessen Bengali interference in ESL pronunciation and that Bangladeshi students might be able to speak IPA standard ESL pronunciation. Similarly, if any country used the terminology mentioned above at the same levels of education, they might be able to lessen the influence of their native tongue on their pronunciation of ESL and use the IPA standard.

Keywords: phonetics and phonology, mother-tongue impact, Bengali impact on English, secondary level education, ESL pronunciation in BD

1. Introduction

The term 'Phonetics and Phonology' has emerged in correcting English pronunciation in the native and non-native English world. These two terms help learners reduce native language impact on ESL pronunciation. But this term has been ignored in the CLT syllabus of primary and secondary level education in Bangladesh and the learners of these levels are not capable to pronounce ESL appropriately. Due to the immense growth of Information and Communication Technology (ICT), the earth has become a global village where people have been communicating with each other through a common language that is English awarded the prestige of English as a Lingua Franca (ELF) (Carmen, 2012). In this perspective, all non-native English nations attempt to imitate the forms, dictions, customs, manners, and cultures of native English speakers (Selinker, 1992).

The majority of ELF exchanges take place between 'non-native' English speakers because only around one out of every four English speakers in the globe is a native speaker (Crystal, 2003). What makes ELF unique is that it is typically used as a 'contact language' between people who do not speak the same native language or share the same (national) culture, and for whom English is the preferred foreign language of communication (Seidlhofer, 2005). Language serves as a channel for people's inner thoughts, allowing them to communicate and keep their social life running smoothly (Shangchao, 2009). From the perspective of the Bangla Language, some sounds in Bengali are not found in English. Since the ESL students of Bangladesh are conventional to pronounce Bengali sounds, they often mix that exceptional Bengali sounds absent from English phonemes. This situation makes differences between the speakers of ESL in Bangladesh and native English speakers. As a result, their tone, intonation, stress, articulations, etc., in English pronunciation become different. Because mother tongue impact is very natural on a second language.

Besides, most of the teachers/instructors and learners of ESL in Bangladesh cannot avoid Bengali influences on English pronunciation even in their tertiary levels. So, attention to pronunciation has been revived, with greater attention to suprasegmental phonology and other contextual aspects of pronunciation in the CLT method of ESL (Martha C, 2021). These challenges have a detrimental influence on his or her ability to learn the target language's speaking and listening abilities (Maniruzzaman D. M., 2017). Students of English in Bangladesh are still ignorant about pronunciation. Undergraduate and postgraduate students of English can scarcely pronounce English appropriately. The impacts of lingua franca are considered responsible for the reluctant attitudes towards pronunciation of English as a Second Language (ESL).

Once learners start speaking with lousy pronunciation and others accept it, they think it is all right and do not try to correct them. Excessive mother language sensation seems to be another vital reason for the problems for Bangladeshi learners. The research will attempt to reduce the prevailing condition of English pronunciation by finding out the true causes and their tentative solutions. Bengali impact on the learners of ESL pronunciation in Bangladesh cannot be denied or neglected at all. In verbal communication, listening and speaking are very significant receptive and productive skills that depend extremely on pronunciation. So, research has proper justification for being conducted for the usefulness of Bengali learners to perform IPA standard ESL pronunciation. The First Language (L1) impacts or interrupts L2 learning, and acquisition seems to be more prevalent in Bangladesh's primary and secondary level education than in other levels of education. The research is very significant for developing ESL pronunciation in Bangladesh and other non-native English-speaking countries like Bangladesh.

The goal of this study is to suggest an appropriate curriculum for Bangladesh's elementary and secondary schools that includes lessons on English pronunciation. It also seeks to assist Bangladeshi ESL students in lessening the influence of Bengali on their ESL pronunciation and in acquiring IPA standard pronunciation or native speaker quality. According to Selinker's inter-language theory, the influence of the first language (L1) on the learning of the second language (L2) hinders the learning of L2. The idea is that a second language learner's language is a separate linguistic system from their target language and their native language (TL). Bangladeshi ESL learners' pronunciation of English is influenced by Bengali. Theoretically, if "English Phonetics and Phonology" is included in the curricula for primary and secondary level education.

For proving the above assumption of alternative wisdom, the authors always tried to find out the answers to the following research questions:

- 1) How can the Bengali impact on ESL pronunciation be reduced in Bangladesh?
- 2) What is the role of phonetics and phonology on ESL pronunciation?
- 3) What are the obstacles on the way to teaching-learning appropriate pronunciation?

The significance of Phonetics and Phonology aspects for Reducing Bengali interference in ESL pronunciation was described by Prof. Dr Maniruzzaman very clearly before. Thus, the authors have also enabled to prove the following hypotheses by analyzing the questionnaire survey as well as content analysis of relevant existing knowledge:

- i) If the NCTB of Bangladesh includes Phonetics and Phonology in the syllabus of primary and secondary level theoretically and practically, the learners of ESL in Bangladesh can reduce Bengali impact on their ESL Pronunciation.
- ii) If the learners can reduce Bengali's Impact on their ESL Pronunciation. They can acquire the quality of native English speakers.
- iii) If the learners of ESL in Bangladesh acquire IPA standard pronunciation or quality of the native English speakers, they will be eligible for maximum global opportunities in the world.

It should be mentioned here that the secondary level education is controlled by the Boards of Intermediate and Secondary Education. Secondary education is levelled into two (Qader, 2020): Secondary School Certificate (SSC) – 10th grade, and Higher Secondary School Certificate (HSC) – 12th grade.

2. Literature Review

The term 'Interlanguage' was first applied by Larry Selinker in 1972, and was refined in 1992 by him. Later on, Corder, Mitchell, and Myles revised the topic of Interlanguage. At the same time, Nemser (1971) developed a parallel foundational theory to that of Selinker, in which he analyzed the way foreign language learners dealt with L2 linguistic systems. (Rosa Muñoz Luna, 2010). The general idea that the language of second language learners is an autonomous linguistic system, distinct from both NL and TL, was developed at about the same time by three scholars Selinker for a detailed account. (Nemser, 1971) referred to learner language as an "approximative system", and (Corder, 1981) called it "transitional competence". Eventually, the term "interlanguage" (Selinker was the one that caught on. The construct was developed in reaction to generally accepted claims by contrastive analysts such as Lado) that the second language learner's language was shaped entirely and only by transferring linguistic patterns from the native language (Tanore, 2018).

The Interlanguage theory, which assumes that an active and independent learning mind makes its generalizations upon grappling with a new language, argues that the errors that a learner makes in the rules of the target language are often in fact "correct" by the rules of an "interlanguage" invented by the learner as a provisional and sufficiently workable substitute (Firth, 1996). The Interlanguage (IL) hypothesis claims that second-language speech rarely conforms to what one expects native speakers of the TL to produce, that it is not an exact translation of the NL, that it differs from the TL in systematic ways, and that the forms of the utterances produced in the second language by a learner are not random (Swain, 2006). Technically, Interlanguage is a term with applied linguistic colour. It is defined by Larry Selinker who views this term as "a separate linguistic system based on the observable output which results from a learner's attempted production of a target language (TL) norm". Additionally, labelling this linguistics system as a separate one implies that it is neither first language (L1)-like linguistic system nor an L2-like one (Mahmood, et al, 2018).

Phonetics and phonology are the basic terms of applied linguistics. In reviewing the literature on the relationship between age of learning and success in second language phonological competence, Piatkowski (1994) states that he uses the terms 'optimal', 'sensitive' and 'critical' interchangeably. The terms, however, vary in their connotation of necessity (Bialystok, 1997). Henry Sweet, a well-known

phonetician and scholar, states that, "Language is the expression of ideas by means of speech sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts". 'Language' and 'thought' are intertwined (M. Lekha Swarna Priya1, 2020). However, the impact of mother tongues of non-native English nations does not make their Englishes good English. This is why some linguists claim that global English is bad English. The greatest risk is that readers will see the title and assume that the label "Bad English" is a judgment assigned to the English language systems described in this book (Peterson, 2002).

For a long period, teachers have been concerned with finding the appropriate way of teaching the sounds of ESL, which are different from the native language, without using the orthographic alphabet. Among the most practical solutions that have been suggested is the use of the International Phonetic Alphabet (IPA). The IPA aims to provide visually distinctive symbols for all speech sounds that are phonologically distinct in any language (Trask, 1996). In the same manner, phonetics has brought new visions to the teaching of pronunciation. Concerned with "the study of the physical properties of sounds and their place and manner of articulation in the vocal tract" (Broughton, 1980), phonetics formulates a tool of dominant importance used in teaching pronunciation. For example, in any description of the English sound system, speech sounds are characterized by consonants and vowels. "Awareness of this is useful as many mistakes made by learners are due to slight differences in sound production" (Haycraft, 1988). For a long period, teachers have been concerned with finding the appropriate way of teaching the sounds of a foreign language, which are different from the native language, without using the orthographic alphabet. Among the most useful solutions suggested is the use of the International Phonetic Alphabet (IPA). (SAIDI, 2017).

Many scholars in ELT and English linguistics have also conducted their research works in this regard. Most of them have tried to focus on the significance of phonetics and phonology for appropriate English pronunciation.

Prof. Dr. Maniruzzaman (Maniruzzaman, 2008) argues that the subject of Pronunciation teaching is neglected in Bangladesh and notes pessimistically. The L2 learner often encounters different phonetic and phonological problems which obviously hinder his/her learning of L2 pronunciation and ultimately prevent him/her from achieving expected proficiency in the oral and auditory. Both as a learner and a teacher-researcher of English as a foreign language (EFL). However, while learning the pronunciation of an L2, the learner often confronts different phonetic and phonological problems that obviously hinder his/her learning and ultimately prevent him/her from acquiring the expected general proficiency in the oral and auditory skills of the target language. This phenomenon is also evident in the learning of pronunciation of English as a foreign language (EFL) by the Bengali-speaking learner (Maniruzzaman D. M., 2006). A phonetic alphabet like IPA can be used to represent different speech sounds or segments, along with some of the suprasegmental characteristics like tone, length, and stress, each represented by a unique visual symbol. ----- We aimed to investigate the feasibility and ease of use of such a phonetic alphabet to teach English pronunciation to Native Bengali Speakers (Rahman, 2013).

The phonemic status of a sound is not the same across languages. One sound may be a phoneme in a language but may not be so in another (for example, it may be an allophone) (Rarman, 2010). Bad pronunciation of English will make people misunderstand the speaker easily, whereas, good pronunciation will encourage them to listen to the speaker willingly (Jahan, 2011). The teaching of pronunciation has been neglected in ESL/EFL settings for the past decades (Howlader, 2010). If English sounds are introduced in early education, learners will get the knowledge of sounds and it will be easy for them to pronounce. A specially designed course for pronunciation will also make the students able to have a good pronunciation skills in English. Learners should be made aware that it is not the native-like variety that they should follow; rather, they should follow the IPA (International Phonetics Alphabet). Students should be motivated enough to learn pronunciation; self-teaching by reading the IPA chart can help learners to have accurate pronunciation skills (Samira Osmany, 2016). As English is a stress-timed language, it demands correct pronunciation, stress, intonation, and rhythm in speaking to express the real meanings and feelings whereas art in speaking enhances the impression upon the audience (Wahiduzzaman, 2017).

The word phonetics has been derived from 'phone', which means a single speech sound (vowel or consonant) used for human speech. Phonetics is the name according to the branch of knowledge that deals with speech sound mythologically and systematically. Phonetics is thus defined as the systematic study of speech sounds, their productions, and the signs used to represent them in acts of transcriptions (Amanullah, 2010). Phonetics is the study of speech sounds, intending to define a collection of characteristics or attributes that may be used to characterize and differentiate all of the sounds used in human communication. The phone, a speaking sound in a language, is usually the nominal linguistic unit of phonetics. (Roach, 2012). Phonology is the study of how sounds are created and employed in common languages. It investigates how sounds, such as phonemes, syllable structure, stress, accent, and intonation, operate in languages. The components of language concerned with the various patterns of portrayal and response of language sounds are referred to as phonology. The phoneme, which is a unique speech sound (such as /p/) that may typically be represented by a single grapheme or letter, is the basic unit of phonology as the letter 'p' (Henry, 2014).

Phonological awareness is the capacity to think about the sounds in a word (the word's phonological structure) rather than merely the meaning of the word in oral language.(Mohammed, 2014). There are four branches of phonology: 1. Segmental phonology is a type of phonology that breaks down speech into distinct segments, such as phonemes. 2. Supra-segmental phonology looks at factors that span many segments, such as intonation and stress. 3. Diachronic phonology is the study of the forms or patterns of the sound system through time. 4. Synchronic phonology is the study of sound patterns that are unconnected to historical change. Teachers have struggled for a long time to find an appropriate technique to teach ESL sounds that are distinct from the local language without utilizing the orthographic alphabet. The usage of the International Phonetic Alphabet is one of the more feasible alternatives that has been offered (IPA). The IPA strives to give visually different symbols for every phonologically unique speech sound in any language. (Trask, 1996).

In the same way, phonetics has changed the way people teach pronunciation. Phonetics is a technique that is used to teach pronunciation. It is concerned with "the study of the physical qualities of sounds and their position and way of articulation in the vocal tract" (Broughton, 1980). For example, spoken sounds are classified as consonants or vowels in any description of the English sound system. "Being aware of this is beneficial since many errors made by students are caused by little variances in sound output." (Haycraft, 1988). For a long time, teachers have battled to discover an effective method for teaching foreign language sounds that are distinct from the native language without using the orthographic alphabet. One of the most advantageous methods is to use the International Phonetic Alphabet (IPA). (SAIDI, 2017). The learner's native language has the greatest impact on their pronunciation. The instructor will be better able to diagnose the students' challenges if he is familiar with the sound system of the learners' original language. Because students are permitted to bring their original language accents into the English classroom, their English pronunciations sound odd. This creates a significant obstacle in acquiring English pronunciation. (Dhillon, 2016).

Many research works were conducted on the importance of pronunciation at home and abroad. But none of the researchers abroad suggested including phonetics and phonology in the ESL syllabus. This could make the Bangladeshi learners reduce native Bengali and local dialect impact on ESL pronunciation like the native English speakers. The inclusion of phonetics and phonology in the ESL syllabus of primary and secondary level education can enable the learners to reduce their mother tongue interference in all non-native English-speaking countries. By practising pronunciation with the term 'phonetics and phonology', the learners of education up to the tertiary level can be capable of reducing Bengali's impact on ESL pronunciation.

3. Method

The study is conducted in the mixed method where the quantitative method is predominating to find out original problems and draw a sound solution. The settings or locations of the research work were some secondary schools and higher secondary colleges of two Upazilas in the Sirajganj district of Bangladesh. The population of the research are ESL assistant teachers of secondary schools (X), and ESL lecturers and learners of higher secondary (XII) colleges. Applying a systematic non-probability sampling technique, the researcher selected 100 participants from teachers and learners of various schools and colleges of those Upazilas. Among them, 40 participants are ESL teachers (20) of secondary level schools as well as ESL lecturers (20) of higher secondary and undergraduate level colleges. Besides, 60 participants are ESL learners who are excellent and outstanding GPA holders in ESL assessment of higher secondary level education (XII) from various colleges of the same Upazilas in the Sirajganj district of Bangladesh. The study was designed with mixed methods, and two data collecting instruments were used: a questionnaire survey using a Likert scale among 100 participants, inevitably involved in ESL teaching and learning, to collect quantitative data and Content Analysis (CA) of previous research. A questionnaire survey was applied to collect data on the practically existing problem of ESL pronunciation and prepare this research paper within a short period and content analysis to make the research more authentic by integrating with previous knowledge. The questionnaires are designed in two sets: one for ESL assistant teachers and lecturers and the other for higher secondary learners. The Likert scale was used in the questionnaires as it is an easy rating scale to assess a survey on participants' opinions, attitudes, or behaviours and operationalize responses.

The researchers were first introduced to principals or heads of educational institutions and he informed them of the author's purposes. Then he collected the participants, lecturers, teachers, and learners, who are very good in English as a Second Language (ESL). Next, the author called all participants individually, both lecturers, and teachers, and when they agreed with the author's intention, he fixed a date for a Zoom session in which all participants joined. On the first Zoom session, the author delivered a speech on his purpose, including research work, contemporary syllabus of ESL in primary, secondary, and higher secondary level education in Bangladesh, purposes of phonetics and phonology in communicative English language, etc. After seven days, the next session started where the author made two clusters among the participants: one was with 40 ESL teachers and lecturers, and the other was with 60 ESL learners. Then the author provided questionnaire set-1 with 8 questions to the lecturers and a questionnaire set-2 with 5 questions to the learners. The time frame was one hour within which they answered the questionnaires. The quantitative data composed of the respondents responding to the questionnaires, are analyzed and statistically calculated with Microsoft Excel and displayed in bar charts and pie charts. Excel graphics. It is noted that the citation is done in APA style.

We designed our questionnaire reviewing existing literatures. Before finalizing these questionnaires, we consulted with concerned experts and made a pilot survey along with relevant modifications in final set of questionnaires. So, we don't need institutional ethical approval questionnaires.

4. Result

The study problem stated that the learners of secondary level education and even at tertiary level in Bangladesh were not able to pronounce English due to the Bengali interference in ESL pronunciation. This issue was also proved with the maximum answers of the teachers and the learners asked in a questionnaire. Besides, this problem was also observed in the previous research that was depicted mostly in the introduction and literature review part of the article. So, the purpose of this study was to solve the problem so that the learners could reduce Bengali impact and pronounce IPA standard ESL pronunciation. To find a solution the author generated a hypothesis that if some initial phonetic and phonological terminologies were practically and theoretically applied in the ESL syllabus of secondary education, the learners could reduce Bengali interference in ESL pronunciation and pronounce it with IPA standard. The hypothesis also tested positive in the overall answers to the questionnaire and the previous studies.

If we explored questions no. 1, 2, 10, and 11, a scenario would be depicted that the studied issue was very crucial. When 40 teachers of ESL

at the secondary level were asked to rate the performance level of English pronunciation among their learners, about 78% of teachers confessed that their learners were mostly bad at English pronunciation. This paper's major goal is to investigate how pronunciation is taught in Bangladesh at the tertiary level. Students' poor pronunciation causes teachers concern, much as in other ESL nations. Because the majority of our pupils are from Bengali medium schools, where obtaining excellent pronunciation is overlooked, the importance of teaching pronunciation cannot be disputed (Nusrat, 2016). In the same manner, when they were asked if they consider Bengali influence disturbs ESL Pronunciation in Bangladesh, almost 90% of the teachers were constructive to the disruption of Bengali effect on ESL pronunciation. In Bangladesh, not enough emphasis is placed on proper pronunciation when teaching English. It was discovered that the absence of specific phonemes in Bengali causes difficulties for learners while pronouncing English (Imam, et.l, 2015). Besides, when the learners were asked to pronounce some letters as well as asked on a very initial level of pronunciation terminologies like the difference between letters and sounds in Q10 and Q11, about 85% to 90% of learners were not capable to answer.

For a variety of reasons, acquiring English pronunciation is quite challenging for learners. First off, many of the sounds in the English sound system are unfamiliar to learners. Second, it is more challenging for learners to attain proper English pronunciation since English speakers pronounce the final sounds quite differently from how learners are accustomed to doing (Agung, 2021). So, it was apparent that the ESL pronunciation problem of Bangladeshi learners was acute and the cause of this problem was Bengali interruption in ESL pronunciation.

4.1 Way of Reducing Bengali Impact on ESL Pronunciation

The Bengali Impact on ESL pronunciation can be reduced by employing the communicative technique with IPA standard pronunciation followed by phonetics and phonology. This was reflected in the response to question No. 5 where 83% of the participants were strongly affirmative and 9% were affirmative in this respect and also in the response to question no 6 where 70% of interviewees strongly agree that phonetics and phonology are necessary to lessen Bengali's influence on ESL pronunciation in Bangladesh. In the previous study, it was proved that the interference of the learners' original language, their age, attitude, and their lack of understanding of the English language's phonology and phonetic systems are all contributing factors to these issues. Additionally, linking was said to seriously impair supra-segmental level phonetics acquisition. Additionally, it was claimed that the component most responsible for difficulties in acquiring phonetics was the phonetic ability (Yowani, 2021). The term 'Phonetics and Phonology' is the key to the correct pronunciation in the English language. Many techniques now suggest teaching English language phonology using phonetic scripts (typically the symbols of the International Phonetic Alphabet or IPA) or a phonemic script (several systems of phonemic symbol are in use). There are forty-four unique sounds in English, but only twenty-six letters in the alphabet. This disparity might cause issues in some cases (Kabir, 2010). So, the terms phonetics and phonology are significant for reducing Bengali impact on ESL pronunciation.

4.2 Role of Phonetics and Phonology on ESL Pronunciation

The role of Phonetics and phonology in reducing Bengali interference in ESL pronunciation was very significant. It influences on IPA standard or English native speakers like pronunciation and helps to reduce L1 impacts on ESL pronunciation. Incomprehensible speech in English caused by the learners reported phonetic mistakes has been found to significantly lower their confidence in speaking and listening (Zhang, F., & Yin, P., 2009). Moreover, the solutions or findings that the importance of phonetics and phonology for reducing Bengali impact on ESL pronunciation were found in the answers of the survey questionnaires (3, 4, 5, 6, 8, 9, 13) where most of the participants strongly agreed that the role of phonetics and phonology was to reduce Bengali impact on ESL pronunciation. Besides, a major part of the respondents believed that pronunciation with initial phonetic terminologies should be included in the secondary ESL syllabus. The creators of curricula ought to include a lot of exercises emphasizing listening and pronunciation. Numerous activities concentrating on English pronunciation should be offered to students, followed by a lot of practice for issues with voicing differences (Al-Zayed, 2017).

Another finding that the appropriate time of learners for learning correct pronunciation remained in the responses to questions 7 and 14 is that the beginning period of learners is the accurate time for learning and acquiring IPA standard ESL pronunciation. Besides, participants' opinions on whether phonetics and phonology should be taught in primary and secondary school curricula range from 25% to 50%. (Gilakjani, 2011) said that a native accent influences pronunciation in a foreign language. The older the learner gets, the stronger the effect of a native accent. Because spelling and pronunciation are two distinct issues, learning English pronunciation is highly challenging for foreign speakers. On top of that, it's doubtful that English speech sounds and the learners' native tongues would sound the same. Word stress placement, syllable quality and intensity, speech rhythm, intonation, and other factors might differ. Assimilation of English sounds to mother tongue sounds and the use of additional suprasegmental elements of the original tongue to pronounce English are both extremely prevalent. Such assimilation should be avoided while teaching English pronunciation, and learners should be taught the proper segmental and suprasegmental qualities (REID, 2016).

4.3 Obstacles of Teaching-Learning Appropriate Pronunciation

The obstacles to teaching-learning pronunciation are many: ignoring speaking and listening in tests and assessments, avoiding pronunciation terms, lack of teachers' expertise in pronunciation, and so on. Findings showed that students thought mastering pronunciation was important while instructors acknowledged the value of pronunciation education but lacked the expertise to put it into practice (Victoria Millard, 2020). The statistics figure 9 shows that 70% of participants strongly agree that it is difficult to teach and acquire proper pronunciation since phonetics and phonology are not included in the ESL curriculum for elementary and secondary education. Additionally, pronunciation is neglected in the curriculum, resources, and even classroom activities. Although it may come as a surprise, pronunciation

has a significant impact on both listening and speaking communication (Howlader, 2010).

From the above analysis of the findings, the author proclaimed that Bangladesh had been launching communicative English in primary and secondary level education from 1998-1999 session while the learners were not capable to recover pronunciation competence let alone communicative competence. The authority could not have ignored pronunciation according to the terminology phonetics and phonology in primary and secondary level education as pronunciation (Phonetics and Phonology) was the 1st level among the levels of language. Thus, if the above terms of pronunciation were included practically and theoretically in the syllabus of primary, especially in secondary level education in Bangladesh, the learners from the beginning of life could very perfectly differentiate between letters and phonemes, reduce Bengali impact on ESL pronunciation and pronounce English as a Second Language (ESL) and finally communicate across the national borders.

4.4 Questionnaires for the Teachers and Lecturers:

1. Questionnaire	Participants	Response Rate				
		Very good	Good	Average	Bad	Very bad
How can you measure the performance level of ESL pronunciation among your own learners?	40	2	3	4	11	20

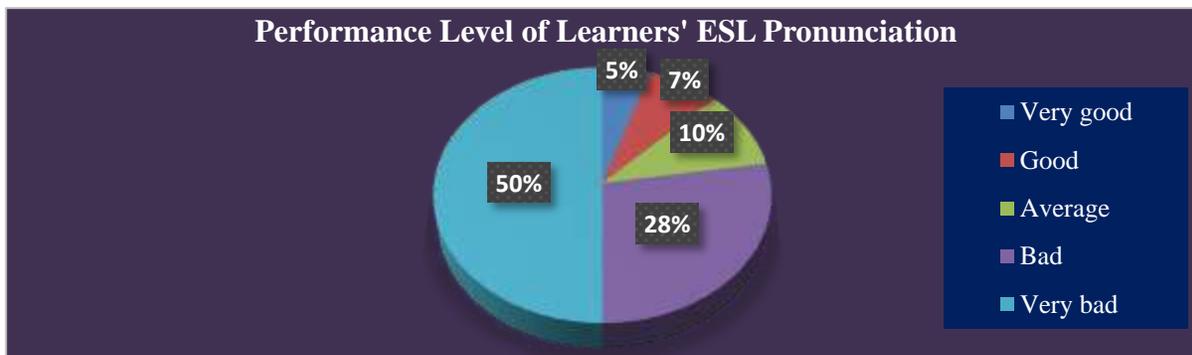


Figure 1. Performance Level of Learners' ESL Pronunciation

In this survey, 40 participants (Teachers and lecturers in English) were selected from various educational institutions to find out accurate results. Through this statistical figure-1, it is seen that 50% of the participants are very bad and 28% of them are bad in ESL pronunciation. So, a total of 78% are in bad condition. Besides, 10% of them are average, 7% are good and only 5% are very good in their ESL pronunciation. Thus, it is apparent that most of the learners of secondary-level education are not capable to pronounce English appropriately in Bangladesh.

2. Questionnaire	Participants	Response Rate				
		Strongly Affirmative	Affirmative	Neutral	Negative	Strongly Negative
Do you think that Bengali impact interrupts ESL Pronunciation in Bangladesh?	40	30	6	2	2	0

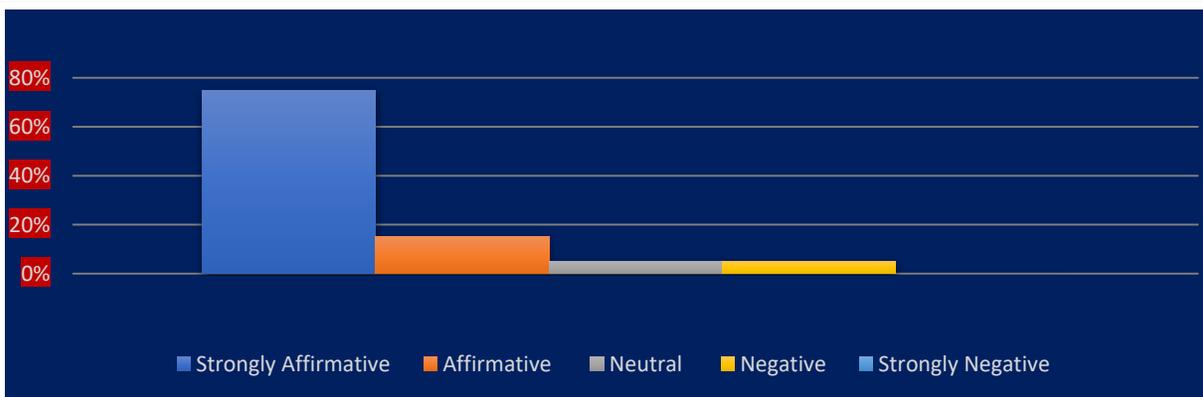


Figure 2. Perception of Bengali Interference on ESL Pronunciation among English Teachers and Lecturers in Bangladesh

In this survey, 40 participants (Teachers and lecturers in English) were selected from various educational institutions to find the authentic result. Through this statistical figure-2, it is observed that 75% of the participants are strongly affirmative that Bengali interference interrupts ESL Pronunciation in Bangladesh, only affirmative 15%, neutral 5%, negative 5%, and strongly negative 0%. So, 90% of participants are positive about the interruption of Bengali's impact on ESL pronunciation. Thus, it is evident that the impacts of the Bengali

language remain on ESL pronunciation in Bangladesh.

3. Questionnaire	Participants	Response Rate				
		Audio Lingual Method	Communicative Method	Direct Method	All of them and others	Nothing of them
Which method do you want to use in teaching to teach your learners ESL pronunciation?	40	10	10	2	18	0

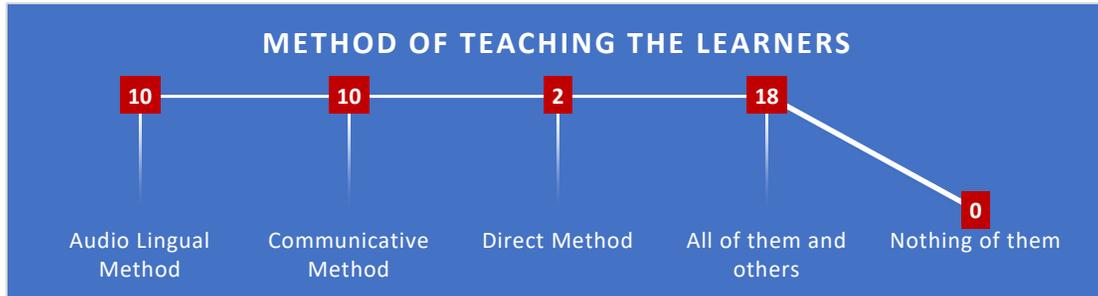


Figure 3. Method of Teaching the Learners

In this study, 40 participants (lecturers in English) were selected from various educational institutions to find the authentic result. Through this statistical figure-3, it is observed that 10 participants want to use Audio Lingual Method in teaching to teach their learners ESL pronunciation, 10 participants use the Communicative Method, 2 participants use the direct method, 18 participants use all methods, and no one uses nothing of them. So, it is obvious in this observation that most of the participants want to teach their learners ESL pronunciation through all methods.

4. Questionnaire	Participants	Response Rate				
		Strongly Affirmative	Affirmative	Neutral	Negative	Strongly Negative
Do you think that the methods mentioned in questionnaire-2 are integrally related to phonetics and phonology?	40	35	4	1	0	0

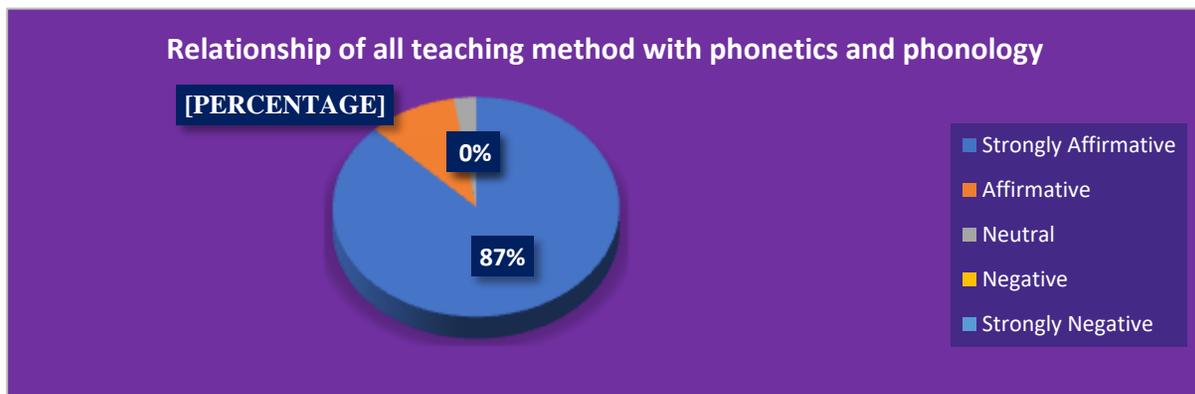


Figure 4. Relationship of all teaching method with phonetics and phonology

In this survey, 40 participants (lecturers in English) were selected from various educational institutions to find out the future result. Here in the statistical figure-4, it is clear that 87% of participants are strongly affirmative that all methods are integrally related to phonetics and phonology, and 10% of participants are only affirmative. None of them is negative to the questionnaire. So, from this survey, it is evident that all methods are integrally related to phonetics and phonology. Thus, teachers teaching in any method need to teach their learners phonetics and phonology for correct ESL pronunciation.

5. Questionnaire	Participants	Response Type and Rate			
		By using communicative method with IPA standard pronunciation followed by phonetics and phonology	By using communicative method without using phonetics and phonology	By speaking and listening with the native speakers	By speaking and listening with others
How can the Bengali impact on ESL Pronunciation be reduced	40	26	8	4	2

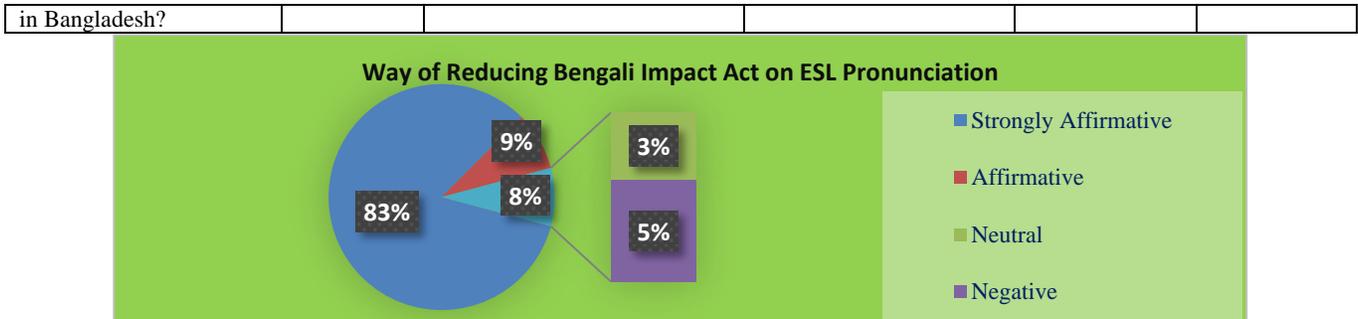


Figure 5. Way of Reducing Bengali Impact Act on ESL Pronunciation

In this study, 40 participants (lecturers in English) were selected from various educational institutions to find the authentic result. Through this statistical figure-5, it is observed that 65% of participants think that Bengali impact can be reduced by including phonetics and phonology in a communicative method of primary and secondary level education, 20% think by using the communicative method without using phonetics and phonology, 10% think by speaking and listening with the native speakers and 5% think by speaking and listening with others. So, it is clear that if phonetics and phonology are included in the communicative method of primary and secondary level education, the Bengali impact on ESL Pronunciation will be reduced, and the learners of ESL will overcome the interlingual problem.

6. Questionnaire	Participants	Response Rate				
		Strongly Affirmative	Affirmative	Neutral	Negative	Strongly Negative
Do you think phonetics and phonology are compulsorily needed for reducing Bengali impact on ESL pronunciation	40	28	6	0	4	2

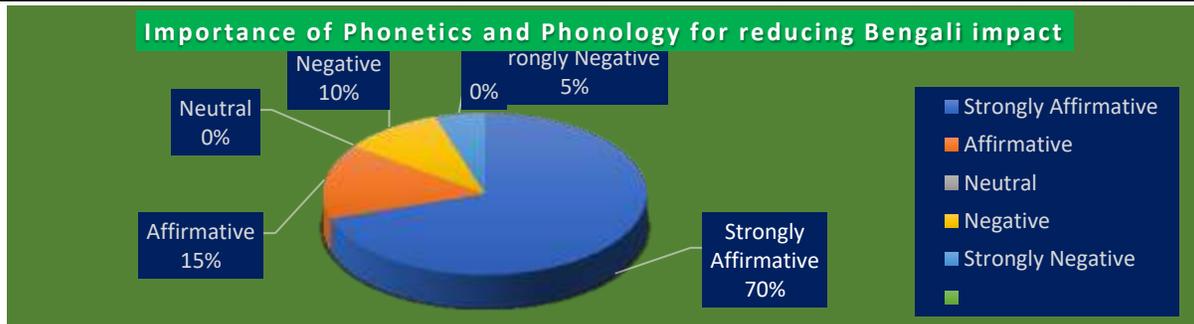


Figure 6. Importance of Phonetics and Phonology for reducing Bengali impact

In this survey, 40 participants (lecturers in English) were selected from various educational institutions to find out the prospective result. Here in the statistical figure-6, it is clear that 70% of participants are strongly affirmative on the need for phonetics and phonology to reduce Bengali impact on ESL pronunciation in Bangladesh, only affirmative 15%, neutral 0%, negative 10% and strongly negative 5%. So, 85% of participants are positive about phonetics and phonology's importance in reducing Bengali impact on ESL pronunciation in Bangladesh. Thus, maximum participants confess the significance of phonetics and phonology that can reduce Bengali impact on ESL pronunciation among the learners of Bangladesh.

7. Questionnaire	Participants	Response Rate			
		Primary Education Level	Secondary Education Level	Higher Secondary Education Level	Tertiary Education Level
In which level of education phonetics and phonology should be included in syllabus?	40	10	20	5	5

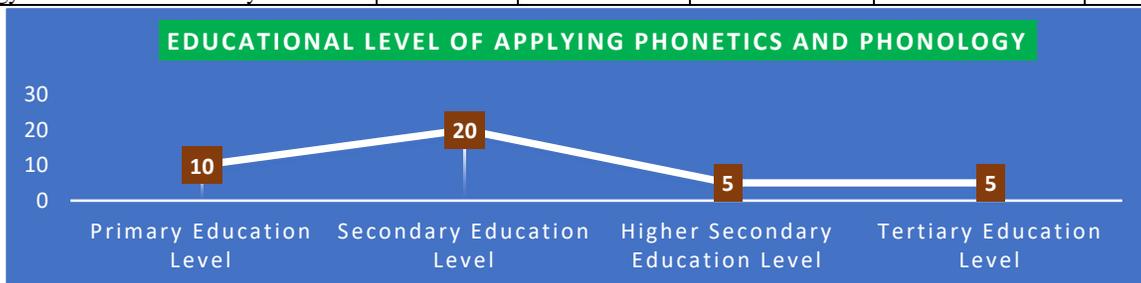


Figure 7. Educational Level of applying phonetics and phonology

Here in the line chart, 40 participants (lecturers in English) were selected from various educational institutions to find the authentic result. This statistical figure-7 states that 25% of participants believe that phonetics and phonology should be included in the syllabus at the primary level, 50% at the secondary level, 12.5% at the higher secondary level, and 12.5% at the tertiary level. As primary and secondary levels are unitedly called secondary levels, the primary and secondary level ratio is 87.5%. Thus, primary and secondary education level is appropriate for applying phonetics and phonology. So, this term should be included in primary and secondary level education to reduce Bengali's impact on ESL pronunciation among the ESL learners of Bangladesh.

8. Questionnaire	Participants	Response Rate				
		Strongly Affirmative	Affirmative	Neutral	Negative	Strongly Negative
Do you think phonetics and phonology are compulsorily needed for IPA standard pronunciation	40	30	8	2	0	0

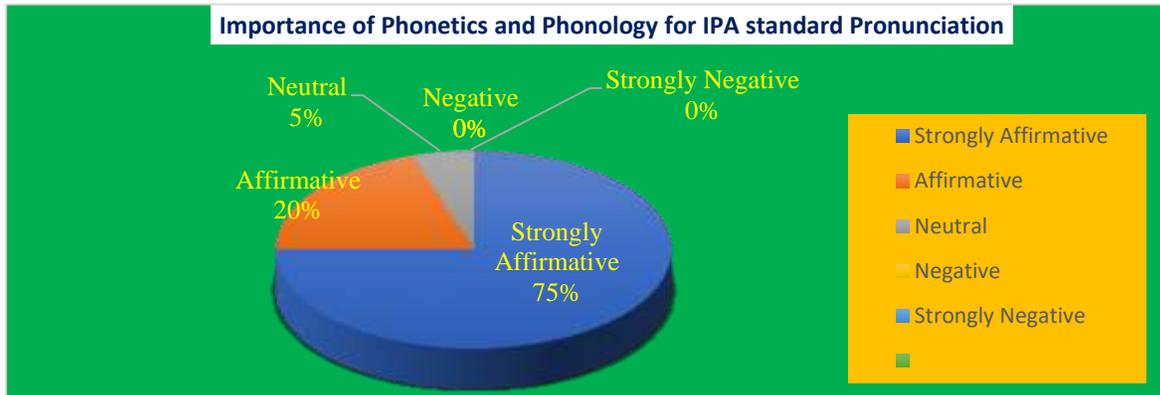


Figure 8. Importance of Phonetics and Phonology for IPA standard Pronunciation

In this survey, 40 participants (lecturers in English) were selected from various educational institutions to find out an accurate result. Here in the statistical figure-8, it is evident that 75% of participants strongly agree on the importance of phonetics and phonology for IPA standard Pronunciation of ESL in Bangladesh, only affirmative 20%, neutral 5%, negative 0%, and strongly negative 0%. So, 95% of participants are positive about the importance of phonetics and phonology for IPA standard Pronunciation of ESL in Bangladesh. Thus, if phonetics and phonology are applied in the ESL syllabus of primary and secondary level education, learners need not conduct IELTS or any other language test.

9. Questionnaire	Participants	Response Rate				
		Strongly Affirmative	Affirmative	Neutral	Negative	Strongly Negative
Do you think the absence of phonetics and phonology from the ESL syllabus of primary and secondary education levels creates obstacles of teaching-learning appropriate pronunciation?	40	28	8	2	2	0

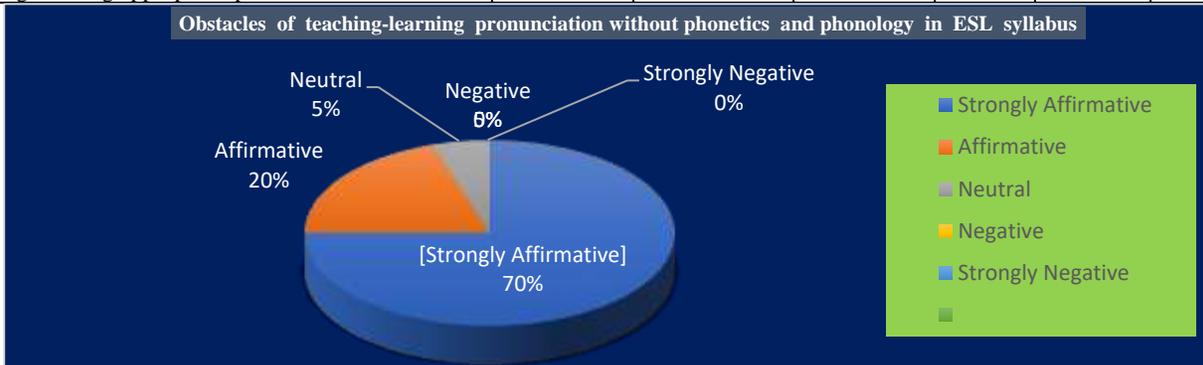


Figure 9. Obstacles of teaching-learning pronunciation without phonetics and phonology in ESL syllabus

In this survey, 40 participants (lecturers in English) were selected from various educational institutions to find an accurate result. Here in the statistical figure-9, it is evident that 70% of participants are strongly affirmative on the fact that the absence of phonetics and phonology from the ESL syllabus of primary and secondary education level creates obstacles to teaching-learning appropriate pronunciation, affirmative 20%, neutral 5%, negative 5%, and strongly negative 0%. So, 90% of participants are positive in this respect. Thus, if phonetics and phonology are applied in the ESL syllabus of primary and secondary level education, teaching appropriate pronunciation will be easy for teachers and learners.

4.5 Questionnaires for ESL Learners of Secondary Higher Secondary Level Education

10. Questionnaire	Participants	Response Rate		
		Yes	No	Neutral
Can you distinguish between sounds and letters in English alphabet	60	7	45	8

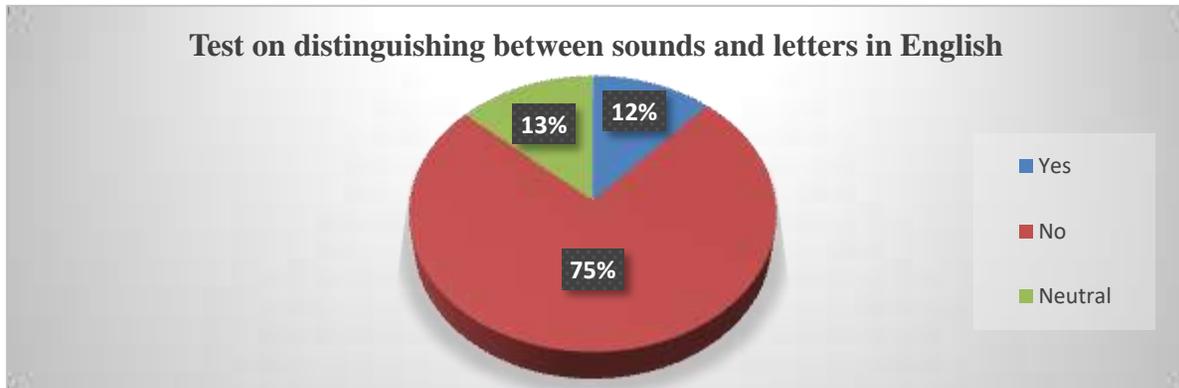


Figure 10. Test on distinguishing between sounds and letters in English

In this survey, in the pie chart, 60 participants (ESL learners) were selected from various educational institutions like higher secondary and initial tertiary levels to find out an accurate result. In the statistical figure-10, it is obvious that 75% of participants are not capable to distinguish between sounds and letters in the English language, 13% are neutral and only 12% are capable in this respect. So, it is clear that the maximum (88%) is not capable of distinguishing between sounds and letters in the English alphabet. In contrast, it is a very significant part of phonetics and phonology that leads to correct pronunciation. So, as there is no term for phonetics and phonology in the primary and secondary ESL syllabus, learners cannot distinguish letters and sounds.

11. Questionnaire	Participants	Response Rate		
		Correct Pronunciation	Merely correct pronunciation	Incorrect Pronunciation
Pronounce the following letters: P, T, Q, R, F, V	60	4	6	50

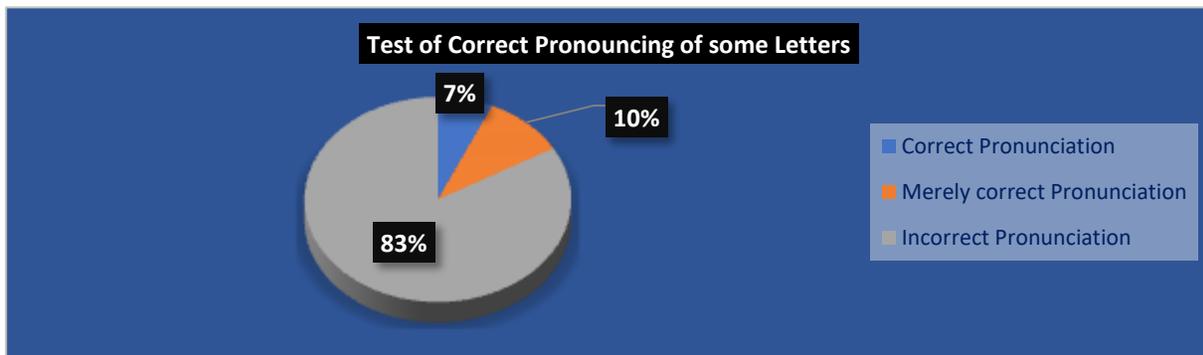


Figure 11. Test of Correct Pronouncing of some Letters

In this survey in the pie chart, 60 participants (ESL learners) were selected from various educational institutions like secondary, higher secondary, and initial tertiary levels to find an authentic result. In the statistical figure-11, it is evident that only 7% of participants can pronounce the letters: P, T, Q, R, F, and V correctly, 10% are merely capable of correct pronunciation, and 83% are incorrect in pronouncing the above letters. So, to pronounce the above letters correctly, learners have to know the place of articulation in phonetics and phonology that is absent from the ESL syllabus of primary and secondary education in Bangladesh.

12. Questionnaire	Participants	Response Rate		
		Yes	Neutral	No
As a learner of Bangladesh, do you feel any Bengali impact on your ESL Pronunciation?	60	55	5	0

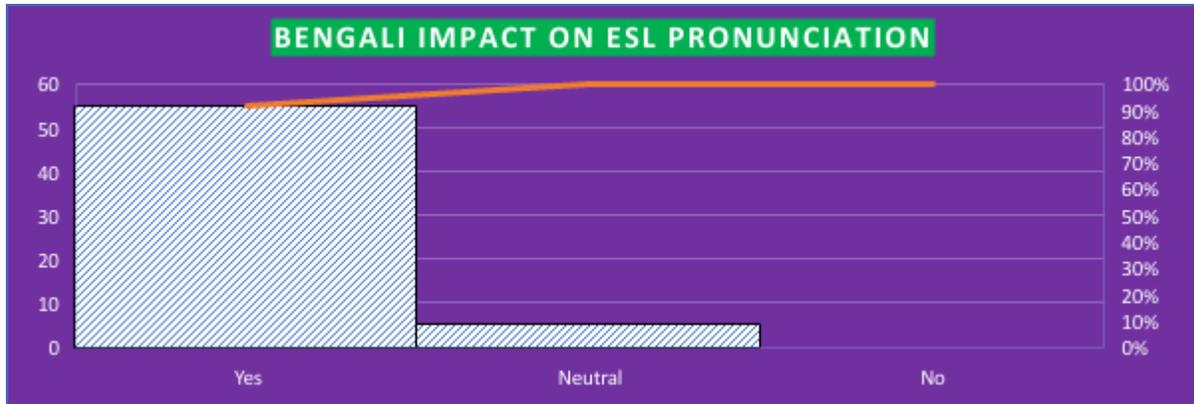


Figure 12. BENGALI impact on ESL pronunciation

In this study, 60 participants (ESL learners) were selected from various educational institutions like higher secondary and initial tertiary levels to find an authentic result. In the statistical figure-12, it is obvious that only 91.67% of participants believe in Bengali's impact on ESL Pronunciation, 5% are neutral, and 0% are negative in this respect. So, about 100% of learners always face the Bengali impact on ESL pronunciation.

13. Questionnaire	Participants	Response Rate				
		Strongly Affirmative	Affirmative	Neutral	Negative	Strongly Negative
As a learner of Bangladesh, do you feel that phonetics and phonology can reduce Bengali impact on your ESL Pronunciation?	60	50	5	2	3	0

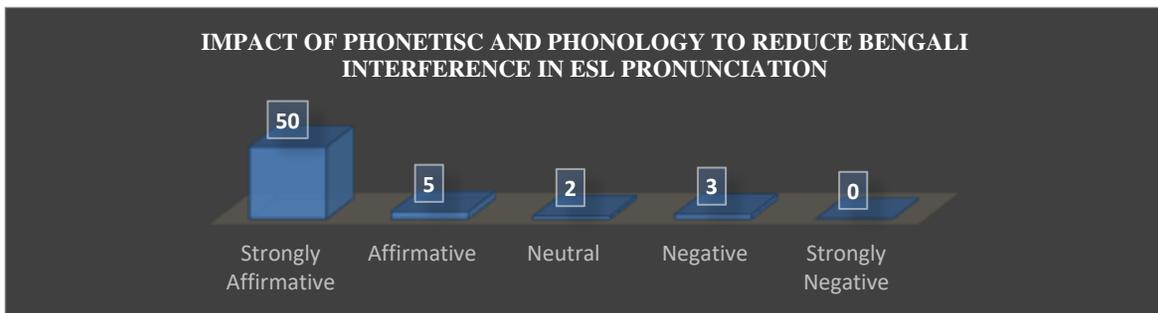


Figure 13. Impact of phonetisc and phonology to reduce bengali interference in ESL Pronunciation

Here in this study, 60 participants (ESL learners) were selected from various educational institutions like higher secondary and initial tertiary levels to find an authentic result. In the statistical figure-13, it is obvious that 83.33% of participants are strongly affirmative on the importance of phonetics and phonology to reduce Bengali impact on ESL Pronunciation, only affirmative 8.33%, neutral 3.33%, negative 0% and strongly negative 5%. So, 91.66% of participants are positive about phonetics and phonology's importance in reducing Bengali impact on ESL Pronunciation. Thus, including phonetics and phonology in primary and secondary education to reduce Bengali's impact on ESL Pronunciation.

14. Questionnaire	Participants	Response Rate				
		Strongly Affirmative	Affirmative	Neutral	Negative	Strongly Negative
Is secondary level education the appropriate period for learning phonetics and phonology?	60	48	5	4	3	0

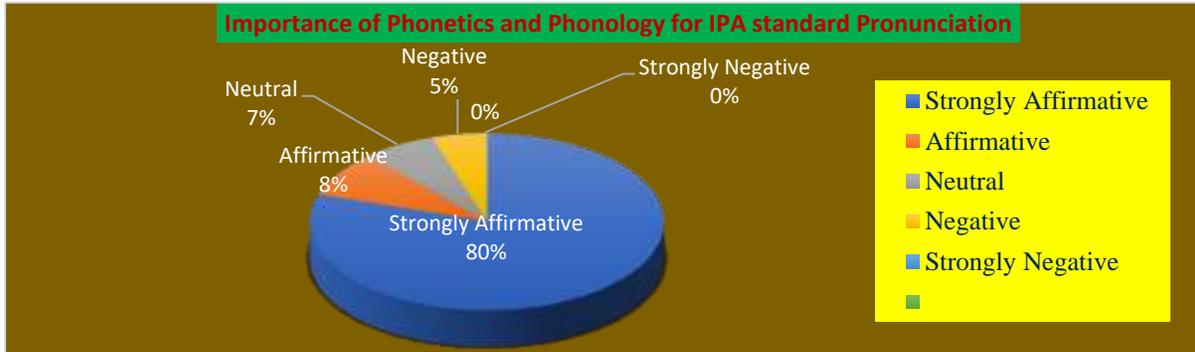


Figure 14. Importance of Phonetics and Phonology for IPA standard Pronunciation

In this survey, 60 participants (ESL learners) were selected from various educational institutions like higher secondary and initial tertiary levels to find out a prospective result. Here in the statistical figure-14, it is obvious that 80% of participants are strongly affirmative that primary and secondary level education is an appropriate period for learning phonetics and phonology, only affirmative 8%, neutral 7%, negative 5%, and strongly negative 0%. So, 88% of participants are positive that primary and secondary level education is the appropriate period for learning phonetics and phonology.

5. Discussion

According to interlanguage theory, L1 pronunciation interrupts the learning of L2 pronunciation. In the same way, Bengali pronunciation interrupts the learning of ESL pronunciation in Bangladesh. So, the learners of secondary level education in Bangladesh are not capable to make correct ESL pronunciation. In Bangladesh, not enough emphasis is placed on proper pronunciation when teaching English. It was discovered that the absence of specific phonemes in the Bengali language causes difficulties for learners while pronouncing English. (Imam, 2015). Besides, although Bangladesh is a monolingual country, many Bengali dialects that differ from one another and these dialects multiply impact on ESL pronunciation in various parts of Bangladesh. As in previous studies, it was obvious that dialects are variants of the same language that differ in vocabulary, pronunciation, and grammar and are linked to specific geographic regions or socioeconomic classes. (Ronald, 2010). There are several distinct dialect types spoken in Bangladesh. Because of this, several dialects of Bangla are dominant in different ways. Therefore, it is clear that dialects have a significant impact on how English is pronounced by Bangladeshi EFL learners (Md. Nesar Uddin & Sababa Monjur, 2015).

Moreover, Bangladesh is not an English-speaking country, maximum learners are not competent in communicating with others in English let alone competent in correct pronunciation. The pronunciation of English was difficult for learners who did not reside in an English-speaking nation, and those with bad pronunciation—who are viewed as less experienced—had greater difficulty transferring their language skills than those with strong pronunciation. (Sahatsathatsana, 2017). The solution and result reflected that the secret to proper English pronunciation is the term "Phonetics and Phonology." The International Phonetic Alphabet (IPA) symbols or a phonemic script are now commonly recommended methods for teaching English language phonology (several systems of phonemic symbols are in use). Nevertheless, this term is the initial level of a language that was leveled by Raymond Hickey in 2005.

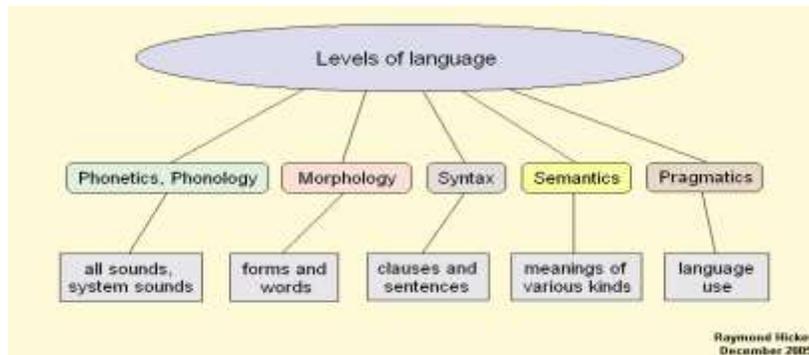


Figure 15. Levels of Language

5.1 Way to Reduce Bengali Impact on ESL Pronunciation

The quantitative data analysis of the study resulted that the communicative approach of teaching-learning English in Bangladesh requires correct pronunciation that also required some initial phonetic and phonological terminologies: phonemes/ IPA symbols, syllabic and sentence accent, stress, intonation, etc. So, if the learners of ESL in Bangladesh desire to reduce Bengali’s impact on ESL pronunciation, they should learn phonetics and phonology early in their education life. Although it is hard for non-native speakers to speak with a native accent, they should endeavor to learn a pronunciation that both native speakers and non-native speakers can comprehend. All consonants are

vital, all phonemes must be learned by a non-native speaker, certain phonemes are less crucial than others, and the distinction between long and short vowels is also crucial. (Jenkins, 2011). The learners should be aware of how their dialects affect how they speak English. They need to practice English's Received Pronunciation enough for it. (Hoque M. A., 2011).

According to this statistical analysis, 65 percent of lecturers believe that the influence of Bengali on ESL pronunciation may be lessened by incorporating phonetics and phonology in communicative English at the basic and secondary levels. As a result, it is apparent that if phonetics and phonology are incorporated with the communicative approach of elementary and secondary school, the influence of Bengali on ESL pronunciation will be lessened, and ESL learners will be able to overcome the inter-lingual difficulty in some way. Bangla speakers are expected to have some difficulty pronouncing some English phonemes due to the differences in phonetic patterns between the two languages. However, when learning the pronunciation of an L2, the learner frequently encounters phonetics and phonological issues that obstruct his or her learning and, as a result, prevent him or her from achieving the expected general proficiency in the teaching of the pronunciation of English as a foreign language (EFL) by Bengali speakers. (Taher, 2019). Thus, the inclusion of phonetics and phonology in primary and secondary education is inevitable to reduce Bengali impact on ESL Pronunciation. Instructors should use IPA in their lessons instead of the previous alphabetical method to help students pronounce words correctly in English. The International Phonetic Alphabet (IPA) will not miraculously improve pupils' pronunciation. However, it will improve their awareness and may lead to additional exercises that focus on pronunciation (Muhammad Imran, Quratul Ain, 2019,)

5.2 The Role of Phonetics and Phonology on ESL Pronunciation

The emergence of 'Phonetics and Phonology' is to make English pronunciation internationally appropriate and even IPA standard. Teachers and applied linguists have been worried about the difficulties of teaching this talent throughout history. They have endeavoured to create many approaches and procedures in this regard, relying on other sub-disciplines such as phonetics, phonology, and second language acquisition, to name a few. Using phonetics and phonology as a framework, instructors have attempted to incorporate the many aspects of these key sciences into their courses. This essay will attempt to emphasize the relevance of phonetics and phonology in the teaching of pronunciation in this regard (Saidi, 2017).

So, the role of the term is to make the learners pronounce ESL correctly so that the native speakers can understand the learners of non-native countries like Bangladesh and the learners can understand the native speakers. Teaching-learning English in any method requires phonetics and phonology for pronunciation. This focus was present in question-4, 6, 7, and 8 that focused that all methods of learning English are integrally related to phonetics and phonology. So, from this study, it is obvious that all methods are integrally related to phonetics and phonology. Thus, teachers teaching pronunciation in any method need to teach their learners phonetics and phonology for correct ESL pronunciation. Training should be given to the teachers on pronunciation. This training can be arranged by the respective college. They have to know IPA symbols and their phonological aspects (Noman, 2020). Phonetics, the study of speech sounds in general, and phonology, the study of the speech sounds used now and in the past by a specific language or group of related dialects or languages, provide indispensable information and insight if you are interested in the physical manifestations of language, including how speech sounds are produced, what they are as physical entities, and how they are perceived and processed by the ear and brain. Phonological fossilization is the term for phonological faults that are largely permanent in a learner's proficiency in a foreign language. It specifically refers to improper linguistic constructions that have been ingrained in a second language learner's speech (Uddin, 2021).

Reducing Bengali impact on ESL pronunciation demands accurate learning of phonetics and phonology which is obvious in the result of questionnaire-6 In this result, major participants are strongly affirmative on the need for phonetics and phonology to reduce Bengali's impact on ESL pronunciation in Bangladesh. So, the role of the term is to reduce Bengali interference in ESL pronunciation. IPA standard pronunciation deserves accurate learning of phonetics and phonology which is obvious in the result of questionnaire-8 major participants are strongly affirmative on the importance of phonetics and phonology for IPA standard Pronunciation of ESL in Bangladesh. Thus, if phonetics and phonology are applied in the ESL syllabus of primary and secondary level education, learners need not conduct IELTS or any other language test.

5.3 The Obstacles of Teaching Learning Appropriate Pronunciation

It is noted that there is hardly any phonetic and phonological term in the ESL syllabus of secondary-level education in Bangladesh. Thus, teachers do not teach and learners do not learn phonetics and phonology in their classes. Hence, the obstacles to teaching-learning appropriate pronunciation occur that is obvious in the result of questionnaire-9 where maximum participants are strongly affirmative that the absence of phonetics and phonology from the ESL syllabus of primary and secondary education level creates obstacles of teaching-learning appropriate pronunciation. Thus, if phonetics and phonology are applied in the ESL syllabus of primary and secondary level education, teaching-learning appropriate pronunciation will be easy for teachers and learners. One of the difficulties that a foreign language student has is correctly expressing the language's speaking sounds. We learn a language so that we can communicate with others. However, if we are unable to employ the phonological elements that native speakers of the language use, the message will most likely be misunderstood, and communication will likely break down (Hoque, 2011).

The CLT method of learning English inevitably requires four skills reading, writing, listening, and speaking while CLT in Bangladesh consists of only two skills: reading and writing. So, another two skills mostly integrated with pronunciation are absent from the ESL syllabus. The assessment and traditional evaluation system is only in reading and writing (Imam H. T., 2015). The study is significant according to the result of the data analysis stated above. The term 'Phonetics and Phonology' is very inevitable to teach ESL pronunciation to

learners in Bangladesh. This study suggests that although the mother tongue (Bengali) impact interrupts ESL pronunciation learning, the learning of the above terms must help the learners avoid Bengali's impact on ESL learning. The study has already proved the alternative hypothesis. It is the extension of knowledge of Larry Selinker's interlanguage theory. Finally, the outcome of the research is that the pronunciation of ESL can be IPA standard like the native English speakers if the term phonetics and phonology is included in the syllabus of primary and secondary level education in Bangladesh and this system can be the best way of lessening the impact of Bengali language on ESL pronunciation in Bangladesh.

6. Limitation

Despite having sincere attempts, this study has some unintentional limitations. Firstly, the survey has been made only on 100 participants. Among them 40 English lecturers of ESL from different colleges of Tarash and Rayganj Upazila, and 60 Learners of ESL from higher secondary schools and colleges (HSC) from those Upazila in Sirajganj district of Bangladesh. It is quite a small-scale study. Besides, the study was done in a limited period that's why it cannot fully reflect the complex perception of teachers and students about the importance of phonetics and phonology for reducing mother tongue influence on ESL pronunciation. Moreover, it was impossible to get access to various institutes to collect data due to the unwillingness and uneasiness of a vast number of participants and educational institutions to attend such questionnaires.

7. Conclusion

From the above data analysis, findings, and discussion, the manuscript, therefore, concluded that all ESL learners are interrupted by the interference of their mother-tongue attitude in ESL pronunciation. So, to pronounce the English language with IPA standard or native-like pronunciation is a big challenge for them, and they are becoming hardly capable to keep pace with internationally sophisticated communication which paves the globally integrated study, employment, and business across the national borders. In this regard, IPA standard pronunciation is a must for every ESL learner of all non-native English nations and, to make them eligible for the expected circumstance, phonetics and phonology should be applied in primary and secondary level education in all nations like Bangladesh. This article is significant for the purposes that have claimed if the terms phonetics and phonology are included in the syllabus or curriculum of ESL in primary and secondary level education, the learners of all non-native English nations like Bangladesh can be introduced to IPA sounds, accents, syllables, tones, intonations, assimilation, etc. and almost overcome the interference and interruptions of their L1 in pronouncing English with IPA standard pronunciation. Although Selinker's Inter-language theory is widely accepted, the alternative approach of this manuscript is the extension of the theory which may be a solution for the pronunciation problems of non-native English learners like Bangladeshi learners. Last, of all, the author concluded with some recommendations, such as:

- i) Phonetics and Phonology help the learners of any non-native speakers to improve their ESL pronunciation
- ii) The terms should be included in the ESL syllabus of primary and secondary level education theoretically and practically.
- iii) Phonetics and phonology can make the learners reduce the mother-tongue impact on their ESL pronunciation.
- iv) Primary and secondary level education is the best period of life to learn L2 especially ESL pronunciation.
- v) Thus, if learners have initial knowledge of phonetics and phonology in English from the primary to the secondary level education, they can lessen Inter-language impact and pronounce English with IPA standard quality of the native English speakers.
- vi) Finally, they must be eligible for maximum global communication and opportunities around the world.

References

- Agung, A. (2021). Common Pronunciation Problems of Learners of English. *Institut Teknologi Sepuluh Nopember (ITS), Surabaya, Indonesia*. Retrieved from https://www.researchgate.net/publication/355788555_Common_Pronunciation_Problems_of_Learners_of_English
- Al-Zayed, N. N. (2017). Non-Native Pronunciation of English: Problems and Solutions. *American International Journal of Contemporary Research*, 7(3), 86-90. Retrieved from <http://www.ajcnet.com/>
- Amanullah, S. M. (2010). *A guide to Correct Speech* (6th ed.). Dhaka, Bangladesh: Albatross Publication.
- Ayad, H. M., & Ibrahim, M. A. M. (2018, September 16). Approaching the Language of the Second Language Learner: Interlanguage and the Models Before. *English Language Teaching*, 11(10), 95-108. <https://doi.org/10.5539/elt.v11n10p95>
- Broughton. (1980). *Teaching English as a Foreign Language*. New York: Routledge.
- Carmen, P. (2012). *Scientific Discourse and the Rhetoric of Globalization: The Impact of Culture and Language* (1st ed.). London: Continuum International Publishing Group.
- Corder, S. (1981). Error analysis and interlanguage. *Oxford University Press*.
- Crystal, D. (2003). *English as a Global Language*. New York, USA: Cambridge University Press. <https://doi.org/10.1017/CBO9780511486999>
- Dhillon, B. P. (2016). Does Mother Tongue Affect the English Pronunciation? *International Conference on Language, Education, Humanities and Innovation*, (pp. 121-132). Retrieved from <https://icsai.org/procarch/4iclehi/4iclehi-041.pdf>
- Editor, W. (2015, May 12). *Wikipedia*, English. Retrieved March 15, 2021, from Interlanguage: <https://en.wikipedia.org/wiki/Interlanguage>

- Ellen Bialystok, Y. U. (1997). The structure of age: in search of barriers to second language acquisition. *Second Language Research*, 13(2), 116-137. <https://doi.org/10.1191/026765897677670241>
- Firth, M. B. (1996, 04 01). INTERLANGUAGE THEORY: IMPLICATIONS FOR THE CLASSROOM. *McGill Journal of Education*, 13(002). <https://doi.org/10.37500/IJESSR.2021.4103>
- Gilakjani, A. P. (2011). Why is Pronunciation So Difficult to Learn? *English language teaching*, 4(3), 4-83. <https://doi.org/10.5539/elt.v4n3p74>
- Hasan Toufiq Imam, et.l. (2015). Handling Errors of Bangladeshi Learners in Pronouncing English Vowels and Consonants at the Primary Level. *Bangladesh Education Journal*, 14(1), 52-60. Retrieved from https://www.researchgate.net/publication/344466731_Handling_Errors_of_Bangladeshi_Learners_in_Pronouncing_English_Vowels_and_consonants_at_the_Primary_Level/citation/download
- Haycraft. (1988). *An Introduction to English Language Teaching*. Essex: Longman.
- Henry, M. (2014). Phonology. (S. edition, Ed.) *Encyclopedia of the Neurological Sciences*. <https://doi.org/10.1016/B978-0-12-385157-4.00472-3>
- Hoque, M. A. (2011). Problems of Pronunciation for the Chittagonian Learners of English: A Case Study. *Journal of Education and Practice*, 2(6), 1-8.
- Hoque, M. A. (2011). The Influence of the Local Varieties on the Sound Patterns of English: A Case Study of Bangladeshi Tertiary Students. *IIUC STUDIES*, 197-220. <https://doi.org/10.3329/iiucs.v7i0.12268>
- Howlader, M. R. (2010). Teaching English Pronunciation in Countries where English is a Second Language: Bangladesh Perspective. *ASA University Review*, 4(2), 233-244. Retrieved from <http://asaub.edu.bd/data/asaubreview/v4n2sl20.pdf>
- Imam, H. T. (2015). Handling Errors of Bangladeshi Learners in Pronouncing English Vowels and Consonants at the Primary Level. *Bangladesh Education Journal*, 53-60. Retrieved from <https://www.researchgate.net/publication/344466731>
- Jahan, N. (2011). Teaching and learning pronunciation in ESL/EFL classes of Bangladesh. *Journal of Education and practice*, 2(3), 36-45.
- Jenkins, J. (2011). *Teaching English*. (BBC) Retrieved from British Council: <https://www.teachingenglish.org.uk/article/global-english-and-teaching-pronunciation>
- Kabir, e. (2010). TEACHING PRONUNCIATION: A STUDY ON THE SECONDARY SCHOOLS IN KHULNA, BANGLADESH. *Khulna University Studies, ARTS AND HUMANITIES*, 10(2), 55-72. <https://doi.org/10.53808/KUS.2010.10.1and2.1020-A>
- M. Lekha Swarna Priya1, D. P. (2020). TEACHING PHONETICS TO ENHANCE PRONUNCIATION IN AN ESL CLASSROOM. *Journal of Critical Reviews*, 07(02), 669- 672.
- Maniruzzaman. (2008). *Teaching Efl Pronunciation: Why, What and How*. Munich, Germany: Grin Publishing.
- Maniruzzaman, D. M. (2017, May 23). Phonetic and phonological problems encountered by the Bengali. *Jahangirnagar University Journal*, 1-12.
- Maniruzzaman, D. M. (2006, January). Phonetic and phonological problems encountered by the Bengalispeaking EFL learner: How can they be overcome? *seminar in the Department of English at East West University, Dhaka on 24 November 2005*, (pp. 1-12). Dhaka. Retrieved from <https://www.researchgate.net/publication/317061468>
- Martha C, P. (2021, April 1). Teaching Pronunciation: The State of the Art 2021. *Birkbeck University of London, UK*, 51(1), 3-21.
- Md. Nesar, U., & Sababa, M. (2015). The Influence of Regional Bangla Dialects on English Pronunciation of Bangladeshi EFL (English as a Foreign Language) Learners: A Review. *International Journal of Arts Humanities and Management Studies*, 1(12), 12-23.
- Mohammed, F. O. (2014, 02). The Use of Phonological Awareness Skills in Teaching Phonetics. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 19(01), 101-116. <https://doi.org/10.9790/0837-1919101106>
- Muhammad, I., & Quratul, A. (2019,). Effects of Non-Native Instructors' L1, Beliefs and Priorities on Pronunciation Pedagogy at Secondary Level in District Rajanpur, Pakistan. *Journal of Language and Cultural Education*, 7(2), 108-121.
- Nemser. (1971). Approximative systems of foreign-language learners. *International Review of Applied Linguistics*, 9(1), 115-123. <https://doi.org/10.1515/iral.1971.9.2.115>
- Noman, M. N. (2020). Teaching English Pronunciation to The H.S.C level students of Bangladesh: Constraints and Considerations. *Cape Comorin-An International Multidisciplinary Double-Blind Peer-reviewed Research Journal*.
- Peterson, E. (2002). *MAKING SENSE OF "BAD ENGLISH"*. New York, USA: Tylor and Francis Group. Retrieved October 24, 2021, from https://helda.helsinki.fi/bitstream/handle/10138/311741/Making_Sense_of_Bad_English.pdf?sequence=1
- Qader, A. (2020). Nominal Pronunciation in Communicative English of Secondary Level in Bangladesh. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 25(4), 29-47.
- Rahman, A. (2013). *Third International Conference on English Pronunciation Issues and Practices*. Australia: Proceedings of EPIP3.

- Retrieved from
www.academia.edu/4980745/Using_a_Phonetic_Alphabet_to_facilitate_teaching_English_pronunciation_to_NBS_1_Using_a_Phonetic_Alphabet_to_facilitate_teaching_English_pronunciation_to_Bengali_Speakers?from=cover_page
- Rarman, D. B. (2010). A contrastive analysis of English and Bangla phonemics. *The Dhaka University Journal of Linguistics*, 2(4), 19-42. <https://doi.org/10.3329/dujl.v2i4.6898>
- REID, E. (2016). Teaching english pronunciation to different age groups. *Linguistic, Literary and Didactic Colloquium*, 19-30. Retrieved from
https://www.researchgate.net/profile/eva-reid-3/publication/312495294_teaching_english_pronunciation_to_different_age_groups/links/587f295e08ae4445c06fd189/teaching-english-pronunciation-to-different-age-groups.pdf
- Roach, P. (2012). *English Phonetics and Phonology*. UK: Cambridge University Press. Retrieved June 24, 2021, from https://www.academia.edu/34074049/Peter_Roach_English_Phonetics_and_Phonology_4th_edition_Cambridge_
- Ronald, W. (2010). *An Introduction to Sociolinguistics*. UK: John Wiley & Sons, Ltd; 23.
- Rosa Muñoz Luna, U. O. (2010). Interlanguage in undergraduates' academic English: Preliminary results from written script analysis. *Encuetro*, 19, 60-73.
- Sahatsathasana, S. (2017). Pronunciation Problems of Thai Students. *Journal of Education*, 67-84.
- Saidi, A. (2017). The Importance of Phonetics and Phonology in the Teaching of Pronunciation. *EFL Magazine*, p. front. Retrieved from <https://eflmagazine.com/importance-phonetics-phonology-teaching-pronunciation/>
- SAIDI, A. (2017, 06 09). THE IMPORTANCE OF PHONETICS AND PHONOLOGY IN THE TEACHING OF PRONUNCIATION. *EFL Magazine: THE MAGAZINE FOR ENGLISH LANGUAGE TEACHERS*. Retrieved July 15, 2021, from <https://eflmagazine.com/importance-phonetics-phonology-teaching-pronunciation/>
- Samira Osmany, T. A. (2016). *Challenges of Teaching Pronunciation*. Dhaka: Center for Pedagogy (CP), Independent University, Bangladesh (IUB). Retrieved from <http://dir.iub.edu.bd:8180/handle/123456789/245>
- Seidlhofer, B. (2005). English as a lingua franca. *ELT Journal*, 59(4). <https://doi.org/10.1093/elt/cci064>
- Selinker, L. (1992). *Rediscovering Interlanguage* (1st ed.). London & New York: Routledge, Taylor and Francis Group.
- Shangchao, Q. L. (2009, 02). A Study on Confucius' Views on Language Functions. *Polyglossia*, 16. Retrieved July 15, 2021, from https://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia_V16_Qiao_Min.pdf
- Swain, M. (2006, October 2006). The Interlanguage Hypothesis Extended To Children. *LANGUAGE LEARNING*, 25(1).
- Taher, G. A. (2019). English pronunciation problems of Bengali speaking learners: A case study. *International Journal of Research in English*, 1(2), 10-16. <https://doi.org/10.33545/26648717.2019.v1.i2a.8>
- Tanore, E. (2018, 12 14). Interlanguage. *The Encyclopedia of Applied Linguistics*, 1-7. <https://doi.org/10.1002/9781405198431.wbeal0561.pub2>
- Trask, R. L. (1996). *A Dictionary of Phonetics and Phonology* (1st ed.). London and New York, UK, USA: Routledge. Retrieved from <https://fonetica23.files.wordpress.com/2017/09/a-dictionary-of-phonetics-and-phonology-trask-19961.pdf>
- Uddin, M. N. (2021). Pedagogical implication of Audio-Articulation Method to defossilize /e/ sound in English pronunciation of Bangladeshi EFL learners. *International Journal of Linguistics and Translation Studies*, 47-61. <https://doi.org/10.36892/ijlts.v2i4.166>
- Victoria Millard, e. t. (2020). Teacher, Student, and Textbook Teacher, Student, and Textbook Community-Based ESL Setting. *ORTESOL Journal*, 37, 48-62. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1263545.pdf>
- Wahiduzzaman, S. M. (2017). Effect of Good English Pronunciation in Art of Speaking During Oral Communication: A Study Among Tertiary Level Students in Bangladesh. *MIST Journal of Science and Technology*, 5(1), 51-57.
- Yowani, L. D. (2021). Common Pronunciation Problems of Learners of English. *Class Conference* (pp. 1-9). Indonesia: Institut Teknologi Sepuluh Nopember. Retrieved from <https://www.researchgate.net/publication/355788555>
- Zhang, F., & Yin, P. (2009). A Study of Pronunciation Problems of. *Asian Social Science*, 141-146. <https://doi.org/10.5539/ass.v5n6p141>

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).