

The Analysis of Acquisition of Chinese Prepositions among Bangla Native Speakers: A Study in Bangladeshi Classroom

Afzal Hossain¹, Afsana Ferdous Asha²

Abstract: This study examines the acquisition of Chinese prepositions by Bangladeshi Chinese learners at the Intermediate level. The study subjects included undergraduate Chinese language and culture students from the University of Dhaka in Dhaka, Bangladesh. The research shows that Bangladeshi Chinese language learners found more difficulties using Chinese prepositions. One of the primary reasons is that prepositions not only appear in a sentence as a word in Bangla, like in Chinese. Instead, In various contexts, a Chinese word that typically functions as a preposition can also serve as an adverb or fall into other categories. However, In Bangla, Prepositions perform almost functions similar to the inflectional markers. Secondly, some directional and time Prepositions such as "在" (zài), "从" (cóng), "把" (bǎ), "给" (gěi) and "被" (bèi) are missing in their native language Bangla. In that case, instructors and learners use English as a teaching and learning tool. This paper will try to compare the prepositions of Bengali and Chinese through the Contrastive Hypothesis theory and will also try to investigate whether Bangla is helping them to learn Chinese prepositions or being affected. The study also found that misplacement or complete omission of some Chinese prepositions is a common error habit of Bangladeshi Chinese learners.

Keywords: *Preposition, Bangla, Chinese language learner, Acquisition*

1. Introduction

With the rapid development of Bangladesh's economy and diplomatic relations with China, there is a strong demand for the Chinese language in Bangladesh. Establishing different economic

¹ Associate Professor, Department of Chinese Language & Culture, Institute of Modern Language languages, University of Dhaka

² Adjunct Lecturer, Department of Chinese Language & Culture, Institute of Modern Languages, University of Dhaka

zones and projects in collaboration with the Chinese government created many working opportunities for Bangladeshi youth, further boosting enthusiasm for the Chinese language. In this contemporary situation, Chinese language has become one of the most demanding second language to learn in Bangladesh. Learners of a second language (L2) often find some parts of the language they are learning to be easier to acquire than others, which remain challenging even after extensive exposure to the language (Ben Bonfil, 2018). Prepositions are an essential aspect of learning Chinese as a second language, but many students find it difficult to employ them. Because the meaning, function, and use of prepositions in the Chinese language differ from their mother tongues are used. It should be noted that Chinese belongs to the Sino-Tibetan language family, whereas Bangla belongs to the Indo-European language family. The use of prepositions in the Bangla and Chinese languages differ in the position where they are placed in a sentence, thus affecting the object-subject relationship. When Bangladeshi Chinese learners try to construct a sentence in their target language, they need clarification with the placement of a preposition which is the most challenging part of acquiring Chinese prepositions. However, this research considers all the available resources for teaching Chinese in Bangladesh and the current teaching system in Bangladesh. Therefore, it explores the nature of the acquisition of Chinese prepositions, the nature of errors during the acquisition of Chinese prepositions, and the possible causes and explanations of these errors. This research looks forward to the advantage of Chinese language learning and teaching in Bangladesh.

1.1 Problem Statement

The University of Dhaka offers a four-year undergraduate Chinese language and culture program. Even after four years of instruction, Chinese learners at the graduate level still require assistance with their second language, particularly with prepositional grammatical accuracy. The students face numerous challenges in learning how to write correctly using syntactic principles. Based on the theory of the Contrastive Hypothesis, this study investigates the issue of Bangladeshi native speakers acquiring Chinese prepositions. Dulay et al. (1982,

p. 92) partially support proponents of the identity hypothesis, stating, "The first language has long been regarded the villain in second language learning, the primary cause of a learner's difficulties with the new language." On the premise of this theory, it is hypothesized that Bangla has a significant impact on the acquisition of Chinese by Bangladeshi learners. This paper also attempts to answer the following question: what conceivable errors do learners make, and are these errors the result of "negative transfer" or "interference" between the two contrasting languages?

1.2 Significance of this Research

In the Chinese language, Prepositions hold a unique position as parts of speech and are limited in number. Prepositions are dominant because they act as vital particles to the structure of a Chinese sentence. The significance of the study was to find out the problematic areas related to the area of Chinese prepositions acquisition and the accuracy in target language use. In the process of Chinese preposition acquisition, each linguistic transfer under analysis was evaluated.

This paper will help the instructor who teaches Chinese to Bangladeshi students to recognize the factor that generally helps students to improve their acquisition of Chinese prepositions. It should be noted that in Bangladesh, we both have native and non-native Chinese teachers. To master Chinese Prepositions, non-native teachers must learn the differences and similarities between Bangla and Chinese prepositions. This study also detected the most common error habits, such as omissions, misplacement, and misusing prepositions. This research will also suggest some teaching strategies for Chinese language teachers, which will help the teacher teach Chinese prepositions to Bangladeshi learners.

2. Literature review

The research on the Chinese Preposition of Bangladeshi learners needs to be completed. A comprehensive review of the current academic research on Chinese prepositions of Chinese learners is as follows:

2.1 Previous study

In 2014, Muchinei Musona & Herbert Mushangwe did a study named "Analysis of Acquisition of Chinese Prepositions by Native Speakers of Shona." This research is well-defined on the acquisition of Chinese prepositions by native speakers of the Shona language. In their study, they only used 5 Chinese Prepositions for investigation. The research mentioned that native speakers of Shona are influenced by the student's mother tongue (Shona). However, there is clear evidence that the language of instruction, English, is also an obstacle to acquiring Chinese prepositions for learners.

Chen Wen (2016) studied "The analysis of teaching cases of Basic Chinese Course of Confucius institute at North South University" and highlighted the theoretical knowledge in teaching Chinese in Bangladesh and shared real-time experiences teaching Chinese to Bangladeshi learners. The study focused on explaining how learners grasped the Chinese grammatical component, their learning nature and how the problem was evaluated when it was carried out.

The study of Ma Yan (2014) entitled "Investigation and analysis of Chinese grammar learning by beginner Chinese learners in Bangladesh" investigated the mistakes in Chinese grammar by beginner learners from Bangladesh. As a part of the grammatical component, the acquisition of Chinese adverbs, prepositions, major words, numbers, and the separable verb is discussed in this study. At the same time, erroneous sentences were collected from the learners and analyzed.

Jannatun Naher's (2016) research on "An Analysis of the Errors of "Bi" Construction in Chinese by Bangladeshi Beginner and Intermediate Learners". In this study, only one prepositional component with its various kinds of structures was observed, as the learners tend to make a variety of mistakes while using these prepositions to construct sentences. At the same time, it highlighted the error types and the reasons for such errors occurring through the comparative analysis of Bengali and Chinese languages.

2.2 Theoretical Background

2.2.1 *Contrastive Hypothesis*

Contrastive Analysis of the Hypothesis compares the linguistic system of two or more languages. This theory is based on the main difficulties in learning a new language caused by interference from the first language. Those forms that contrast with the newly acquired in a foreign language cause difficulties and produce errors "due to 'negative transfer,' or 'interference' between the two contrasting languages" (Klein, 1986, p. 25). This Hypothesis predicts what difficulties the learner of a specific L2 will encounter during the learning process. Contrastive analysis was developed for educational purposes (Ellis, 1985; Larse-Freeman & Long, 1991). Lado (1957, cited in Ellis, 1985) also asserted that teachers who made this comparison would have a greater understanding of their students' actual issues, thereby enhancing the efficacy of L2 teaching and testing (Saville-Troike, 2006). In conclusion, the Contrastive Analysis hypothesis concentrates on describing and contrasting the surface forms of both L1 and L2 language systems. It typically compares and evaluates phonology, morphology, syntax, lexicon, and discourse.

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2.2.2 *Preposition in Bangla*

In Bangla, there is a grammatical component called অব্যয়=ন ব্যয় (unchangeable). This is an unchangeable component that connects different words in a sentence, and phrases to a sentence. Nevertheless, it also indicates actions, place, and time. More

significantly, Bengali prepositions were the mixed component of conjunctions, post positions, and interjections. However, in modern grammar, prepositions are divided into Conjunction, interjection, and post position. Prepositions perform functions similar to inflectional markers or 'Bibhakti,' often indicating different relations between nouns and verbs. Prepositions in Bangla occur after the nominal, where the nominal function as their object.

2.2.3 Preposition in Chinese

Prepositions are words that denote location, time, action, or direction. They are referred to as "pre"-positions because they precede the phrases they modify. A preposition is a grammatical component presumed to operate as a preposition in a given context and typically requires a noun phrase to form a prepositional phrase. Prepositions are one of the least well-defined grammatical categories in Chinese. Even the so prepositions throughout the language originated as verbs in the past. Chinese verb formation lacks any inflectional morphological process. A word's function as a preposition can only be determined by its function in a specific preposition. Prepositions in Chinese can be adverbs, verbs, or another category.

2.2.4 Chinese and Bangla preposition Comparative analysis

- Chinese prepositions are also called co-verbs because the Chinese do not have any inflectional process to create morphemes. Whereas in Bengali, prepositions are specific words not derived from other parts of speech.
- In Chinese, the preposition's location finalizes whether it would act like a preposition or any other grammatical component. However, in Bengali, positions are minor factors here.
- Where prepositions in Chinese can be negated, but in Bangla, it is impossible.
- Both Chinese and Bangla do not change according to tense, gender, or verb inflection.

3. Methodology

This research is qualitative. Quantitative analysis methods were also used to provide error percentages. The data measured for this research was collected from thirty-two Chinese language students studying for their bachelor's at the department of Chinese language and culture at the University of Dhaka. During survey time, all the participants were 3rd semester and second-year students, and the Chinese language level was intermediate. About 100 erroneous prepositional phrases were collected from participants' homework, classwork, past examination papers, and peer group works. This research observed 15 frequently used prepositions. The fifteen prepositions are (和) "hé", (比) "bǐ", (从) "cóng", (给) "gěi", (离) "lí", (在) "zài", (把) "bǎ", (被) "bèi", (为) "wèi", (为了) "wèi le", (与) "yǔ", (让) "ràng", (因为) "yīn wéi". A questionnaire was provided to the participants, who were required to rearrange the sentence, translate Bangla sentences to Chinese, and sentences making with the given preposition and multiple choices. According to participants, responses to erroneous sentences were analyzed. Following the principles of the Contrastive Hypothesis, each erroneous sentence was analyzed into error type, wrong phrase, correct phrase, English translation of the correct sentence, and error description; possible causes of these errors were also tried to explain.

4. Interpretation of Data

In this study, we attempted to analyze the errors that intermediate learners make when using Chinese prepositions to construct a sentence in Chinese. Comparing the grammatical construction patterns in Chinese and Bangla prepositional phrases is also discussed. After analyzing the data, the result showed that 42% of participants could use that 15 Chinese prepositions to formulate prepositional phrases. The result was not surprising because all the students studied the Chinese language for at least 2 years. However, the majority, 52%, failed to use the prepositions to formulate a prepositional phrase, and instead, they used the word

as a verb or adverb or just omitted it. Errors that resulted from the influence of their first language Bangla and, in some cases, the mixed language of instruction (Bangla, English, and Chinese) were evident in all the fifteen prepositions used for this study. From these erroneous phrases or sentences, it was noted that the highest errors were recorded on misplacement of the prepositions; complete omission and common grammatical errors also are observed. The reason behind these errors is that some prepositions need an appropriate equivalent preposition in the learner's first language. For instance, "在" (zài) , "从" (cóng), "把" (bǎ), "给" (gěi) and "被" (bèi); these prepositions seem not to have an appropriate equivalent preposition in Bangla. However, as noted, in some commonly used prepositions such as "比" (bǐ), "让" (ràng) and "对" (duì) - even though they differ from the learner's native language's equivalent prepositions, learners still managed to use them properly. Therefore, to know the similarities and differences between the Bangla and Chinese prepositions, it is necessary to compare the meaning of those 15 prepositions. The follow table shows the Chinese prepositions along with their equivalent English and Bangla words:

Chinese prepositions		Meaning in English	Equivalent preposition in Bangla
1	比bǐ	than	থেকে
2	对duì	indicates targets	x
3	为了wèi le	For, in order to	জন্য
4	为wèi	For	জন্য
5	在zài	with locations	x
6	跟	with	সাথে
7	向xiàng	toward	দিকে
8	给gěi	by	x
9	从cóng	Use with location	x
10	比bǐ	than	থেকে

11	被bèi	By	x
12	把bǎ	x	x
13	与yǔ	With	সাথে
14	离lí	goes with distance	থেকে
15	让ràng	By	দ্বারা

Table A: Chinese prepositions along with their equivalent English and Bangla words.

As the interpretation of data, we have discussed the misplacement of the preposition, wrong grammatical patterns, and the omission of prepositions to explain the errors made by learners at intermediate linguistic and intermediate learning levels. The results of studies on errors for which the conclusions vary from a non-influence on an important influence of the mother tongue in learning Chinese as a second language.

4.1 Wrong grammatical pattern for the preposition

Grammar plays a significant role in second language learning for every learner. It provides rules and general guidance that facilitate a better understanding of the structures of the target language. The majority of learners failed to use the prepositions (从)"cóng", (给)"gěi", (向)"xiàng" and (跟)"gēn" to construct a correct sentence.

1. *他是来学习的从孟加拉国。
2. *我想买你给衣服。
3. *你学校向走过来。
4. *请我来跟你。

It was apparent that a potential preposition, when assumed to function in a given situation, typically takes a noun phrase as its complement to form a prepositional phrase, which then acts as a modifier to another word or structure. For both English and Chinese, we can only tell if a word functions as a preposition by its role in a particular expression. For example, "cóng" 'from' takes 'Bangladesh' as an object to form a prepositional phrase to modify

the verb by specifying a starting point for the journey. However, they used the wrong grammatical pattern for the preposition. They get confused with multiple verbs (Shì lái xuéxí) in these sentences and place the prepositional phrase as an object. Nearly half of the participants used a wrong grammatical pattern for the preposition (gěi) "给". The error observed for (gěi) "给" is that they used the preposition (gěi) "给" as a verb, which can be a verb in a sentence but not in all situations. Example 3, the preposition (xiàng) "向" 'toward' takes 'school' as its object, and together they modify the verb 'come' as a prepositional phrase, specifying the direction. Considering the Bangla translation of this sentence (তুমি স্কুলের দিকে হেঁটে যাও, IPA: t̪umi skuler ðike hēte ja̯o̯), they negatively transfer their first language knowledge here. They follow the same grammatical pattern for the preposition (xiàng) "向", like Bangla. As previously mentioned; a Chinese preposition can often serve multiple grammatical functions, depending on the context. As a verb, the preposition in Example 4 (跟), "gēn", means 'follow' and (跟我来) 'please-follow-me-come'. The preposition in Example 4 shows the prepositional phrase as an adverbial unit modifying the verb, which is the primary usage of Chinese prepositions (as opposed to adjectival usage modifying the noun). There is no similar grammatical pattern for the Bangla preposition, but still, the followed Bangla sentence construction to translate this sentence.

4.2 The omission of prepositions

Errors of omission could happen because the learners still need more form or grammar that is supposed to have in the sentence, but the learners need to include it. Due to the difficulty of the second or target language, omission errors occur. Learners frequently choose simplistic forms and constructions over more complex ones, and they unknowingly disregard the particle to avoid difficulty. The collected data shows that many learners should have included the given preposition when translating the sentences from Bangla to Chinese, but they still need to include it; otherwise, the sentence will be incomplete. For instance:

1. *在写汉字，她特别认真。
2. *在一战转成另一辆公共汽车。
3. *我送她一件新衣服。

The Chinese preposition "zài" is usually used together with nouns of locality, such as "上", shàng", "下" "xià", "中" "zhōng", (里) "lǐ". The structure is used to show where the action is taking place or express the static condition of the subject. Example 1 represents a different construction from other prepositions. For one thing, in this prepositional sentence, the second half of (zài shàng) "在.....上" is often necessary to its meaning. Its replacement with another legitimate item changes the purpose of the preposition. On the other hand, (zài xià) "在.....下" means as opposed to which means 'on'. A whole range of location items pair to refer to all possible directions. Examples 1 and 2 show a situation where learners omitted one of the words, (shàng) "上". However, adding (shàng) makes the pattern for the Chinese prepositional pattern "zài.... shàng". The locative preposition (zài) error percentage was relatively high. In this case, the preposition "zài" is paired with a noun of locality "shàng" which forms a fixed structure "zài.... shàng". In Bangla, no equivalent prepositional prefix or postpositional of locality is equivalent to the "zài.... shàng". It is evident in the errors that some learners resorted to omitting the unknown structure. The complete omission of the preposition (给) "gěi" by native speakers of Bangla can also be attributed to the omission of phrases. Learners would take the pattern "to buy + [something]..." as equal to (送给) "送...给", which seems to have influenced some of the participants of this survey.

4.3 The misplacement of the preposition

Misplacement of prepositions is the most common error habit of learners. The main reason behind this is the negative transfer of their native language, lack of enough knowledge of the target language and sometimes, another second language, English. The

error tendency is to use direct translation or apply the grammar-translation method for using these given prepositions. Since the Chinese preposition (为) “Wèi” and (为了) “Wèi le” have equivalent prepositions, the position of these prepositions in a sentence is entirely different. (为) “Wèi ” is used when someone works for a company or does other sorts of physical (and even mental) activities for another party, likely to use the Chinese preposition 为 (wèi). (为了) “Wèi le” is often used to indicate the purpose of an action or the person who will benefit from some act of kindness. Learners know the meaning, position and difference between these two prepositions, but still, a considerable percentage of error was observed in using (为) (wèi) and 为了 (wèile). For instance:

1. *我们都为你很高兴。
2. *为了, 她什么都愿意做钱。
3. *我学习汉语在打卡大学。

In examples 1 and 2, the proper structures of those prepositions are (为了) “Wèi le”, ((为了) “Wèi le” +Subj. and "为 + Party + Verb / Adj". However, the learners usually misplaced the prepositions according to their native language. If we analyze the errors in sentences and do the Bangla translation of these sentences (1. আমরা আপনার জন্য খুশি, IPA: amra apnar jonno k^huʃi ; 2. সে তার বন্ধুদের জন্য সব কিছু করতে পারে, IPA: Je tar bond^huder jonno ʃob kic^hu kor^te pare), it is evident that they often apply a grammar-translation method. They use “Wèi” and “Wèi” similarly, as their meaning is similar in Bangla, and they applied the exact placement for these prepositions like the Bangla preposition “জন্য” (IPA: jonno). Like the English preposition "at", (在) zài 在 can refer to a particular location. Learners translated the sentences as English locative preposition "at".

A lower percentage of errors were recorded for the preposition (比) "bǐ". A minor error in using (比) "bǐ" suggests that several learners comprehend the Chinese comparison pattern. The Chinese grammatical pattern for comparing things is /A + 比 bǐ+B + adjective. This structure is similarly used in Bangla. Therefore, a

positive transfer of learners' first language skills is also evident in using Chinese prepositions. In some cases, extensive exercises of particular prepositions such as *bǐ bèi lí* and easy perception of particular prepositions like "ràng" help learners acquire the Chinese preposition well. However, as noted, in some commonly used prepositions such as (对) "duì", (与) "yǔ", (和) "hé ". Perhaps these prepositions' positions and use differ from the learner's native language's equivalent prepositions, but learners still manage to use them properly.

5. Discussion and recommendations

This study investigates errors caused by the learner's native language as well as their overall proficiency with Chinese prepositions under investigation. It is understandable that in their language skills, the undergraduate learners had more problems with prepositions domains. Due to the influence of the first language, learners will always inadvertently compare the mother tongue with the second language when learning, which is the main reason for the positive and negative transfer phenomenon. It is also the main barrier to learning a second language. Although Bangla and Chinese belong to different language families, Bangla differs from Chinese phonetically, lexically, and grammatically. Therefore, we must take the Chinese teaching of Bangladeshi learners seriously and still adhere to a rigorous and scientific teaching attitude.

This paper notes that solidifying the first language has a negative migration effect on learners learning Chinese prepositions. Learners use their existing native language knowledge, skills, and learning methods to learn Chinese. By inappropriately comparing the two languages, they often use first language knowledge instead of Chinese, resulting in errors. It was noted that learners with less knowledge of Chinese are more affected by the negative transfer of their mother tongue. The occurrence of errors is definitely why the relevant knowledge needs to be better grasped. However, it is also related to whether the Chinese teacher's explanation of Chinese knowledge and grammar points is comprehensive and whether it can enable learners to apply what they have learned and make the

most of it. The teacher's explanation tests the teacher's teaching level and knowledge ability. These errors result is also related to the learning environment. The lack of a Chinese learning environment also leads learners to incomplete learning. Except in the classroom, learners have little chance to practice Chinese, master Chinese grammar, and be proficient in Chinese, to reduce the negative transfer of the first language.

Using mixed language instruction is also a fundamental reason for resulting errors. Native and non-native teachers use different mediums of instruction for teaching. Whereas Chinese native teachers use Chinese and English, and on the other hand, non-native Bangladeshi teachers use Bangla as a medium of instruction. Learners find this mixed medium of instruction as a significant hindrance to their language perception.

The key for Chinese language teachers to teach Chinese well is to grasp where the knowledge points are, discover students' learning difficulties, and impart helpful knowledge in time. Teachers should help students discover the similarities and differences between these two languages to grasp better and accurately use Chinese prepositions to reduce learner errors. Teachers should actively carry out classroom teaching, actively organize learners to carry out extracurricular activities and stimulate learners' enthusiasm and interest in the natural language environment. Teachers should observe students' learning dynamics in extracurricular teaching, track feedback, and conduct targeted analysis and guidance.

In this paper, we propose that to improve learners' knowledge in using Chinese prepositions, we need to better current teaching strategies and avoid multiple mediums of instruction. The training of both native and non-native teachers and making them aware of the second language learning processes, theoretical perspectives, and previous empirical studies in connection with Chinese language teaching in Bangladesh, extensive practice, and feedback of teachers to the learners and bringing changes in the pedagogical methods can assist to the great extent to make the learners competent.

6. Conclusion

The study demonstrates that the mother tongue of the learner influences the acquisition of Chinese prepositions among Bangladeshi native speakers. Nonetheless, there is strong evidence that instructional language also contributes in this acquisition process. We concluded that when teaching Chinese to Bangladeshi students, it would be beneficial for teachers to gather sufficient information about the student's native language and comprehend the relationship between the student's native language and the target language. However, only a few Chinese prepositions were observed in this study. We expect that future research will explore this topic further To promote learning Chinese as a second language in Bangladesh.

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Appendix A: Questionnaire

一, Rearrange the following sentences (重新排列以下句子)

1. 达卡大学, 学习, 在, 我
2. 哥哥, 我的, 我, 高, 比
3. 请, 书, 递给, 我, 把
4. 向, 学小, 过来, 你, 走
5. 她, 一件, 我, 送, 新, 给, 衣服

二, Translate the following sentences into Chinese (将以下句子翻译成中文)

1. আমি ঢাকা বিশ্ববিদ্যালয়ে পড়াশোনা করি।
2. তুমি স্কুলের দিকে হেঁটে যাও।
3. সে ব্যাগ থেকে বইটি বের করলো।
4. আমার ছোট ভাই আমার থেকে লম্বা।
5. অনুগ্রহ করে আমার সাথে এসো।

三, Make a sentence with the following proposition.(用下面的词汇写句子)

1. 给-_____.
2. 在-_____.
3. 把-_____.
4. 比-_____.
5. 为了-_____.

四, Choose the appropriate preposition for the given sentences (为给定句子选择合适的介词)

例如：他——北京来学习。(B)

A: 自 B: 从 C: 自从 D: 在

1. 书——他拿走了。()
A: 比 B: 对 C: 给 D: 被
2. 学校——他家不太远。()
A: 在 B: 从 C: 离 D: 为
3. 我——她很不满意。()
A: 对 B: 对于 C: 让 D: 从
4. 宝宝——我笑了。()
A: 为了 B: 为 C: 对 D: 跟

5. 我要——你做饭。()
A: 为了 B: 为 C: 被 D: 比
6. ——钱她什么都愿意做。()
A: 为 B: 为了 C: 被 D: 对
7. 这件是——她无关。()
A: 与 B: 让 C: 被 D: 对
8. 别说——雨, 你现在出去也她晚了。()
A: 在上 B: 在下 C: 在 D: 下
9. 她——不认识的人在一起感到急促不按。()
A: 与 B: 跟 C: 被 D: 给
10. 我的爷爷——房间里面。()
A: 从 B: 离 C: 在 D: 比

Appendix B: Tables of Error Analysis

Wrong Phrase	他是来学习的 <u>从孟加拉国</u> 。
Correct Phrase	他是从孟加拉国来学习的。 (Tā shì cóng mèngjiālā guó lái xuéxí de.)
English Translation	He came to study from Bangladesh.
Bangla Translation	তিনি বাংলাদেশ থেকে পড়তে এসেছেন।

Wrong Phrase	我想买你 <u>给</u> 衣服。
Correct Phrase	我想买给你衣服。 (Wǒ xiǎng mǎi gěi nǐ yīfú.)
English Translation	I want to buy you clothes.
Bangla Translation	আমি তোমাকে কাপড় কিনে দিতে চাই।

Wrong Phrase	你学校 <u>向</u> 走过来。
Correct Phrase	你向学校走过来。 (Nǐ xiàng xuéxiào zǒu guòlái.)
English Translation	You walk towards the school.
Bangla Translation	তুমি স্কুলের দিকে হেঁটে যাও।

Wrong Phrase	请我来 <u>跟</u> 你。
Correct Phrase	请你跟我来。 (Qǐng nǐ gēn wǒ lái.)

English Translation	Please come with me.
Bangla Translation	আমার সাথে আসুন।

Wrong Phrase	<u>在写汉字</u> ，她特别认真。
Correct Phrase	在写汉字上，她特别认真。 (Zài xiě hànzi shàng, tā tèbié rènzhēn.)
English Translation	She is very serious about writing Chinese characters.
Bangla Translation	চীনা অক্ষর লেখার ক্ষেত্রে সে খুব মনোযোগী।

Wrong Phrase	* <u>一战转成另一辆公共汽车</u> 。
Correct Phrase	在一战转成另一辆公共汽车。 (Zài yí zhàn zhuǎn chéng lìng yī liàng gōnggòng qìchē.)
English Translation	Change to another bus at one stop.
Bangla Translation	এক স্টপ পরে বাস চেঞ্জ করুন।

Wrong Phrase	我 <u>送她</u> 一件新衣服。
Correct Phrase	我送给她意见新衣服。 (Wǒ sòng gěi tā yī jiàn xīn yīfú.)
English Translation	I gave her a new dress.
Bangla Translation	আমি তাকে একটা নতুন জামা উপহার দিলাম।

Wrong Phrase	我们都 <u>为</u> 你很高兴。
Correct Phrase	为你，我们都很高兴。 (Wèi nǐ, wǒmen dōu hěn gāoxìng.)
English Translation	We are all happy for you.
Bangla Translation	আমরা সবাই আপনার জন্য খুশি।

Wrong Phrase	<u>为了</u> ，她什么都愿意做朋友。
Correct Phrase	为了朋友，她什么都愿意做。 (Wèile péngyǒu, tā shénme dōu yuànyì zuò.)
English Translation	She is willing to do anything for her friends.
Bangla Translation	সে তার বন্ধুদের জন্য সবকিছু করতে ইচ্ছুক।

Wrong Phrase	我学习汉语 <u>在</u> 打卡大学。
Correct Phrase	我在打卡大学学习汉语。 (Wǒ zài dá kǎ dàxué xuéxí hànǚ.)
English Translation	I study Chinese at Dhaka University.
Bangla Translation	আমি ঢাকা বিশ্ববিদ্যালয়ে চাইনিজ পড়ি।

