

DECLARATION

I, *Susmita Mitra*, bearing Registration Number PhD /1284/ 2010 dated 04/10/2010, hereby declare that the subject matter of the thesis, entitled “*PROBLEMS OF LEARNING ENGLISH BY THE 10TH STANDARD STUDENTS OF MANIPURI MEDIUM SCHOOLS IN SILCHAR SUBDIVISION OF ASSAM*”, is a record of work done by me and that the contents of this thesis did not form the basis for award of any other degree to me or anybody else to the best of my knowledge. The thesis has not been submitted in any other University/ Institute.

This thesis is being submitted to Assam University for the Degree of Doctor of Philosophy in Linguistics.

Date :

Susmita Mitra

Place :

Candidate

ACKNOWLEDGEMENT

*I express my immense gratitude to my Research Supervisor **Dr. S. Ganesh Baskaran**, Associate professor, Department of Linguistics, for having opened me the door of opportunity to do research under his guidance. He is the torchbearer of the march of my research. He is, in my opinion, a guiding star in the wilderness.*

I am deeply indebted to Dr. Ajit Baishya, Professor and Head, Department of Linguistics, for permitting me to carry out this study and for his insightful direction and parental affection shown to me for accomplishing the present task. I am also grateful to Dr. Dhiren Singha, Associate Professor, Department of Linguistics, for his invaluable suggestions during the course of my study and for his timely help rendered to me whenever I approached him with a research problem. He lavishly spent his time to mould me and to better my academic activities. I am thankful to all respected teachers of the Department of Linguistics, Assam University, for their valuable advice and inspiration.

I am extremely grateful to Inspector of schools CDC, Cachar and Headmasters of seven Manipuri medium high schools of Silchar subdivision of Assam for allowing me to conduct my study in their school. My special thanks to Mr. Dhiren Singh, teacher, Sonai Juvati High School for his immense help and valuable suggestion from the beginning of my research work. I am also grateful to all respondents for their co operation and enthusiastic response in data collections. I owe my debt to the library staff of Assam University Silchar, EFLU Hyderabad, CIIIL Mysore, Gauhati University and Tezpur University for their generous support in conducting the research.

My genuine thanks are expressed to Mr Debojit Deb, a fellow researcher who patiently went through the drafts of the study. I deem it as a pleasure to thank my fellow researchers, and Miss. Sandhya Rani Singh, Miss. Bandana Barman, Mrs. Nandita Das, Mrs. Anita Singh, Mr. Manoj Kumar Choudhuri who have been always a help to me in all ways.

It is my duty to thank the authorities of the Assam University for awarding me the University Research Fellowship, which enabled me to carry out the research successfully.

I thank all of my friends who extended their helping hands to me directly or indirectly in ameliorating the quality of the present work.

I, with all sincerity, record my sense of gratefulness to my mother Mrs. Minati Mitra, my father Mr. Sushil Mitra, my mother in law Mrs Anjana Paul, my father in law Mr Dipak Paul ,loving sister Malati, my brother Soumendhra and Kamalesh ,my husband Debasis Paul, sister in law Ajita Paul and my brother-in-law Devabrata and Pulak Paul. Their blessing, invocation, love, affection and dreams placed me in the high seats of learning to broaden my mental horizon and to acquire academic acumen to accomplish the present task. The present work is, thus, dedicated to them with affection and admiration. I thank Quality Graphics for neat execution of typing work and for beautiful binding works.

Date

Susmita Mitra

Place

CONTENTS

	Page no
CHAPTER 1.	
INTRODUCTION	1-23
1.1 Introduction	
1.2 English and Manipuri: Two different origins	
1.2.1 The English Language: origin and history:	
1.2.2 Manipuri/Meiteilon: its origin and history	
1.3 Status of Manipuri language	
1.4 English Language and its acceptance by Manipuri speakers	
1.4.1 Attitude of the guardians of the Manipuri medium schools	
1.4.2 Attitude of the society	
1.4.3 Attitude of the teachers	
1.4.4 Attitude of the learners	
1.5 Reasons for selecting the problem	
1.6 Review of the Literature	
1.7 Scope of the Present Study	
1.8 Objectives of the Study	
1.9 Hypotheses	
1.10 Coverage of the Present Study	
1.11 Limitation of the Study	
1.12 Social Relevance of the Study	
1.13 Selection of the Sample for the Study	
1.14 Methodology of the Study	
1.15 Data Elicitation	
1.16 Analysis of Data	
1.17 Organization of the Thesis (Chapterization)	
CHAPTER 2.	24-49
ENGLISH LANGUAGE TEACHING: A BRIEF PROFILE	
2.1 Emergence of English language in India	
2.2 Status of English in India	
2.3 English language teaching situation in India	
2.3.1 Pre-independence period	
2.3.2 Post-independence period	
2.3.3 English Language teaching situation in the present time	
2.4 The Language Policy in India: Three-Language Formula	
2.5 Spread of English language in Assam	
2.5.1 Medium of Instruction in the schools of Assam	
2.6 The place of English in School Curriculum	

- 2.7 Problem of teaching English in Assam
- 2.8 Educational Institutes of Silchar and English language teaching situation in the high schools

CHAPTER 3.

50-69

CURRICULUM AND SYLLABUS DESIGN

- 3.1 Introduction
- 3.2 The description of the course
 - 3.2.1 The present English syllabus of class X
 - 3.2.2 The course materials
 - 3.2.3 Objective of the syllabus
 - 3.2.4 Homework and Assignments
 - 3.2.5 The Examination scheme
 - 3.2.6 The Qualifying Criteria
- 3.3 The Previous Syllabus and the Changes Made
- 3.4 Comparison between the Two Syllabuses
- 3.5 The Present Syllabus: An Analysis
- 3.6 The Innovative Features of the Present Syllabus
- 3.7 The Drawbacks of the syllabus
- 3.8 Suggestive Measures and Conclusion

CHAPTER 4.

70-104

METHODS OF ENGLISH LANGUAGE TEACHING

- 4.1 Different Methods of Teaching English
 - 4.1.1 Grammar-Translation Method
 - 4.1.1.1 Key features of this method
 - 4.1.1.2 Typical Techniques of the method
 - 4.1.1.3. Aims and Objectives of the Method
 - 4.1.1.4 Teacher's role
 - 4.1.1.5 Use of Mother tongue
 - 4.1.2 Direct Method
 - 4.1.2.1 Key features of this method
 - 4.1.2.2 Typical Technique of this method
 - 4.1.2.3. Aims and Objectives of the Method
 - 4.1.2.4 Teacher's role
 - 4.1.2.5 Use of Mother tongue
 - 4.1.3 The Audio-lingual Method:
 - 4.1.3.1 Key features of this method
 - 4.1.3.2 Typical Technique of this method
 - 4.1.3.3. Aims and Objectives of the Method
 - 4.1.3.4 Teacher's role

- 4.1.3.5 Use of Mother tongue
- 4.1.4 The Silent Way
 - 4.1.4.1 Key features of this method
 - 4.1.4.2 Typical Technique of this method
 - 4.1.4.3. Aims and Objectives of the Method
 - 4.1.4.4 Teacher's role
 - 4.1.4.5 Use of Mother tongue
- 4.1.5 Desuggestopedia
 - 4.1.5.1 Key features of this method
 - 4.1.5.2 Typical Technique of this method
 - 4.1.5.3. Aims and Objectives of the Method
 - 4.1.5.4 Teacher's role
 - 4.1.5.5 Use of Mother tongue
- 4.1.6 Community language Teaching
 - 4.1.6.1 Key features of this method
 - 4.1.6.2 Typical Technique of this method
 - 4.1.6.3. Aims and Objectives of the Method
 - 4.1.6.4 Teacher's role
 - 4.1.6.5 Use of Mother tongue
- 4.1.7 Total Physical Response
 - 4.1.7.1 Key features of this method
 - 4.1.7.2 Typical Technique of this method
 - 4.1.7.3. Aims and Objectives of the Method
 - 4.1.7.4 Teacher's role
 - 4.1.7.5 Use of Mother tongue
- 4.1.8 The Structural Approach
 - 4.1.8.1 Key features of this method
 - 4.1.8.2 Typical Technique of this method
 - 4.1.8.3. Aims and Objectives of the Method
 - 4.1.8.4 Teacher's role
 - 4.1.8.5 Use of Mother tongue
- 4.1.9 The Bi-lingual Method
 - 4.1.9.1 Key features of this method
 - 4.1.9.2 Typical Technique of this method
 - 4.1.9.3. Aims and Objectives of the Method
 - 4.1.9.4 Teacher's role
 - 4.1.9.5 Use of Mother tongue
- 4.1.10 Communicative Language Teaching
 - 4.1.10.1 Key features of this method
 - 4.1. 10.2 Typical Technique of this method
 - 4.1. 10.3. Aims and Objectives of the Method

- 4.1. 10.4 Teacher's role
- 4.1. 10.5 Use of Mother tongue

- 4.2 Method applied in Manipuri Medium schools
- 4.3 How it affects the learning
- 4.4 The method that should be applied, why and how

CHAPTER 5. 105-131

**FACTORS AFFECTING IN TEACHING-LEARNING PROCESS
OF ENGLISH IN MANIPURI MEDIUM SCHOOLS**

- 5.1 Introduction
- 5.2 The Problem behind Teaching-Learning Process of English in School Level
- 5.3 Factors Affecting in Teaching- Learning Process:
- 5.4 Remedies of the Problems of Teaching English in Manipuri medium school:

CHAPTER 6. 132-301

**DIFFICULTIES FACED BY MANIPURI MEDIUM
STUDENTS IN LEARNING ENGLISH AS A SECOND LANGUAGE**

- 6.1 Listening Skill
 - 6.1.1 Listening Process
 - 6.1.2 Difficulties Faced in Listening
 - 6.1.3 Data Analysis
 - 6.1.4 Result Discussion
 - 6.1.5 Bar-chart
- 6.2 Speaking Skill
 - 6.2.1 Speaking Process or Process of Communication
 - 6.2.2 Difficulties Faced in speaking
 - 6.2.3 Data Analysis
 - 6.2.4 Result Discussion
 - 6.2.5 Bar-chart
- 6.3 Reading Skill
 - 6.3.1 Reading Process
 - 6.3.2 Difficulties Faced in Reading
 - 6.3.3 Data Analysis
 - 6.3.4 Result Discussion
 - 6.3.5 Bar-chart
- 6.4 Writing Skill
 - 6.4.1 Writing Process
 - 6.4.2 Difficulties Faced in writing

- 6.4.2.1. Morphological level
- 6.4.2.2. Syntactic level and
- 6.4.2.3. Semantic level
- 6.4.3 Data Analysis
- 6.4.4 Result Discussion
- 6.4.5 Bar-chart

CHAPTER 7. 302-327

CONCLUSION AND RECOMMENDATION

- 7.1. Major findings
 - 7.1.1. English language teaching situation
 - 7.1.2. Curriculum and syllabus in Manipuri medium schools
 - 7.1.3. Teaching methods
 - 7.1.4. Factors effecting in teaching and learning situation
 - 7.1.5. Difficulties faced in different skills by Manipuri medium students
- 7.2 Suggestions and Recommendations
- 7.3. Suggestions for Further Research

REFERENCES 328

APPENDIX i - xxxi

LIST OF TABLES

Table no	Table title	Page no
Table1.1	Selected students as the sample for the study	19
Table 3.1	English syllabus for class X	53-54
Table 3.2	Distribution of marks for examination paper	60-61
Table 3.3	Teachers' response about objectives of the present syllabus	63
Table 3.4	Objectives of the syllabus achieved in real sense	64
Table 3.5	Teachers' response about non achieving the objectives	64
Table 3.6	Teachers' response about merits of the syllabus	65
Table 3.7	Teachers' response about drawbacks of the syllabus	65
Table 6.1.	Students' Recognition of Phonemic contrast	142-144
Table 6.2.	Students' understanding of stress pattern	145-147
Table 6.3.	Students' deducing the meaning of unfamiliar words	148-150
Table 6.4.	Students' recognition of grammar error	151-152
Table.6.5.	Difficulty in inferring implicit information	153-154
Table 6.6.	Students' noting contradiction, ambiguities	155-156

Table 6.7.	Students' giving feedback	157-158
Table 6.8	Manipuri students' apparent difficulties in listening English	159-160
Table6.9.	students' performance in pronouncing [i:] and [ɪ]	188
Table6.10.	students' performance in pronouncing [æ] and [e]	189
Table6.11.	students' performance in pronouncing [ɜ:] and [ɑ:]	189
Table6.12.	students' performance in pronouncing [ə]	189-190
Table6.13	students' performance in pronouncing [ʌ]	190
Table6.14	students' performance in pronouncing [ɑ:]	191
Table6.15	students' performance in pronouncing	191
Table6.16	students' performance in pronouncing [u:] and	191
Table6.17	students' performance in pronouncing [ɒ]	192
Table6.18	students' performance in pronouncing [ɪ]	192
Table6.19	students' performance in pronouncing [eɪ]	192
Table6.20	students' performance in pronouncing [aɪ]	193
Table6.21	students' performance in pronouncing [aʊ]	193
Table6.22	students' performance in pronouncing [əʊ]	193
Table6.23	students' performance in pronouncing [ɪə]	194
Table6.24	students' performance in pronouncing [eə]	194
Table6.25	students' performance in pronouncing [ʊə]	195
Table6.26	students' performance in pronouncing [tʃ]	195
Table6.27	students' performance in pronouncing [dʒ]	195
Table6.28	students' performance in pronouncing [f]	196
Table6.29	students' performance in pronouncing [v]	196
Table6.30	students' performance in pronouncing [θ]	196
Table6.31	students' performance in pronouncing [ð]	197
Table6.32	students' performance in pronouncing [z]	197
Table6.33	students' performance in pronouncing [ʃ]	197
Table6.34	students' performance in pronouncing [ʒ]	198
Table6.35	students' overall performance of pronunciation	198
Table6.36	students' performance in pronunciation with correct stress	199-201
Table6.37	students' performance in testing vocabulary	202-203
Table6.38	students' performance in testing knowledge of grammar	204-205
Table6.39	students' performance in testing ability to form sentence	206-207
Table6.40	students' performance while testing fluency	208-209
Table6.41	performance in testing ability to make message intelligible	210-211
Table 6.42	Students' apparent difficulties in speaking English	212-213
Table 6.43	students' performance in pronunciation while reading	221-223
Table 6.44	students' performance in reading with correct stress	224-226
Table 6.45	students' performance in reading fluency	227-228
Table 6.46	students' performance in reading competence	229-230
Table 6.47	students' performance in reading comprehension	231-232

Table 6.48	Students' apparent difficulties in reading English	233
Table 6.49	Students' performance in using plural form of noun	268-270
Table 6.50	Students' using past and past participle form of verb	270-272
Table 6.51	Students' using possessive form of the nouns	273
Table 6.52	Students' using degree of adjectives	274-275
Table 6.53	Students' using negative form of words	275-276
Table 6.54	Students' using agentive form of words	277-278
Table 6.55	Students' using noun form of words	279-280
Table 6.56	Students' using adjective form of words	280
Table 6.57	Students' using verb form of words	281
Table 6.58	Students' using adverb form of words	282
Table 6.59	Students' overall performance in the area of morphology	282
Table 6.60	Students' performance in proper use of article	283-284
Table 6.61	Students' performance in proper use of plural form	285
Table 6.62	Students' performance in proper use of preposition	285-286
Table 6.63	Students' performance in proper use of tense of verbs	286-287
Table 6.64	Students' performance in making sentence negative	288
Table 6.65	Students' performance in using 'wh -' type word	288-289
Table 6.66	Students overall performance in syntactic level	289
Table 6.67	Students performance in using correct synonym	290-291
Table 6.68	Students performance in using binary terms	291-292
Table 6.69	Testing of students' paraphrase strategy	292-293
Table 6.70	Testing of students' use of idiomatic expressions	294
Table 6.71	Testing of students' use of homophones	295-296
Table 6.72	Testing of students' use of collocate choice	296-298
Table 6.73	Students overall performance in the area of semantics	298
Table 6.74	Manipuri students' apparent difficulties in writing English	299-300

LIST OF FIGURES

Figure no	Figure Caption	Page no
Fig1.1	Indo-European Language Family Tree	3
Fig1.2	Classification of TB Language Family	5
Fig. 6.1	Students' Recognition of Phonemic contrast	145
Fig 6.2	Students' understanding of stress pattern	148
Fig.6.3.	Students' deducing the meaning of unfamiliar words	150
Fig 6.4.	Students' recognition of grammar error	153
Fig.6.5	Difficulty in inferring implicit information	155
Fig 6.6	Students' noting contradiction, ambiguities	157
Fig 6.7	Students' giving feedback	159
Fig 6.8	Bar-chart on Manipuri student's area of difficulty in listening English	161
Fig.6.9	Students' overall performance in pronunciation	199
Fig.6.10	students' performance regarding pronunciation with correct stress	201
Fig.6.11	students' performance in testing their vocabulary	204
Fig.6.12	students' performance in testing their knowledge of grammar	206
Fig.6.13	Percentage of students' ability to form sentence	208
Fig .6.14	students' performance while testing their fluency	210
Fig.6.15	students' testing the ability to make message intelligible	212
Fig. 6.16	Bar-chart on students' area of difficulty in speaking English	214
Fig. 6.17	students' performance regarding pronunciation while reading	224
Fig. 6.18	students' performance regarding reading with correct stress	226
Fig. 6.19	Percentage of students' performance in reading fluency	228
Fig. 6.20	students' performance in reading competence	230
Fig 6.21	Students' performance in reading comprehension	232
Fig. 6.22	Bar-chart on difficulty in reading	234
Fig. 6.23	students' overall performance in the area of morphology	283
Fig. 6.24	students' overall performance in the area of syntax	290
Fig. 6.25	students' overall performance in the area of semantics	299
Fig. 6.26	Bar-chart on students' difficulty in writing	301

ABBREVIATIONS

%	-	Percentage
[]	-	Phonetic Symbol
{ }	-	Morphemic Symbol
.....	-	Pause
Adj.	-	Adjective
Adv.	-	Adverb
Aux.	-	Auxiliary
CIEFL	-	C
ELT	-	E
ELTC	-	English Language Teaching
ESL	-	English as a second language
FL	-	Foreign Language
L ₁	-	First Language
L ₂	-	Second Language
LAD	-	Language Acquisition Device
LC	-	Linguistic Competence
LIG	-	Low Income Group
LP	-	Language Performance
LSRW	-	Listening, Speaking, Reading and Writing
LT	-	Language Teaching
MT	-	Mother Tongue
MIG	-	Middle Income Group
N	-	Noun
NP	-	Noun phrase
O	-	Object
O _c	-	Object complement
O _d	-	Direct object
O _i	-	Indirect object
RIE	-	R
S	-	Subject
SBE	-	Standard British English
SLA	-	Second Language Acquisition
SOV	-	Subject Object Verb
SVO	-	Subject Verb Object
TL	-	Target Language
UED	-	Uneducated
V	-	Verb
VP	-	Verb Phrase,