



(REVIEW ARTICLE)



Present simple forms in the written work of Bangladeshi EFL learners

Muhammad Afsar Kayum ^{1,*} and Farhana Ahamed ²

¹ Department of English, Manarat International University, Dhaka, Bangladesh.

² Manarat Dhaka International School and College (MDIC), Dhaka, Bangladesh.

International Journal of Science and Research Archive, 2024, 13(01), 3081–3090

Publication history: Received on 13 September 2024; revised on 20 October 2024; accepted on 23 October 2024

Article DOI: <https://doi.org/10.30574/ijrsra.2024.13.1.2028>

Abstract

This paper presents an investigation on plausible causes of similarities and differences of present simple tense features in the written work of Bangladeshi EFL learners. It endeavours to compare between British Standard English (BSE) present simple tense features found in different standard sources and the same used by the Bangladeshi EFL learners. In doing so, content analysis is employed on written compositions of a specific topic and these are collected from 30 postgraduate advance level Bangladeshi EFL learners with a special focus on the use of present simple form. Atlas.ti software is used to analyse the collected data. It is found that the features of present simple tense are the mostly used form and also a complex part of the learner's written work. The study has found that one of the major causes of similarities and dissimilarities between the two standards are the cross-linguistic influence (CLI). This influence may be a 'positive transfer' that refers to the facilitating effects of one language in acquiring another; or a 'negative transfer' i.e. the divergences due to some differences between the target language and the native one of the learners (Odlin, 2013). For the similar features between the Bangladeshi native language, *Bengali* (L1) and English present tense, the learners can easily adopt the features; contrarily, they make occasional mistakes in writing or do not use in the cases of dissimilar features. Thus, based on current CLI and second language acquisition (SLA) theories, the study has hopefully contributed to the theoretical development of cross-linguistic study in written English in Bangladesh.

Keywords: Cross-linguistic Influence (CLI); Second language Acquisition (SLA); EFL context; L1 Interference; Present Simple Tense

1. Introduction

Cross-linguistic influence (CLI) is quite synonymous with the terms 'language transfer' and 'interference' which all suggest the influence of one language upon another, or more specifically, the influence of a native language on the process of second or foreign language acquisition. If we trace back the geo-political history of Bangladesh, the English language has been used in this country since early middle ages (Das, 2009). After a long British colonial liaison, Bangladesh obtained independence in 1971 and it started its education policy following the British Standard English (Rumnaz, 2005) although the native language, Bengali, remains as the main official language in the constitution of Bangladesh. There is a widespread use of the mother tongue in official and unofficial conversation throughout the country. Therefore, the EFL learners of Bangladesh have also been practicing the pattern of learning English through using the native language features as its base. It is seen that this pattern of EFL learning is sometimes difficult and at some other times, convenient. So, the study explores the insights into the transfer issues and the first language – second language relationship (L1 and L2) in the written English acquisition of Bangladeshi learners through one of the temporal features, the characteristics of present simple forms. Hence, the present study is an exploratory one whose main purpose is to identify and interpret the kind of cross-linguistic influence in Bangladeshi university's EFL learners' written work. It attempts to add to the debate of the elements that encourage or hinder CLI. It has investigated how CLI

* Corresponding author: Muhammad Afsar Kayum

manifests itself in one of the syntactic levels of Bangladeshi EFL learners' written work or, more specifically, the cross linguistic influence on the employment of present simple tense elements in Bangladeshi EFL students' written work.

1.1. Statement of the problem, research question & research objective

In Bangladesh's EFL environment, English language skill is considered as the most essential skill in comparison to any other sort of macro skill. However, the dominant influence of the mother tongue (L1), Bengali in acquiring the learners' English language skill cannot be ignored. It is often seen that the EFL learners find it convenient in acquiring some features and face difficulties in some other features (Fathema, 2015). The current study deals with the Bangladeshi EFL learners' difficulties and convenience in acquiring the features of a particular temporal form - the present simple form of English. Therefore, an in-depth analysis has been done on the collected data to investigate the similarities and differences between Bangladeshi and English present simple tense features as to determine whether only the native language interference or any other interference is there in Bangladeshi EFL learners' use of English present simple form. The present study particularly looks for the question: "What are the features of present simple tense form used by Bangladeshi EFL learners in their written work? How are these features similar to or different from that in British Standard English?" In this connection, the study also investigates whether this native language (L1) interference is supportive or obstructive.

2. Literature review

In this section, the study reviews the Cross-Linguistic Influence (CLI) in language acquisition. The Cross-Linguistic Influence (CLI) in SLA is employed as the theoretical framework of the study. This is followed by a concise look at the grammatical features of the present simple form in the written British Standard English (BSE) and written English of Bangladeshi learners. The study shows the features of present simple form as well as explains the causes of similarities and differences between the two present simple tense varieties.

2.1. Cross-linguistic Influence (CLI)

The cross-linguistic Influence (CLI) refers to the influence of one language upon another, most typically in cases of second language acquisition (SLA) (Odlin, 2013). In the middle of the 20th century, the contrastive analysis hypothesis (CAH) was the popular way of analysing L1 interference on L2 (Lado, 1957). According to Lado's assertions, (1957) CAH, when the two languages, the native and the foreign are similar, language learning can be more successful. However, the theory of CAH was rejected and a move towards CLI can be noticed in the last few decades because the earlier theory of CAH overgeneralized language acquisition challenges which can be predicted readily based on structural variations between the first and second languages. The second language acquisition (SLA) theories, therefore, faced serious challenges by the 1970s' based on the claims made by Lado and Fries on the predictive power of contrastive analysis (Odlin, 1989). CLI is generally used as an umbrella term covering instances of transfer, such as native language transfer, interlanguage transfer, or even reverse transfer (Hangson & Jing, 2015). Previous definitions unanimously believed that transfer is the "use" (Gass & Selinker, 1983, p. 372) or "influence" (Smith, 1994, p. 148; Odlin, 1989, p. 27) of the native language or any other language(s) previously learned on the target language, including performance, acquisition or development (Hangson & Jing, 2015). However, a close look at the previous theories in SLA studies refer to this 'language transfer' as a much more diversified phenomenon than was originally expected in early studies of contrastive analysis where mainly the negative influence of L1 on L2 formed the dominant object of investigation (Hangson & Jing, 2015). Among the other cross-linguistic Influence (CLI) studies, many of them focus on L1 and L2 interference on the acquisition of L3: such as- Riestenberg (2015) on native speakers of English in learning Latin (L3) with the help of Arabic (L2); Lan and Isaac (2016) on acquiring Japanese (L3) in Hongkong with the cross linguistic influence of English (L2). In fact, the role of the background language (L1) or languages (L1 & L2), especially, in the areas of vocabulary and syntax, are quite obvious in L3 acquisition (Falk & Bardel, 2010). However, the cross-linguistic Influence (CLI) can also be dominantly noticed in the users' syntactic variations of the same language in two different regions. In this study CLI refers to the study of documents and communication artifacts, which might be texts of various formats, pictures, audio or video. Social scientists use content analysis to examine patterns in communication in a replicable and systematic manner.

In the EFL perspective of Bangladesh, there are quite a good number of studies on the interference of the mother tongue (L1) in the acquisition of spoken English; for example- Islam (2004), and Islam and Akter (2016) on L1 interference in speaking English acquisition, Hoque (2012) on sound patterns, Moniruzzaman (2004, 2008) on EFL pronunciation, Rahman (2013) on the problems of pronunciation and so on. However, the research studies, like Moniruzzaman (2015) and Arifuzzaman (2015), on the native language interference in the acquisition of English written grammatical patterns are very rare. Hence, the present study intends to fill that gap in the literature. It has been guided by the research question- "What are the features of present tense forms used by Bangladeshi EFL learners in their written work?"

3. Method of the study

Content analysis has been used in this study. Content analysis refers to the study of documents and communication artifacts, which might be texts of various formats, pictures, audio or video. Social scientists use content analysis to examine patterns in communication in a replicable and systematic manner. In the present study, the collected data is the written essay. Data has been collected through purposive sampling from 30 Bangladeshi EFL learners. The sample comprises of the advanced level of learners studying M.A in English in different private and public universities in Dhaka city. They obtained 3.5 or above out of 4.00 scale in their Honors level. 5 participants from each of the 6 universities wrote an essay within 40 minutes time in the form of an essay competition. The same topic, ‘What are the techniques that can be used to improve one’s English language skills?’ has been given to all 30 learners. The purpose was to collect authentic data from the advanced users of English in the EFL context of Bangladesh. The reason why the study did not include the elementary and intermediate level of learners was because their writings are sometimes erroneous and inconsistent which fail to show the standard and original features of Bangladeshi English present form features.

Data samples have been collected only from the Bangladeshi participants to investigate this cross-linguistic research because the standard British temporal system is quite well-established and can be explored through different books and journals. Qualitative Content Analysis (QCA) method for data analysis has been applied in this study to reach to its findings. Due to the nature of the objectives of the content analysis and due to its’ speciality as a qualitative data analysis software, Atlas.ti has been used.

4. Results and discussion

The analysed data has been categorised into three sections and they are:

- Both British and Bangladeshi English present simple tense features
- Present simple tense features using modals
- Distinctive Bangladeshi features of present simple.

Among all the temporal forms, the present simple form is the most frequently used form in both British Standard and in Standard Bangladeshi English. It is generally observed that the Bangladeshi learners try to adopt the British Standard English features. However, due to some reasons, deviations from these traditional British grammatical rules are obvious. Some of the features are distinctly the Bangladeshi features as these are never practiced by the British. The following sections present the results of each category. The findings are also discussed.

4.1. Both British and Bangladeshi present simple tense features

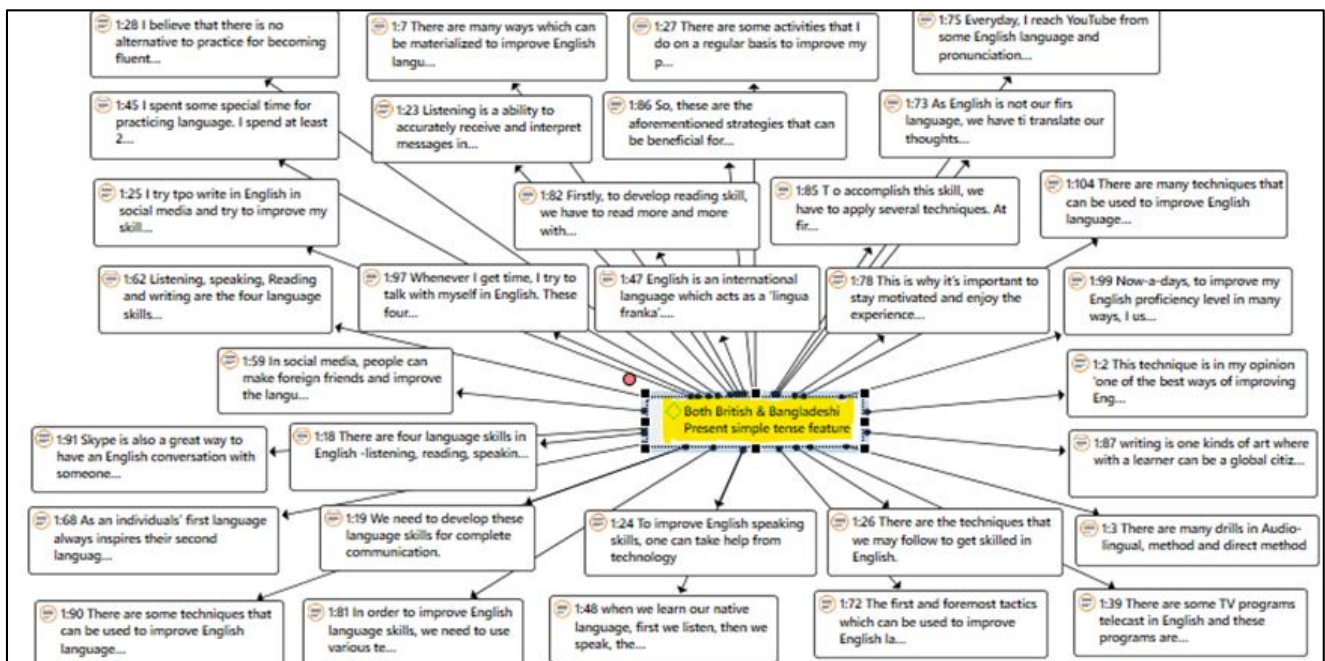


Figure 1 Sentences indicating both British and Bangladeshi present simple form features

In both Bangladeshi and British Standard English, the following sentences shown in the diagram are marked as suggesting the similar features:

In using present simple, the general structure, 'subject + verb +object' is quite common. For example, 'I try to write everything in English in social media and try to improve my skill (1.25)'. From analysing the samples, the following similar structures/patterns can be found:

- In present simple form, the use of the expressions following the pattern, 'subject+ be verb + noun/adjective' has been a common practice in both BSE and in Bangladeshi English. For examples quoted from the sample data reflects this feature: [1] This technique is, in my opinion, one of the best ways of improving English language skills (1:2); [2] Skype is a great way to have an English conversation with someone (1.91). Usually the British users use this structure with maximum accuracy in their written work. The Bangladeshi advanced users, as seen in the samples, hardly make any mistake in using this although there is no pattern of auxiliary verbs as finite verbs in the native language, Bengali. The influence of the native language seems very low in the advanced users. They practice the language extensively for a long time and this might be the reason of this that they can produce the correct sentences in this structure as in BSE.
- Another very common structure that the Bangladeshi advanced users frequently use with maximum accuracy is the above one where subject is followed by have /has as finite verb and a noun at the end. In both BSE and in Bangladeshi English, as seen in the sample data that the expression following the pattern, 'subject+ have/has +noun' is quite frequent. For example,-[3] 'I have a car; [4] She has a lot of money'. However, unlike the British native users, the Bangladeshi users sometimes make mistakes in subject-verb agreement (Kayum, 2011). For example- 'There are many people in the field who has the similar problem. (Kayum, 2011)'. Even it happens that knowing the proper syntactic rules of subject -verb agreement, they make mistakes in using has/ have being sub-conscious or unconscious. L1 influence is prevalent in this structure as in the native language, such 'have / has' forms are not available.
- The feature of using the structure, 'subject+ modal + bare infinitive' is also quite common in both British and Bangladeshi standard English. The subject and the modal auxiliary are followed by an infinitive without 'to'. Like the BSE users, the Bangladeshi EFL learners are seen as a frequent user of this structure in their writings.
- From the samples, the structure, 'there + be verb+ noun/adjective' is frequently found. It seems that the Bangladeshi EFL learners have a natural tendency to use this structure in expressing present simple form. For example, there are some activities I do to improve my proficiencies (1.27) / There are four language skills in English (1.18). In Bengali language as well, such structure is available as '*Shadaron Bortoman*'. The EFL Bangladeshi learners, therefore, find it quite comfortable in using this structure without so much hassle.
- Another structure which starts with 'it' as subject, followed by an auxiliary verb (am / is/ are) and a noun / adjective, (It+ be verb + noun/adjective) can be found in the sampled data. For Example- 'It is very cold today'. Both the British and the Bangladeshi EFL learners use the format although the Bangladeshi learners sometimes use another clause with a different form unlike the British standard English form (Fig.-1). From the analysis of the samples it is seen that most of the Bangladeshi EFL advanced learners use this structure correctly without so much difficulties. This structure is somewhat different from the mother tongue of Bangladeshi learners. If they go for translating everything following the Bengali form, it becomes a statement without verb/ auxiliaries. So, in using this structure, the learners are conscious about the British Standard English temporal pattern overcoming the influence of the native language (L1).
- For the beginners upto the advanced users both in BSE and in Bangladeshi English, this structure, 'subject + verb + object' is the first and the foremost one. For Example- I spent some special time in practicing English (1.45).The Bangladeshi EFL learners start learning the sentence structures or the temporal patters with this structure. While using this structure, it is often seen that the Bangladeshi EFL learners sometimes forget to use 's' or 'es' after the verb in 3rd person and singular number (Kayum, 2011), which is a quite common norm of present simple both in Bengali and in English. The major reason can be mentioned as the missing inflection markers in their mother tongue (L1). In Bengali language, the verb remains as the root verb both in singular and in plural subject. There is no tradition of any change of present form verb in Bengali language due to the different subjects. So, the readers who are habituated in translating or on whom the influence of native language (L1) is higher, there is every possibility for them to commit mistakes in these cases (Islam and Aktar, 2016). Such difficulties in acquiring the exact rule of using this structure are quite absent in the writings of Bangladeshi EFL advanced learners.

4.2. Present simple tense features using modals

Using modal auxiliaries is one of the common features in both British Standard English and in the standard Bangladeshi English. However, the usage differs between the two standards. The modals are usually used in the present simple form. Many expressions are found in the samples where the participants use present simple form with the modals.

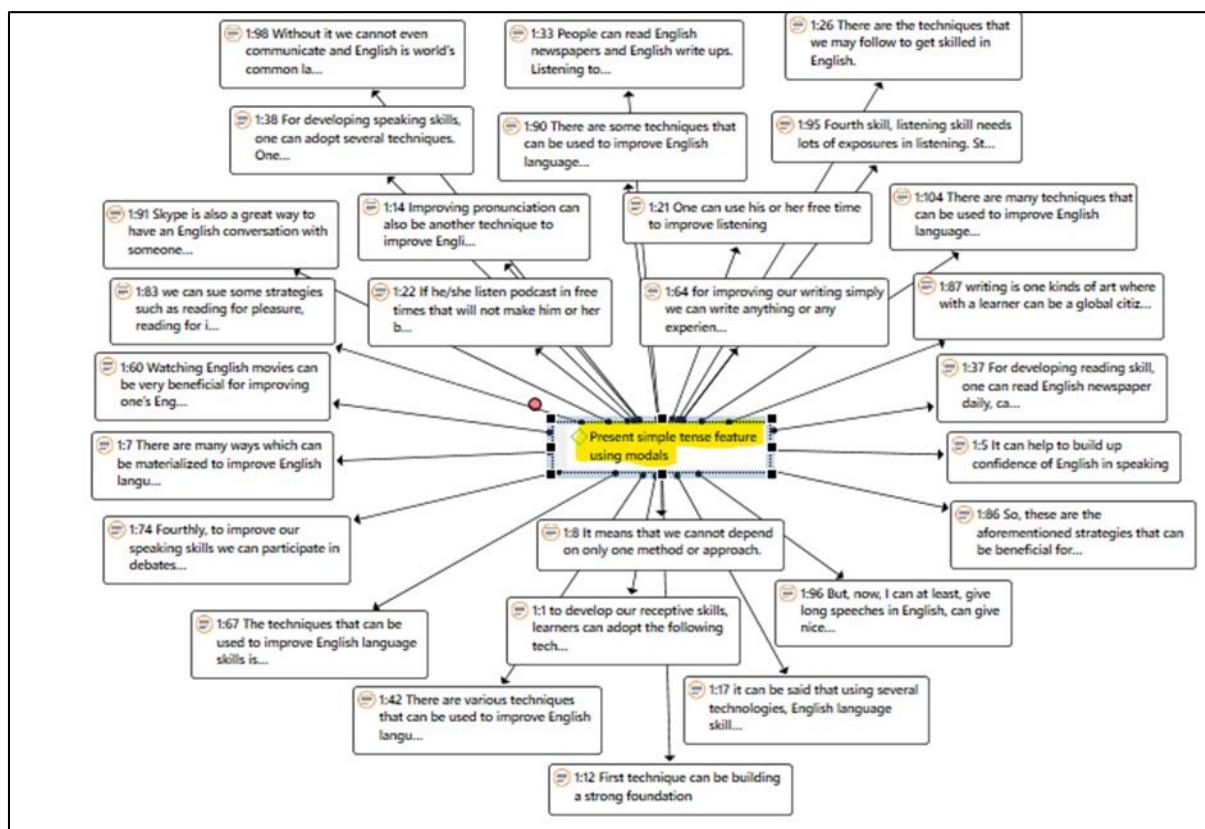


Figure 2 Present simple tense feature using modals

4.3. Distinctive Bangladeshi present simple tense features

An analysis of the samples reflects that there are certain distinctive features frequently found in the writings of the Bangladeshi EFL learners which are the various types of deviations from the British standard patterns. The following diagram, followed by a detail discussion, shows such features.

In British Standard English (BSE), the same tense has been used in two or more clauses in a complete sentence. When multiple activities occur at the same moment, the tenses of verbs in a sentence must be consistent. We can – and probably should – employ various tenses in the same sentence when dealing with acts that occur at different times in time. For example, “I have heard that Mona left Manchester this morning, and has already arrived in London, where she will be for the next three weeks” (<https://www.veritasprep.com/blog/2017/08/multiple-tenses-gmat-sentence/>).

In this sentence, the action occurs at different points in time and so, the sentence is correct. However, if anyone writes, ‘During the match, my Dad stood and waves at me’ is a wrong expression. The consistencies of the verbs are not maintained. The uncertainty over employing various verb tenses in a single sentence is most likely due to our understanding of the importance of maintaining verb tense consistency. but, it is obvious from the sample data that the Bangladeshi users have a tendency of using various patterns of tense in the same sentence. For example, “These are the above techniques I am practicing now-a-days to improve my skills (1.36). If an analysis is done on the reason for this deviation, it can be ascertained that the Bangladeshi learners either misinterpret or being influenced by the patterns of native language

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time. To have a clear picture of the causes of similarities or the differences between two present tense varieties, it is needed to know the similarities between Bengali (L1) and English (TL) present simple form.

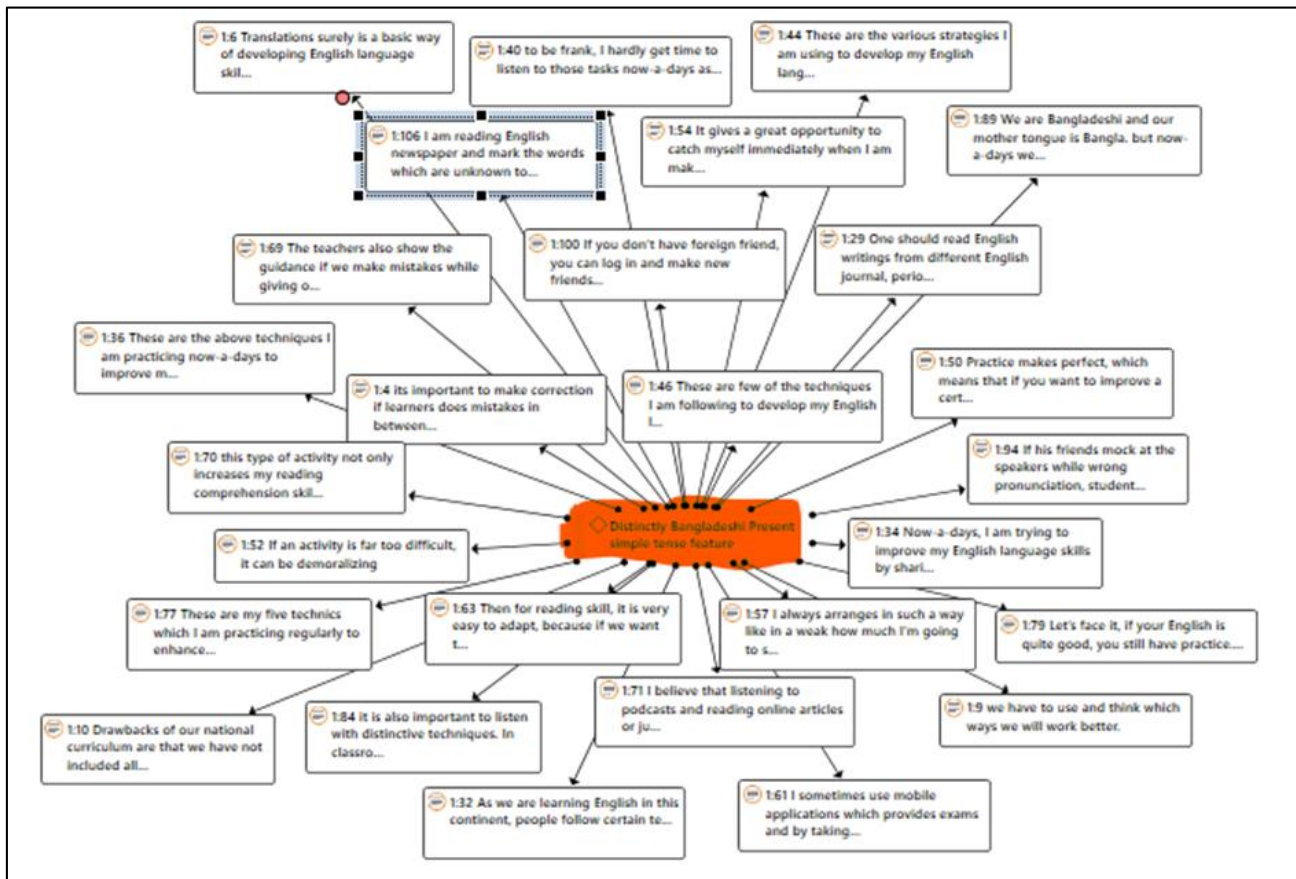


Figure 3 Distinctive Bangladeshi present simple tense features

4.4. Similarities between Bengali and English Present simple form

- In both English and Bengali present tense forms, the structures are quite similar (Sub.+verb+object). In both languages, 'present simple' and 'saron bortoman' denote at the similar definition and content.
- The functions of 'adverbials' and 'time word' are same both in Bengali and English present form which are to mark that the sentences are in present simple. However, the findings suggest that some of the users of Bangladeshi EFL upper intermediate learners make mistakes in using all the features of adverbials of English present simple form.
- From the sampled data, it is also obvious that some participants transferred all the features of '*bortoman kal*' into 'present simple form' which is a negative transfer. The result is the erroneous expressions in EFL writing. But a few of the learners show the positive transfer as they were able to distinguish that not all the features in the first language similar to the target language. It shows that there are variations in the language skills even among the same level of EFL learners. The study observes almost three categories into the university advanced users. Some of them went for direct translation from the native language patterns and some others are also translating, although making some changes in word order, and a few of them are truly making the positive transfer.
- From the findings, it shows that the similarities both in Bengali and English present simple tense features facilitate the acquisition of the target language to a few learners who are conscious about the dissimilar aspects as well.

4.5. Causes of the similarities between two present tense varieties

As has been found that there are a lot of situations and structural patterns where the Bangladeshi English and the British Standard English are quite similar. The chief cause of these similarities is the colonial history of the country. After Independence in 1971, Bangladesh started its education policy following the British Standard English. Since the inception of the country Bangladesh, the language trainers emphasized on learners' English language development

basing on the pattern of the BSE. Besides, most of the English language learning books and other English books in Bangladesh are written following the BSE pattern. Therefore, the EFL learners become accustomed to using the British Standard English in the written work. Moreover, the mass media plays an important role. The English news and views telecast in different Bangladeshi TV channels are in British Standard English. Most of the national English Dailies are also using the British Standard English format. So to say, in Bangladesh, the expert users are considered to be those who have brought their English language pattern close to those in British Standard English. Another reason why Bangladeshi EFL learners are showing more similar patterns than the dissimilar, is that, the Bangladeshi EFL learners are no more being taught using the traditional Grammar Translation method which aims at learning TL using L1. At present, the use of CLT (Communicative Language Teaching) in the national curriculum teaches the learners to show a lot of similarities between the two Present tense varieties.

4.6. Differences between Bengali and English Present simple form varieties

However, there are some differences in its use. Unlike English language, there is no rule of adding 's' or 'es' after the verb. In Bengali language, the verbs for both singular and plural forms are same, however, in English language the present tense is marked through the suffixes 's' for singular and without 's' for plural. For example- in English, 'He goes to university' has a distinct feature in English although in Bengali, '*sha university te jai*' or '*ami university te jai*' (I go to university) use the same verb without adding any suffix. So, the missing inflection markers in Bengali language sometimes create trouble in producing correct English sentences and the learners who most of the time make a parallelism between the native language and the target language often get confused.

Another difference between Bengali and English is that, the English language always follows the particular pattern or structure to express in present simple form, whereas the Bengali language follows the flat structures. For example- 'He goes to university' can no way be said as, 'He university goes'. But this is possible in Bengali language, '*Sha university te jai*' can be spoken meaningfully as '*sha jai university te e*'. Therefore, the learners often make mistakes in applying English in their EFL written works.

In the forms of English Tenses, the 'time word' is always fixed in the position; for example, - in the structure of simple present form (sub.+ verb + object), the position of time word cannot be changed, but in Bengali language, the time word can be in any order either at the beginning, middle or even at the final position in the sentence,

The use of minor word class, auxiliaries- like do auxiliaries (do, does etc.) or modal auxiliaries (can, could, may, might, should, would, ought to, need, must, dare, shall, will, have to, has to, had to etc.) are quite a common feature in any English sentence where these auxiliaries act as the syntactic head in the sentences. But, in Bengali language, there is no specific use of auxiliaries in Bengali present tense. The use of this feature, therefore, has been very confusing for the native Bengali users in acquiring the English temporal systems.

The findings reveal that most of the sentences of English present simple form show the tendency of missing suffixes. As suggested by Selinker (1979) because, this is new and totally different from their first language, they were referring to the first language structures to help them understand

The findings also deal with the missing inflectional markers in English sentences. The users of upper-intermediate level encounter a problem regarding this matter. It is believed that besides the lack of understanding of inflectional rules, it is also possibly caused by the influence of the first language.

4.7. A summary of similarities and differences between Bangladeshi English and British Standard English present simple form

From analysing the data, it is seen that the Bangladeshi learners deeply follow the British Standard English temporal rules and structures. In the given task, the learners used 59 times in present simple form and 35 times in present progressive form. It is seen that, between present simple and present progressive situations, the Bangladeshi EFL learners have a tendency to use present simple forms in more occasions than using present progressive form. A very commonly used structure in BSE, (Structure-3) 'Subject+ modals+ bare infinitive' is quite rare in the EFL Bangladeshi learners' writings. Although, the EFL advanced learners use modals in many occasions, they are not seen as frequently and correctly using the above structure. The following example reflects one such expression where the learner uses the modal auxiliary without the bare infinitive. It is erroneous from the perspective of BSE although such expressions are frequently used in Bangladeshi English.

[39] 'It can be said that using several techniques, one can improve the English language skills that help them communicate smoothly (1.17)'.

A detailed analysis suggests that the EFL learners of Bangladeshi English cannot or do not adopt all the features of the Standard British English. The samples of the study had been tabulated into categories based on Larsen-Freeman (1993), and Leech & Svartvik (2013) classifications and features of temporal system in BSE. The present study has found the great influence of learners' native language (L1) influence in learning the TL (Target Language). The following table shows the summary of the similar features between the two present tense varieties:

Table 1 Summary of the similar features between two Present tense varieties

Present Tense	Type/pattern/situation	BSE	Bangladeshi Standard English
Present Simple	Present state	✓	✓
	Present event	✓	✓
	General / Universal truths/Conditions which are always true	✓	✓
	Present indicating future	✓	✓
	Sentences with adverbs-like,- always, sometimes, often, never, occasionally, generally, hardly etc.	✓	✓
The structural patterns of simple present form:			
Structure-1	subject+be verb + noun/adjective	✓	✓
Structure-2	subject+have/has +noun	✓	✓
Structure-3	subject+ modal + bare infinitive	✓	✓
Structure-4	There + be verb+ noun/adjective	✓	✓
Structure-5	It+ be verb + noun/adjective	✓	✓
Structure-6	subject + verb + object	✓	✓

Table 2 Summary of the two present tense dissimilar features

Present Tense	Type/pattern/situation	BSE	Bangladeshi Standard English
Present tense	Habitual action, event, condition etc.	✓	×
	Sometimes, in casual conversation, especially in lengthy narration, the simple present can refer to past events. Example- So, she runs the rooms and screams that there's a UFO in the lawn.	✓	×
	The present progressive form is generally used for definite future plans, with a future time expression. In some special cases, the present progressive may indicate a future event when used with an adverb or adverbial phrase. Example- I'm having lunch with Jackie tomorrow; The doors are opening in 10 minutes	✓	×
	5. Using the Present Progressive to complain about a situation, usually with adverbs of frequency, such as always, constantly, continually, and forever. Example- James is always losing his keys.	✓	×
	6. To express an activity happening now. Something in the sentence or context tells us when the action began. The action may be continuous or periodic.	✓	×

Example- Elmer and Lona have been happily married since their wedding day 80 years ago		
-often used with the words for or since; Example- He has lived on the same farm since he was born	✓	×
-used with expressions such as, all day (week, year and so on), so far, up until now, all (his/her/my and so on) life Mr. John has hated the firm all his life	✓	×

In the above cases, there are dissimilarities between the Bangladeshi English Pattern and the British English syntactic pattern. However, there is one pattern which is erroneous in BSE but found frequently in Bangladeshi English. This pattern is the mixing of two tenses in two clauses of the same sentence. The Bangladeshi EFL learners use this pattern in almost many of the expressions and it can be considered as one of the distinguished features of Bangladeshi English. The learners who uses the native language as a base of his/her language learning, uses sentences in this pattern.

5. Causes of dissimilarities between two present tense varieties

Every language has its individual characteristics and patterns. No language learner can escape the major influence of the mother tongue (L1) while learning any target language (TL). The present study that deals with the Bangladeshi EFL learners' use of the British Standard English patterns, has found some dissimilar features between two present tense varieties. The main reason as the present study has found is the influence of L1. The temporal features of the native language (L1) of Bangladeshis do not exhibit all the similar features and patterns of the British Standard English. Therefore, the learners who follow the pattern of learning language basing on the patterns of the mother tongue do not or cannot use the similar patterns of the target language (TL). Besides, the causes of dissimilarities are due to the demand of a particular region. Even, it is often seen that there are structural dissimilarities even in different geographical locations of the same country. So, some dissimilar features between the two different states are quite common as the English language has been treated as mother tongue in Britain and as a foreign language in Bangladesh.

It is seen from the collected samples that the Bangladeshi EFL learners are quite comfortable with present state and habit although they hardly use present indicating future. All the different structures are not found in the writings of the learners. Most of the time the learners try to follow the common structure of 'subject+ Verb + object' or structures starting with 'There' / 'It'; the other structures are hardly found in the writings of the EFL learners. As mentioned in the discussion part, the Bangladeshi EFL learners use some distinctive features in the present simple form. They sometimes use two different tenses in complex sentences in two or three different clauses. From the perspective of BSE, it is erroneous. But the significant ratio of the users who make the similar mistake is something thought provoking. The days might come soon when all these usages will be accepted as the features of Bangladeshi Englishes in the world Englishes. From analysing the differences from the British standard English (BSE), it is quite obvious that the learners fail to adopt a few British features which are dissimilar with the mother tongue, Bengali features. The causes of the Bangladeshi EFL learners' ease and difficulties in acquiring the British standard features are the similarities and the dissimilarities of the features between Bengali (L1) and the British Standard English (BSE). Thus, the study determines the similar & dissimilar features, varieties and the causes of the EFL learners' difficulties in acquiring one temporal feature have been explored and investigated.

6. Conclusion

The present study, thus, exhibits the features of Bangladeshi standard English present simple form, its similarities and dissimilarities with the British Standard English present simple form. It also investigates the native and the TL (BSE English) that facilitates the learners' foreign language acquisition. Contrarily, the dissimilar aspects often create confusion and often result in EFL learners' committing mistakes in their written works. If the two languages are completely different from one another in features and usage, it is possible for the learners to understand and master the target language without any interference from the first language. But the findings of the study show that, there are many similar and dissimilar aspects between Bengali and English languages. These similarities and dissimilarities play a significant role in exhibiting the present simple form varieties between Bangladeshi Standard English and British Standard English. So, the practitioners, learners and instructors should be very conscious and should follow the appropriate pedagogies to overcome the difficulties mentioned in this present cross-linguistic study. The present study also recommends for further researches on cross-linguistics study from the EFL context of Bangladesh which might focus on the pedagogical aspects in overcoming the learners' 'negative transfer' in the cross-linguistic issues.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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