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Problems Of Hindi Native Speakers In Learning Bengali As A Second Language

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ABSTRACT

The thesis attempts to look at the problems encountered by the native speakers of Hindi (NSH) when they learn the Bengali language. The learning of Bengali as a second language in West Bengal is inevitable if one wants to reside in the province permanently or a long course of time. A type of academic survival and other communicative needs create such a compulsion. In our multilingual environment a linguistic group becomes minor in the outside of the province. Think rationally about learning Bengali and it will make sense. Such logic is relevant when they are learning Bengali outside the classroom. Even if a student is in the classroom, he/she faces different problems when he is learning the language. In spite of having the same language family i.e. Indo-Aryan, Bengali and Hindi develop their own linguistic uniqueness during their Middle Indo-Aryan period. As a result such features which are available to Hindi speaker as first language are absent or treated differently in Bengali. For example "there is no gender discrimination in pronouns in Bengali but there is clear cut discrimination in Hindi." In Phonological, Morphological or Syntactic system these are frequent. At the same time vocabularies or grammatical notions have the similar pattern in the language. In case of a masculine gender- "Woh ladka ja raha hai" and in case of a feminine gender- "Woh ladki ja rahi hai". Such agreement is totally absent in Bengali. During learning Bengali the errors committed by the NSH on L2. The present study will take care of some of the problems faced by NSH and what is their understanding about the problems of learning Bengali. It surveys a section of the school going students (mostly) whose native languages are different from Bengali and attitude towards the Bengali language. This paper studies the scenario in a locality, Howrah, West Bengal.

1.0 Introduction

Today the gradual increase of the users of Bengali as second language in the city of Kolkata has generated two varieties of the Bengali language. One version is used or spoken as mother tongue where as the other one is a new kind of the same language produced by the non-native users with diverse pronunciation, spelling, words, and code mixing with the L1 etc.

To the native speakers of Hindi (at school level), the opportunity for formal learning of Bengali is available in the classroom. The learner has accessibility of the language in the outside of the classroom but limited due to several reasons. He/she hardly has the scope to use the language beyond the classroom door. There can be several reasons for this. For Example: As most of the Bengali speakers in the city are able to understand Hindi due to the impact of media, the less effort is given by the Hindi speakers to adopt the Bengali language. They are very casual in their approach towards learning the Bengali language. In such a formal environment and the outside of it the learners receives instruction and practises entirely based on self realization of Language-1 and the neighbouring Language-2 developing the skills of listening, speaking, reading and writing etc.

Problems can be distributed in different levels of Linguistic areas which are mainly:

- 1) Phonetics
- 2) Phonology
- 3) Morphology
- 4) Syntax
- 5) Semantics
- 6) Pragmatics, etc

The learners having Hindi as the first language usually encounters various linguistic phenomena related to the above areas. Evidently it hampers his/her learning and negatively affects on his/her development of general proficiency. Sometimes it also de-motivates him/her from learning the Bengali language.

The first problem faced by the user is in pronunciation including sounds, stress and intonation related to the phonetic and phonological level. Often they find difficult to generate the Bengali words following the principles of derivational and inflectional morphology. Similarly the sentence constructions, concerned with the morphological and syntactic level, respectively are quite problematic. The learner suffers from the selection of vocabularies to convey meanings.

Therefore, it seems reasonable to identify what are the areas of linguistic problems noticed by the NSH. The consideration and interpretation of the issues in question discussed in this thesis are completely based on my practical experience as a learner and on my observation as a student. Finally, a number of suggestions have been made so as to address and lessen the problems, on the one hand, and ensure the smooth and optimal learning of Bengali on the other. This study will concentrate on such problems which may help to learn the language in more effective ways.

1.1 Phonetic and phonological problems

The NSH usually faces difficulties firstly in speech production. It encompasses which articulators to use, to pronounce which speech sound and to pattern the phonotactic contact used in a word to convey meaning. Secondly the problem is related to the receiving of the sound as a native speaker which may result in a failure to perceive meaning. This is a common phenomenon that an elementary learner learns pronunciations of a word by looking at their spellings, the script of which is mapped with the phonetic units of the languages. Consequently s/he learns mispronunciations of many of them. It happens due to less motivation. Some time teachers or the language trainer do not take the matter scientifically from the linguistic point of view analysing the problems in details. Due to this teachers remain casual towards the mistakes committed by the students. The cause of their indifference attitude lies on the lack of training and finding out the learners real problems of pronunciations. The set of phonemes of these two languages are different. Even if some groups of phonemes are close to similar, but due to the functional role of the articulators those are uttered differently. The trainer as well as learner should know such variations on the articulator's point of view.

1.2 Stress and intonation

Other than the segmental phonemes mentioned above supra-segmental phonemes are unique in each language. Stress and intonation are two essential aspects as these are noted in the pronunciation of Bengali words and utterances. These two differences between two languages cause a lot of problem to the native speakers of Hindi. The native speaker of Hindi cannot use them appropriately without proper training due to the impact of in his/her own mother tongue.

1.3 Morphological and syntactic problems

A Bengali word may consist of one or more morphemes, each of which is defined as the smallest, meaningful and indivisible syntactic unit. On the other hand, a Bengali sentence, the basic syntactic unit, is composed of one or more words belonging to different parts of speech, such as nouns, pronouns, adjectives, verbs, adverbs and indeclinables like post positions, conjunctions and interjections. These are governed by various grammatical rules such as tenses, aspects, persons, numbers, voice, mood, and so on. However, the NSH generally face problems with different types of morpheme, especially inflectional morphemes and derivational morphemes in forming words to be used in a generation of sentence.

The NSH particularly one at school level finds affixation, especially the addition of prefixes and suffixes problematic, and this hampers his/her learning to a considerable extent. Firstly, he/she struggles to learn the use of prefixes which are affixed before stems. Secondly, the derivational suffixes cause a lot of difficulties to the learners. Though a NSH is naturally habituated to use such elements in his/her mother tongue, he/she has to consciously learn the uses of Bengali morphemes in the classroom situation to avoid overlapping. But inappropriate treatment and inadequate emphasis on the functions and uses of morphemes result in problems of learning. The difference

between the syntactic structures of Hindi and Bengali creates the problem especially to the beginners because of his/her mother tongue interference and the absence of grammatical knowledge.

There is another major difference even though they belong to the same language family and have the same word order. The learner often develops the ideas in his/her mother tongue, and then translates the ideas into the target language before the uttering. Hence the words are sometimes arranged according to the structures of his/her first language. Further, literal translations do not always help to convey or receive the intended information. This happens during the first half of learning and till the period of the development of competence knowledge.

The NSH faces difficulty with the forms, functions and uses of different parts of speech and their interchange according to the demand of the sentence, for instance, where to use an adverb or an adjective why in a sentence, how to change a noun into an adjective.

The construction of wh-questions, compound and complex sentences, respectively poses difficulty for the NSH because these structures are neither the same in the learner's mother tongue nor taught in the manner suitable and useful for the learner. The functions and uses of Bengali modals often pose difficulty to the NSH as learner's mother tongue does not possess them and the teaching is not optimally helpful.

The different types of verbs, such as transitive, intransitive, the tenses and the gender system which is not there in the Bengali language are often problematic to NSH. The NSH suffers a lot of problems with subject-verb agreement. There is a problem because he/she is neither adequately and properly exposed to the rules nor offered opportunity of taking practice in some authentic situations.

To be brief, the learner confronts problems with almost all the grammatical categories of the Bengali language. Moreover, the difficulty of Bengali sentence structures to the NSH can also considerably be attributed to the differences between the L1 and the L2.

1.4 Semantic and pragmatic problems

To perceive meanings of and to produce meanings by using Bengali words/phrases and utterances/sentences in isolation or with reference to the context of situation often pose serious problems to the NSH since he/she has to depend mostly on his/her mechanical memorization of meanings of isolated words as they are mainly non-contextually and unscientifically designed in the lesson and presented by the teacher in the classroom. In other words, the learner evidently encounters semantic and pragmatic difficulty in learning vocabulary items and using them for effective communication in the real life situation.

In the Bengali classroom, the learner is usually instructed to learn Bengali words/phrases including synonyms, antonyms, hyponyms, homonyms, etc and their meanings mainly through non-contextualized ways, such as memorizing isolated words/phrases and their meanings, translating from the mother tongue to the target language, and vice versa. This is equivalent to Grammar Translation method of Language Teaching. As a result, his/her stock of words/phrases is very limited and he/she cannot effectively and efficiently use even the limited number of lexical items during communication.

Words that are different in form or in meanings seem to be 'strange' to the speakers of NSH, are classified as difficult. The consideration of literal meanings of the items may cause confusion and misunderstanding. They are unable to classify following the principle of grammatical categories, thus creating misunderstandings. Besides there are a set of culture specific lexical items which remains hazy in their mental lexicon.

In short, semantic and pragmatic problems also seriously hamper the learning of the Bengali as target language by the NSH.

2.0 Aims & Objectives

2.1 Aims

The basic aim of my thesis is to locate the difficulties that the native speakers of Hindi face while he/she learns Bengali as an additional language.

To identify the problem of Bengali pronunciation by the NSH.

To identify the problem of Bengali word production by the NSH.

To identify the problem of Bengali sentence construction by the NSH.

To identify the instances when people mix Hindi and Bengali (imposed the language of L1 on L2) also known as mixing of codes.

To identify the instances when people imposed the L1 knowledge on L2 and that leads to success

To identify the instances when people imposed the L1 knowledge on L2 and that leads to a failure.

To fulfill the aims a simple and easy to complete questionnaire was created that mainly consists of sum Wh and Yes-No questions.

It is designed to gather information about their background, fluency and ability to use the Bengali language, use of Bengali in various contact situations, involvement in cultural program in Bengali and their attitude towards the Bengali language.

It concerns the background of the informant, the mother tongue, length of the staying in Kolkata and qualification.

2.2 Objectives

The following listed points are the major objectives of the thesis work entitled **“Problems of Hindi native speaker in learning Bengali as second language.”**

- Is he/she sufficiently motivated to learn the Bengali language?
- Error in the articulation of Bengali words.
- Is there an academic requirement upon the NSH to learn the Bengali language?
- Is there a regional requirement upon the NSH to learn the Bengali language?
- Difficulties faced because of:

(1) Bengali Sound articulation

(2) Bengali Word selection and formation

(3) Construction of Bengali sentence

- Contrastive analysis

Thus the major objectives are to find out the difficulties faced by the NSH so that it can help the instructors. They can take special attention to expose those problematic in front of the native speakers of Hindi.

3.0 Literature Review

The text book on “Teaching English as a Second Language”: A new Pedagogy for a new century, edited by Manish A. Vyas and Yogesh L. Patel is a wonderful collection of a variety of Texts from prominent educators from around the world. The book is like a buffet of great dishes from many cultures, many topics as well as modern needs. It has rich contributions from authors from diverse locations. This text book has contributed in various ways to my thesis work. Needless to say, this book does not aim at developing a single coherent theory or methodology or a communicative method for language teaching. Nor does it seem to negate the existing language theories. At best it attempts to provide application oriented solutions to the problems of teaching a second language in the non-native context. Language and language learning being a complex phenomenon, there can be no easy solutions.

As Vaishna Narang comments: “A language teacher helping an adult learn a new language faces a number of problems in handling these complex socio-psychological phenomena, and yet another complex of social psychological processes involved in language learning.”

The new edition comes with thoroughly improvised chapters on Narrative Inquiry for Teacher Development and Language Attitudes and Language Interaction Phenomena to provide an insight on the innovative approaches in teacher training.

The other book on “Second Language Acquisition” by Muriel Saville-Troike is a clear and practical introduction to Second Language Acquisition. It explains in a nontechnical language how a second language is acquired, what the language learner needs to know and why some learners are more successful than the others.

The focus of this book is on the acquisition of second language “competence”, but this construct is broadly considered from different points of view as “linguistic competence” (in the sense of underlying grammatical knowledge and “communicative competence” (adding notions of requisite cultural knowledge and other knowledge which enables appropriate usage) and as knowledge required for participation in communicative activities involving reading, listening, writing and speaking. The ability to use language appropriately includes pragmatic competence. This can be defined as what people must know in order to interpret and convey meaning within communicative situations, knowledge that accounts for the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on other participants in the act of communication.” (Crystal-1997)

The text book introduces in a step by step fashion a range of fundamental concepts such as SLA in adults and children, in formal and informal learning contexts, and in diverse socio-cultural settings and takes an interdisciplinary approach, encouraging to consider SLA from linguistic, psychological and social perspectives.

This book solved my purpose in the following ways:

It provided a basic level of knowledge about second language learning phenomena.

It stimulated interest in second language.

It provided a practical help in second language acquisition.

The Varnaparichay by Ishwar Chandra Vidyasagar also contributed a lot in jotting down my thesis.

4.0 Research Methodology

The survey targets the native speakers of Hindi who are residing permanently in the Kolkata city for at least 10 years due to various reasons, their use of the language, confidence or fluency in using the language and also their opinion about the language.

40 copies of a questioner were distributed to the informants with a request to complete and return them. Altogether 20 of them responded successfully.

Some of the methodologies that have been used are as follows:

- Data collection from NSH.
- Informal Interview from NSH.
- Questionnaire in written pattern from NSH.
- Analysis through practical approach (Bengali words and sentences)
- Through preferential gradation
- Bar graphs
- Computer aided technologies.

5.0 Data and its Discussion

I wondered how the NSH feel about studying Bengali. In order to find their opinions I prepared a questionnaire and asked the students to answer them. First of all during my study I analyzed the sentences which I got from my informants. Obviously, it was not a native-like construction. I tried to find out the errors located in the Bengali sentences by the native speakers of Hindi.

I. Error in the use of vocabulary of Bengali sentences

I) “**kālke** or **didir** **śādi** āche.”

In this instance “**śādi**” has been used instead of “**biye**”

II) “**āmār mā** **bəhut** bhālo.”

Here “**bəhut**” has been used instead of “**khub**”

III) “**āmi** **nāhāte** jābo.”

Here “**nāhāte**” has been used instead of “**c^hān korte**”

IV) “**āmi** **kāj** **kəregā**”

V) “**ājke** **bārīf** hobe”

VI) “**tumrā** **ājke** **ghumne** jābe”

VII) “**āmi** **cā** **picchi**”

VIII) “**ki** **kərc^{hi}** tumi”

IX) “**merā** **bhāi** **pāss** holo”

X) “**dārāo** **mu^{jhe}** **pəhle** **nābte** **dāo**.”

XI) “**āmi** **bānglā** **sām^{je}** **pāri** **nā**”

There are many such instances of code mixing that has been found in the Bengali sentences got from the 20 informants. The instances of CODE MIXING have been summarized in the following table.

	Spoken by the native speakers of Hindi	Actual word in Bengali
1	[kapra]	[kapor]
2	[gəɾəm]	[gɔrom]
3	[kitab]	[boi]
4	[āk ^{her}]	[c ^h ok ^{he}]
5	[g ^h umne]	[g ^h urte]
6	[saal]	[bɔc ^h or]
7	[bat]	[kɔt ^h a]
8	[paŋk ^h a]	[pak ^h a]

9	[calie]	[calie]
10	[acc ^h a]	[b ^h alo]
11	[nəya]	[notun]
12	[hoga]	[hobe]
13	[bari]	[briʃti]
14	[kɔt ^h a korbe]	[kɔt ^h a bolbe]
15	[rupia]	[taka]
16	[rɔʃan]	[uʃɔ]

Table 1

This may be because of the application of prior knowledge or the influence of mother tongue. The initial stage of L2 includes knowledge of L1. The knowledge of L1 has been imposed on L2 leading to the errors committed by the native speakers of Hindi. Such instances are known as CODE MIXING. There is also application of what has been acquired as part of general cognitive development, as well as of all prior social experience.

This might also be due to the problem of lexicon which is not well developed in the native speakers of Hindi because they are not well versed with the language.

There is nevertheless what we call a monolingual mentality. Any departure from strict monolingualism is often seen as unnatural.

II. Bengali words preferred by the native speakers of Hindi

From the data sheet, 200 Bengali words that have been collected from 20 informants. These words belongs to the different grammatical categories like Nouns (N), Pronoun (Pro) so on and some specific categories like Kinship terms (K) , Sweets (S) and Food (F).

It has been observed during the study that there has been the maximum use of Nouns (50.5%) ,then the category that is retained by them are the Kinship terms(16%). One of the informants also commented that pronouncing proper noun especially Bengali names are a problematic zone.

Hence the words they like, it is probable that they use those words in the construction of sentences. The following chart also illustrates their strength in the uses of Nouns. They have also a lot of words related to sweets which clearly state that there is a correspondence between the Bengali culture and sweets.

The words like [rɔʃogolla], [baba], [ma], [misti], [biral], [kukur], [dada], [ʃɔ] have been used a no of times by the informants.

The informants informed in writing the most preferred words used in daily life. When represented in the questionnaire they wrote the same words in different ways. In the table lexical items have been listed considering the standard spelling.

The category of Bengali words preferred by the NSH with their percentage has been summarized in the charts which are given below:

	Category of Words	Number of times used
1	Noun (N)	83
2	Pronoun (Pro)	13
3	Adjective (Adj)	18
4	Adverb (Adv)	02
5	Verb (V)	14
6	Determiner (D)	01
7	Sweet (S)	19
8	Kinship term (K)	32
9	Food (F)	18

Table 2

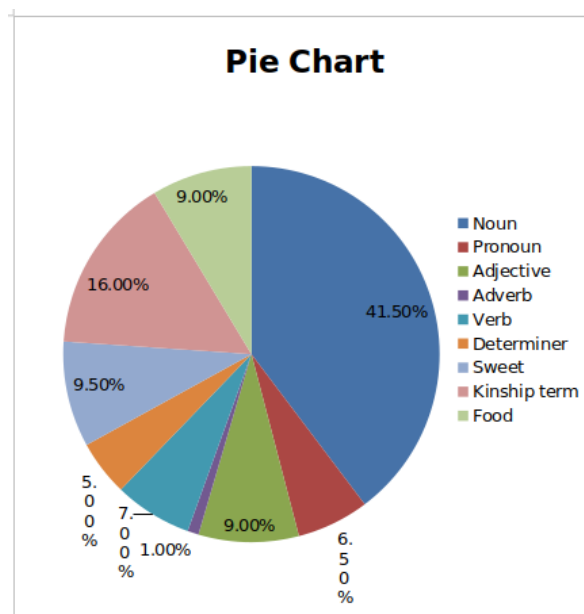


Figure 1: Category of Bengali words liked by the native speakers of Hindi in Pie chart

III. Bengali sounds that the informants found difficult to produce.

The study also attempts to identify the Bengali sounds that are difficult to produce by the NSH and failure to produce a sound will also result in a pronunciation which will not be considered a native like pronunciation.

SUMMING OF THE DIFFICULT SOUND PRODUCED BY THE 20 INFORMANTS			
	Bengali speaker	Hindi speaker	Phonological Changes
1	[manobi]	[manvi]	'o' dropped , b→v
2	[rɔʃogolla]	[rəsgulla]	'o' dropped , ʃ→s
3	[kɔm]	[kə̃m]	ɔ→ə̃
4	[ʃagnik]	[sagnik]	ʃ→s
5	[ɔɳjoli]	[ə̃ɳjli]	ɔ→ə̃
6	[onuʃka]	[ə̃nuʃka]	ɔ→ə̃
7	[pãpor]	[pappə̃r]	ɔ→ə̃
8	[abiʃkar]	[aviʃkar]	b→v
9	[puʃo]	[puja]	ɔ→ə̃
10	[ʃogita]	[jogita]	ʃ→j
11	[ʃogajog]	[jogajog]	ʃ→j
12	[ʃɔnmo]	[ʃanam]	'o' dropped
13	[ʃɔmuddro]	[samudra]	ɔ→ə̃
14	[ʃeba]	[seva]	b→v
15	[ʃamoggiri]	[samagri]	ɔ→ə̃
16	[ʃɔmmelon]	[sə̃mmelə̃n]	ɔ→ə̃
17	[ɔnek]	[ə̃nek]	ɔ→ə̃
18	[ʃonʃar]	[sə̃nsar]	o→ə̃
19	[oŋkita]	[ə̃nkita]	ɔ→ə̃
20	[binɔy]	[vinə̃y]	b→v
21	[onurod ^h]	[ə̃nurod ^h]	o→ə̃
22	[ɔd ^h ɔrmɔ]	[ə̃d ^h ə̃rm]	'o' dropped
23	[odd ^h apɔk]	[ə̃d ^h yãpə̃k]	ɔ→ə̃
24	[raʃʃo]	[raʃʃə̃]	J dropped and in place of j,y added

25	[onuʃʃri]	[ənuʃri]	ɔ→ə
26	[anarɔʃ]	[anarəs]	ɔ→ə, ʃ→s
27	[piʃuʃ]	[pijuʃ]	ʃ→j
28	[hotta]	[hətya]	ɔ→ə
29	[ʃotto]	[sətyə]	ɔ→ə
30	[ʃɔmman]	[sənman]	ɔ→ə
31	[labonno]	[labənya]	ɔ→ə
32	[ʃrobon]	[srəban]	ɔ→ə
33	[ɔrko]	[ərəkə]	ɔ→ə
34	[ʃoga]	[joga]	j→y
35	[ottacar]	[əttacar]	ɔ→ə
36	[nobin]	[nəvin]	ɔ→ə
37	[ɔʃogɔr]	[əʃgər]	'o' dropped
38	[rɔtʰ]	[ratʰ]	ɔ→ə
39	[ʃinʃho]	[sinʃh]	'o' dropped
40	[ʃekʰɔr]	[ʃekʰər]	ɔ→ə
41	[ʃɔgot]	[jəgət]	ɔ→ə
42	[nɔbo-bɔrʃo]	[nəbə-bərʃ]	'o' dropped
43	[ʃoti]	[joti]	Addition of y

Table 3

The summary of the difficult Bengali sound produced by the NSH

Sl.no	Phonological change	No of times	% of changes
1	'o' dropped	7	14.89%
2	b→v	3	6.38%
3	ʃ→s	5	10.64%
4	ɔ→ə	26	55.31%
5	ʃ→j	3	6.38%
6	Addition of j	1	2.12%

Table 4

The Bengali sounds that are particularly difficult to produce for the native speaker of Hindi are the 'o' sound, the 'b' sound, the ʃ sound and also the 'j' sounds. The failure to do so results in a variation which creates a different type of Bengali which is different from the Bengali spoken by the native speakers of Bengali. Hence special care must be taken when the sounds are taught to the native speakers of Bengali.

The above phonological representation show that the words, which have the articulatory problems to a NSH are Tatsam, i.e. directly borrowed from Sanskrit except one or two words like [rɔʃogolla], [anaroʃ]. Bengali speakers develop certain practices to produces the Sanskrit sounds differently from NSH, who follow the inherited vowel as 'a' open vowel . To Bengali speakers this is closed. The imposition of L1, which is historically closed to the OIA/Sanskrit, is clearly visible on Bengali 'ɔ'. This 'O' was open in Sanskrit also. Hindi speaker probably retains the Sanskrit tendency till the date. One aspect of sound pattern of Bengali depends on this inherited vowel.

Some other data along with its analysis that highlights the problems faced by the NSH when they speak in Bengali.

- When did you start learning the Bengali language?

Sl no.	Starting Time	%
1	Junior	0%
2	Class-vi-viii	100%
3	Class-ix-x	0%
4	Class-xi-xii	0%
5	Graduate	0%
6	Post graduate	0%

- Do you speak Bengali at home?

Yes: 5%

No: 95%

- Is there anyone at your home who speaks Bengali?

Yes: 5%

No: 95%

- Are you able to read the posters that are written in Bengali?

Yes: 40%

No: 60%

- Are you able to read the Bengali newspapers?

Yes: 20%

No: 80%

- Are you motivated to study Bengali?

Yes: 10%

No: 90%

- Do you feel relaxed in your Bengali class?

Yes: 40%

No: 60%

- Is there anybody who corrects your mistakes?

Yes: 0%

No: 100%

6.0 Analysis of the above mentioned data

Among parents, fathers are much more fluent than mothers. As expected, at home domain Bengali is practically not used. In school, children use it in the Bengali class due to the academic pressure imposed on them (90%) of them. Very few use Bengali when they interact with their friends who are native speakers of Bengali. But it has been found that most of them interact with their Bengali friends also in Hindi or English.

They also did not have an interest in learning the language even though their stay in Kolkata is not less than 10 years. All of them started learning the Bengali language when it was introduced in school (class vi-viii) as a compulsory subject. It was more like an academic pressure upon him. Had it been that they were properly motivated, this would not have been the scenario. Motivation is so very important. It produces effective second language communicators by planting in the learners the seed of self confidence.

Not many enjoy Bengali cultural events. Though Bengali films and Bengali songs score slightly higher. Most of them cannot read or write Bengali very well. Most (90% strongly agree) that being able to speak in Bengali is an advantage in Kolkata but they prefer to speak in English or Hindi in comparison to Bengali.

Some strongly feel that having a good knowledge of Hindi would mean that they can do without Bengali in Kolkata. A very few percentage disagree that Bengali is unavoidable in Kolkata.

There is nobody who corrects the mistakes committed when they speak in Bengali. It may be due to the casual approach towards the language. At home they also do not know the language very efficiently; hence the mistakes are not corrected. And when they speak with their Bengali friends then also the mistakes are hardly corrected. They try to understand the variety of Bengali so that the communication can take place in the best way possible. The Bengali speakers are also (more or less) able to speak in Hindi due to the influence of media, etc, hence it does not give enough opportunities to the NSH to speak in Bengali.

A very high percentage of informants agree that the ability to speak in more than one language is great which reflect a great appreciation towards multilingualism.

Bengali is not used extensively in restaurants or in conversations with teachers or professors in schools and colleges and this may be a pointer to the lack of prestige attached to the language. But it is used to a considerable extent in conversation with colleague therefore it is still, no doubt a major language used for communication purpose.

Thus motivation and a regular habit are vital in language learning. Self confidence, experiencing success and satisfaction and good teacher-learner relationships as well as relationship between learners play essential roles in developing language learners' motivation.

7.0 Conclusion and possible solutions

The analysis and interpretation have made it clear that the NSH encounters phonetic, phonological, morphological, syntactic, semantic and pragmatic problems due to two fundamental causes. This is due to the differences and overlapping between the mother tongue and the target language Bengali and the other from the teaching process basically constituted of the syllabus, the teacher, the teaching method, material, equipment, testing, etc.

The teaching process has to take into account of what linguistic items the learner needs to learn when and why, how he/she can easily learn what he/she wants to learn, and how he/she can be used to using what he/she has learned in his/her real life situations. It is inevitable that the syllabus has to contain the linguistic items the learner lacks. Besides the sequence of the syllabus should be such in which he/she will best learn in order to use them correctly, appropriately and spontaneously in his/her real life communication.

It is important that the items which pose serious problems to the learner should be given more emphasis and sufficient treatment in the syllabus. The learner him/herself cannot automatically take the responsibility of the learning task. The teacher is then the right person to equip the learner with the capability of taking the responsibility of his/her own learning. And to do that, the teacher has to have adequate qualification coupled with proper and perfect training. More specifically, the teacher has to have a thorough knowledge of the linguistic elements and a solid command of all the skills of the Bengali language, on the one hand, and adequate expertise in and experience of contrastive

analysis. Therefore, the teacher has to be appropriately and adequately trained in psycholinguistics, sociolinguistics, pedagogy and the Bengali language in order to meet what the individual learner demands in the classroom. 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, and so on. The learner should be taught in the manner in which he/she best learns what he/she has to learn. Hence is the importance of choosing and employing the right teaching method encompassing relevant materials, proper teaching techniques and exciting classroom activities. Having come to the realization that each learner has his/her own style, personality, needs, and so forth, it follows that a single teaching method might not be appropriate and adequate for all the learners in the classroom. As a consequence, the recent tendency has been towards eclecticism, choosing materials, techniques and classroom activities from various sources

To conduct controlled practice in teaching the linguistic elements, such as phonemes, word formation, sentence construction, etc, activities can be organized rule wise and implemented in a process possessing different stages. For example, to teach some particular phonemes, first of all, we have to exhibit the phonemes and explain how they are articulated by which speech organs.

Afterwards, interesting and appropriate drills can be exploited for helping the learner take sufficient practice. However, as controlled practice having mechanical drills may sometimes be boring and as this type of practice cannot ensure the learner's communicative ability, we should involve the learner in some meaningful, purposive and communicative activities, such as role-play, pair work, group work, etc to make learning interesting and motivating.

The testing instrument has to be constructed and employed in such a way that the learner will neither lose motivation nor suffer any phobia, and the purpose will be served satisfactorily.

Thus language learning is a complex activity. Its success is largely dependent on the method, material and the motivation of the learner.

Contrastive analysis is assumed to be effective to improve language teaching by predicting learner's errors. If the teacher has a thorough knowledge of the learner's mother tongue, he/she may then explain the similarities and differences of the patterns introduced with reference to the learner's mother tongue.

The learner should be encouraged to mimic the teacher's pronunciation, intonation and natural speed.

Last of all the success of any educational achievement is not solely dependent on the teaching method; it is also dependent on the personal qualities and attitude of the learner towards the target language.

8.0 References

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9.0 Appendices

9.1 Questionnaire: Problems of NSH in learning Bengali as second language

DATA COLLECTED FROM:

INFORMAL WRITTEN INTERVIEW

Name: _____

Your native language: _____

Class: _____

School: _____

Number of years you have been staying in West Bengal: _____

XII) Write ten points that you have faced at the time of learning the Bengali language?

- When did you start learning the Bangla language?
- Who taught you Bangla? Was he /she native speaker of Bangla/Hindi or any other language? (2nd/3rd language)
- Do you have any friends with whom you interact in Bengali? Are they native speakers of Bengali?
- Do you speak Bengali at home? Is there anyone at your home who speaks Bengali?
- When do you generally use Bengali?
- What was the need of learning this particular language?
- Do you watch Bengali serials, movies & listen to Bengali songs?
- Do you listen to any of the Bengali news channel?
- Do you feel that learning this language will help you in any way?
- Are you able to read the posters that are written in Bengali?
- Have you read any Bengali story? What is that Story?
- Are you able to read the Bengali newspapers?
- What attracts you the most in the Bengali language or culture?
- What are the 10 Bengali words that you like?
- Which activities do you like the best in Bengali?

(Debate / Presentation / Speech / Essay / Speaking / Group discussion / Listening to a lecture / No comment)

- Are you motivated to study Bengali? (Yes/No)
- Do you like your Bengali classmates? (Yes/No)
- Do you like the instructor? (Yes/No)
- Do you feel relaxed in your Bengali class?(Yes/No)
- Do you like Bengali class contents? (Yes/No)
- What are the sounds that you find difficult for articulation in the Bengali language? (Write 10 words with this sound)
- What are the most difficult words that you find in Bangla? (Write 10 of them.)
- What are the mistakes that you basically do in constructing a sentence?
- What is the knowledge of Hindi that helps you to learn Bengali?
- What is the knowledge of Hindi that makes you commit errors in Bengali?
- Is there anybody who corrects your mistakes? What are those?
- Do you listen to Bengali music or do poetry recitation?
- What are the words you have learnt from serials/advertisement /market.
- What are the different areas of Bengali language in respect to your Hindi known?
- How do you mix Hindi and Bengali? (At least 10 sentences.)
- Which activities do you like the best in Bengali?
 (Debate / Presentation / Speech / Essay / Speaking / Group discussion / Listening to a lecture/Play)

9.2 Additional data

Usage of the Bengali words along with the percentage by the NSH

POS Category	Sl.no.	Words	No of times used	% of usage
Noun	1	[kuri]	1	0.5
Noun	2	[biral]	3	1.5
Noun	3	[k ^h ata]	2	1
Noun	4	[kukur]	8	4
Noun	5	[t ^h akur]	2	1
Noun	6	[mɔmota]	1	0.5
Noun	7	[mondir]	1	0.5
Noun	8	[bagan]	1	0.5
Noun	9	[moyur]	2	1
Noun	10	[kokil]	1	0.5
Noun	11	[boi]	7	3.5

Noun	12	[bag ^h]	4	2
Noun	13	[rattiri]	1	0.5
Noun	14	[bari]	2	1
Noun	15	[cul]	1	0.5
Noun	16	[trinɔ]	1	0.5
Noun	17	[abriti]	2	1
Noun	18	[kriʃno]	1	0.5
Noun	19	[d ^h ak]	1	0.5
Noun	20	[ʃona]	2	1
Noun	21	[bayu]	1	0.5
Noun	22	[ʃurjo]	1	0.5
Noun	23	[biddalɔy]	1	0.5
Noun	24	[maʈi]	1	0.5
Noun	25	[ʈama]	1	0.5
Noun	26	[brifʈi]	1	0.5
Noun	27	[pak ^h i]	1	0.5
Noun	28	[beral-c ^h ana]	1	0.5
Noun	29	[din]	1	0.5
Noun	30	[cɔʃma]	1	0.5
Noun	31	[cador]	1	0.5
Noun	32	[c ^h agol]	1	0.5
Noun	33	[raʃta]	1	0.5
Noun	34	[hati]	1	0.5
Noun	35	[piʈuʃ]	1	0.5
Noun	36	[ãka]	1	0.5
Noun	37	[ciruni]	1	0.5
Noun	38	[mac ^h]	1	0.5
Noun	39	[karbar]	1	0.5
Noun	40	[nac]	1	0.5

Noun	41	[kak]	1	0.5
Noun	42	[oʃud ^h]	1	0.5
Noun	43	[gɔlpo]	2	1
Noun	44	[kobita]	2	1
Noun	45	[puʃo]	1	0.5
Noun	46	[ʃap]	1	0.5
Noun	47	[bɔrʃa]	1	0.5
Noun	48	[t ^h akur-bari]	1	0.5
Noun	49	[ʃɔrkar]	1	0.5
Noun	50	[bosu]	1	0.5
Noun	51	[mæla]	1	0.5
Noun	52	[p ^h ul]	1	0.5
Noun	53	[ʃoŋʃar]	1	0.5
Noun	54	[bikaʃ]	1	0.5
Noun	55	[mitali]	1	0.5
Pronoun	1	[amra]	1	0.5
Pronoun	2	[ami]	4	2
Pronoun	3	[tomar]	1	0.5
Pronoun	4	[amar]	1	0.5
Pronoun	5	[take]	1	0.5
Pronoun	6	[amra]	1	0.5
Pronoun	7	[tomra]	1	0.5
Pronoun	8	[apnara]	1	0.5
Pronoun	9	[tumi]	1	0.5
Pronoun	10	[apni]	1	0.5
Adverb	1	[taratari]	1	0.5
Verb	1	[k ^h oti]	1	0.5
Verb	2	[ac ^h e]	1	0.5
Verb	3	[k ^h abo]	1	0.5

Verb	4	[ac ^h i]	1	0.5
Verb	5	[korec ^h o]	1	0.5
Verb	6	[gælo]	1	0.5
Verb	7	[eʃo]	1	0.5
Verb	8	[korbo]	1	0.5
Verb	9	[ʃitbo]	1	0.5
Verb	10	[boʃun]	1	0.5
Verb	11	[korc ^h i]	1	0.5
Verb	12	[parbo]	1	0.5
Verb	13	[boʃbo]	1	0.5
Verb	14	[ʃabi]	1	0.5
Determiner	1	[ek ^h ane]	1	0.5
Adjective	1	[k ^h ub]	1	0.5
Adjective	2	[b ^h alo]	6	3
Adjective	3	[t ^h andə]	1	0.5
Adjective	4	[ʃobuʃ]	1	0.5
Adjective	5	[b ^h alobafi]	1	0.5
Adjective	6	[ʃundor]	2	1
Adjective	7	[priyo]	2	1
Adjective	8	[munɖu]	1	0.5
Adjective	9	[lokk ^h i c ^h ara]	1	0.5
Adjective	10	[ʃub ^h o]	1	0.5
Adjective	11	[ɔnek]	1	0.5

Kinship term

Sl.no.	KINSHIP TERM	No of times used	% of usage
1	[bon]	1	0.5
2	[meye]	3	1.5
3	[dada]	5	2.5
4	[baba]	7	3.5

5	[tʰakurda]	2	1
6	[kakima]	2	1
7	[tʰakuma]	3	1.5
8	[ma]	3	1.5
9	[cʰele]	3	1.5
10	[bɔndʰu]	1	0.5
11	[mago]	1	0.5
12	[kaku]	1	0.5

Sweet

Sl.no.	SWEET	No of times used	% of usage
1	[mɪʃtɪ]	9	4.5
2	[payeʃ]	1	0.5
3	[ʃɔndeʃ]	1	0.5
4	[rɔʃogolla]	3	1.5
5	[rɔʃmalai]	1	0.5
6	[ʃilapi]	1	0.5

Food

Sl.no.	FOOD	No of times used	% of usage
1	[am]	3	1.5
2	[anar]	2	1
3	[ʃɔl]	5	2.5
4	[ranna]	1	0.5
5	[luci]	1	0.5
6	[ʃiɲara]	1	0.5
7	[bʰat]	1	0.5
8	[macʰ]	1	0.5
9	[tɔrkari]	1	0.5
10	[pʰɔl]	1	0.5
11	[dʌlpuri]	1	0.5

Details of the informants

All the 20 informants are the native speakers of Hindi, 19 of them are students studying in an English medium school, and one of the informants has completed her graduation. Age, sex,, education and occupation of the informants are given in the table below.

Occupation	Student	19
	Employed	01
Age	10-15	07
	15-20	12
	Greater than 20	01
Sex	Male	09
	Female	11
Education	Class- VI-VIII	07
	Class- IX-X	06
	Class- XI-XII	06
	Graduate	01

Table 5