

CHAPTER 1

INTRODUCTION

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1.1 Introduction

Realizing the importance of the English language in the world phenomenon, it is taught in the schools and colleges of all over India as second language. English has been included as a compulsory subject in school and college curriculum and is also treated as a medium of instruction in certain schools. English has been part of our education system for more than a century. But the irony of the situation is that, even though the wide scope and growing importance of the language is known to everyone, a sorry state of affairs still exists in linguistic behaviour of the students. English is beyond the reach of most of the students in India, especially the vernacular medium students, who face more difficulty in learning English than the students of English medium. Language teaching practice often assumes that, most of the difficulties that learners face in the study of English are a consequence of the degree, to which their native language differs from English. This study presents an insight into the practice of English language learning as a second language and difficulties faced by the Manipuri medium students of Silchar sub division of Assam in learning the four skills i.e. listening, speaking, reading and writing.

1.2 English and Manipuri: two different origins

Learning English as a second language becomes difficult for the Manipuri medium students because their mother tongue Manipuri comes with its own set of linguistic properties which are distinct from English. English and Manipuri are languages of two completely different origins: English is a language of Indo-European language family, while Manipuri comes under the Tibeto-Burman language group. The number and nature of the segments of the two languages differ from one another and therefore, Manipuri students commit errors due to the L_1 segmental influence on L_2 , as L_1 stands as a barrier in their learning.

1.2.1 The English Language: Origin and History:

English is a member of the Indo-European family of languages. This broad family includes most of the European languages spoken today. The Indo-European family includes several major branches: Latin and the modern Romance languages; the Germanic languages; the Indo-Iranian languages; the Slavic languages; the Baltic languages of Latvian and Lithuanian; the Celtic languages and Greek. English is a member of the Germanic group of languages. It is believed that this group began as a common language in the Elbe river region about 3,000 years ago. By the second century BC, this Common Germanic language had split into three distinct sub-groups: East Germanic was spoken by peoples who migrated back to southeastern Europe. No East Germanic language is spoken today, and the only written East Germanic language that survives is Gothic. North Germanic evolved into the modern Scandinavian languages of Swedish, Danish, Norwegian, and Icelandic. West Germanic is the ancestor of modern German, Dutch, Flemish, Frisian, and English. Professor Jack Lynch's classification of the Indo-European language gives a clear idea about the origin of English:

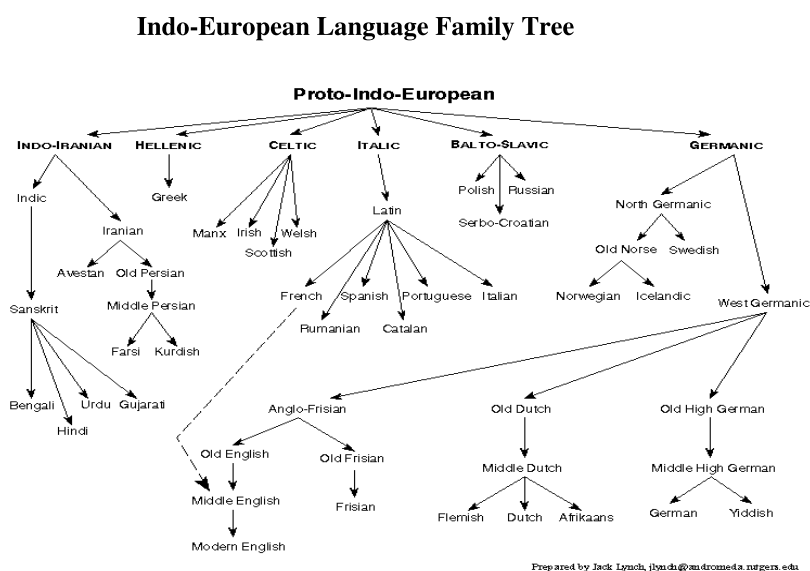


Fig1.1 Indo-European Language Family Tree

1.2.2 Manipuri/Meiteilon: Its Origin and History

Manipuri language on the other hand, belongs to the Sino-Tibetan family of languages. The Sino-Tibetan family branches out into the Siamese-Chinese and the Tibeto-Burman sub-families based on the word order – the Siamese-Chinese has SVO word order while the Tibeto-Burman has SOV pattern. G. A. Grierson (1967, reprint) considered Manipuri to be a link between Kuki-Chin languages and Kachin languages.¹ Shafer (1966) included it under a separate branch called Meithei, which comes under Kukish section of the Burmic division. Geographically, Manipuri is the connecting link between the two important members, i.e., Tibetan and Burmese. The Himalayan, Assam (Indic language) and Naga groups of the Tibeto-Burman Sub-family separate Manipuri in the North and North-East from the Tibetan. In the South and Southeast, there are Kuki-Chin and Kachin groups of the sub-family between the two sister languages, i.e., Manipuri and Burmese. Grierson,² mentions that it sometimes agrees more closely with Burmese, and even with Tibetan, then with the Kuki-Chin languages proper. Manipuri is the official language of the state of Manipur, India. It is the native tongue of the Meitei, is a member of the Kuki-Chin group of the Arakan-Burmese branch of the Tibeto-Burman sub-family of the Sino-Tibetan family of languages³.

Paul K. Benedict⁴ has classified the TB Language Family in the year 1972 which gives a clear picture of the origin of Manipuri language:

¹ Grierson, G.A. *Linguistic Survey of India.* Vol.III, part-III. P 14

² ibid

³ M. A. Pie & F. Gaynor, 1954

⁴ Benedict (1972)

Classification of TB Language Family

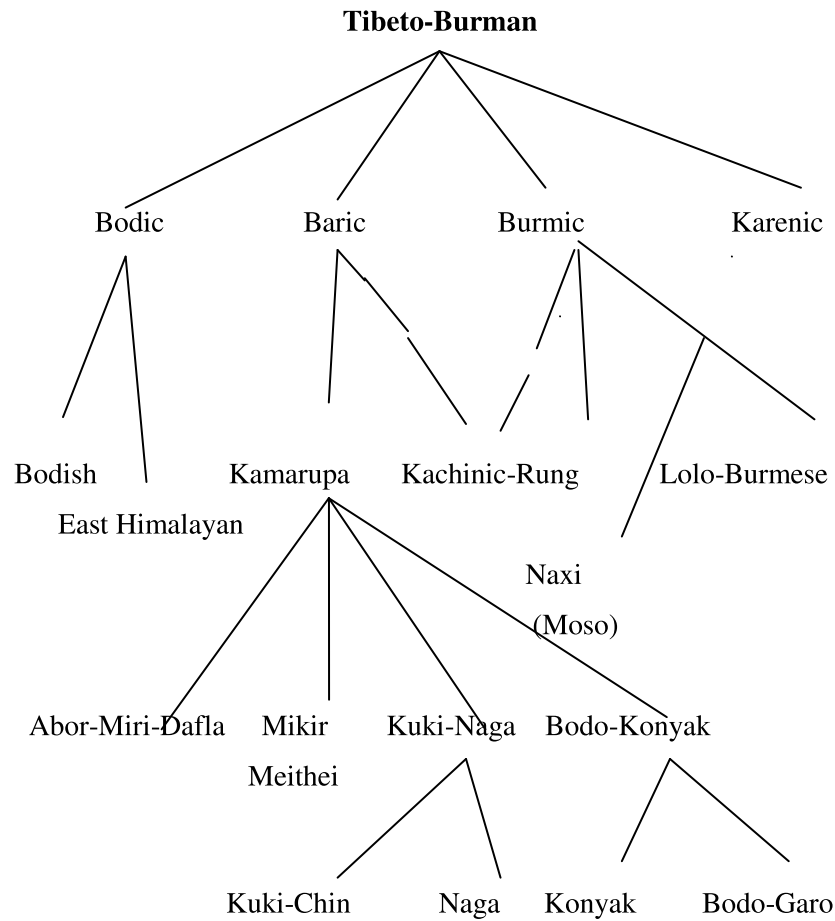


Fig 1.2 Classification of TB Language Family

Manipuri falls in the geographically determined group Kamarupan. Kamarupan is further sub-grouped into Kuki-Chin-Naga, Mikir, Abor-Miri-Dafla and Bodo-Garo subgroups. Although it has been generally acknowledged that Manipuri does not readily fit into any of these subgroups, classifications show that Manipuri is very near to the Kuki-Chin-Naga subgroup. However, Grierson(1903) stated that within Kuki-Chin-Naga, Manipuri is classified as a distinct group on its own under the heading *Meithei*, on the basis of the facts that it was already a major literary language of the Kuki-Chin-Naga group and that it

had characteristics that differentiated it from both the Kuki-Chin languages proper as well as the Naga languages.

Although Manipuri native speakers mostly reside in the state of Manipur, there are native speakers in the neighbouring north-eastern states of India, notably in Assam, Tripura, Nagaland, and West Bengal. In India, the total number of people who use Manipuri as their mother tongue numbers 1,270,216 out of which 1, 110, 134 speakers reside in Manipur⁵.

Meiteilon has been recognized as the Manipuri language by the Indian Union and has been included in the list of scheduled languages. Manipuri is taught as a subject up to the Post-graduate level in Universities of India, apart from being a medium of instruction up to the undergraduate level in Manipur.

1. 3 Status of Manipuri language

According to 2001 census of India, the total number of people who speaks Manipuri as their mother tongue is 1,466,705. Manipuri speakers in Assam and Tripura are 97,000 and 40,000 respectively. And the number of Manipuri speakers in the two neighbouring countries Burma (Myanmar) and East Pakistan (Bangladesh) were 240,000 and 50,000 respectively (Nandalal,1987). According to the report of Manipuri Sahitya Parishad (1970), Manipuri speakers number more than a million, with the state of Manipur having about seven hundred thousand speakers, Burma having about four hundred thousand, the state of Assam having about one hundred thousand speakers, and Bangladesh and Tripura having fifty and thirty thousand respectively⁶. In another reference, *Encyclopedia Britanica Book of the Year 1993* (1994:780), there are 11, 80,000 native speakers of Meithei, although the number of actual speakers is higher since Meithei is used as lingua franca in the state⁷. There are reports of Manipuri speakers in other states like Uttar Pradesh and West Bengal. In Burma, it is spoken in areas such as Mandalay, Bhamo, Rangoon, Mytkiana, Kalemyo, Tamu, Samjok, Kalewa,

⁵ census of India, 1991

⁶ D.N.S. Bhat and M.S.Ningomba,1995

⁷ Shobhana, 1997

Haijang, Mangun, Mingin, Tuangji, Moklai, Tenanyung, Hemzada, Homelin, Maniwa, Sagain, etc. In Bangladesh, in the areas, viz., Dacca and Sylhet districts, the number of speaker is around seventy thousand (70,000).

Manipuri is the only language among the Tibeto-Burman languages of India, which has well established and profound literature and cultural heritage, which is more than two thousand years old. It is accepted that writing Manipuri began by the middle of 7th to 8th century A.D.; this argument has been supported by the copper plate inscription of king Khongtekcha (Report on Archeological studies in Manipur, Bulletin I. 1935) and by the bronze coin inscribing in Manipuri script of King Ura Konthouba's period (560-658 A.D.)⁸. Therefore, Manipuri may be claimed as the most developed languages among the Tibeto-Burman languages spoken in Northeastern India.

Manipuri is the only scheduled language in the constitution under Tibeto-Burman family of languages. It is included in the 8th schedule by the 71th amendment of the constitution in 1992. It is about 3,500 years old and belongs to the Kuki-Chin group of the Tibeto-Burmese stream of the Mongoloid family of languages. It is spoken by about 2 to 2.5 million people in Bangladesh, Tripura, Assam and Myanmar.

According to the available records Manipuris came to Barak valley at the end of 1757 to avoid tortures at the hand of Burmese who attacked Manipur and defeated the Manipuri king. In 1765 Jai Singh the king of Manipur came to Cachar seeking help from the Kachari king. He stayed there for some time and with him came a large number of Manipuris during the period of 1775 to 1782 AD. His effort to return Manipur and defeat Burmese was not successful. After his death Raja Govinda Chandra, king of Cachar called to his aid an exiled Manipuri king, Chaurjit Singh who was given shelter by him. Many other Manipuris settled in Cachar during this period. Since then they are living in Barak valley.

⁸ Jhaljit Singh, R.K. 1965

Nearly half a million Manipuri speaking people live in greater Sylhet. Manipuri is the second major language in Silchar while Bengali is most the dominating language of the area. According to the 1971 census of India, the number of Manipuri speakers in Barak Valley was 72,290 and Bengali speakers were 13,32,268. The number of male and female speakers of Manipuri language is 36,383 and 35,097 respectively.

Though being multilingual, Manipuri is widely spoken by the Meitei people. They maintain the language both in spoken and written form. Manipuri is used as a medium of instruction in many schools. It is also taught as a subject up to the post graduate level.

1.4 English Language and its acceptance by Manipuri speakers:

No one can deny the importance of English language in the present time. The educated Manipuri people understand the value of English in the present day world and they prefer learning English to a great extent. They want their children to have communicative competence in the target language and send them to the best institutions for proper learning of it. But they have a negative attitude towards the mother tongue medium school and therefore most of them send their children to English medium schools where they expect they will learn better English. Only the uneducated and the people of low social and financial background send their children to the mother tongue medium schools who have very little knowledge about English and its importance.

1. 4.1 Attitude of the guardians of the Manipuri medium schools:

Education is the process of inculcating in an individual the experiences already acquired by the society. Education of a child is not just the responsibility of the school but a corporate responsibility of the schools and the parents. This principle applies to the learning and teaching of English too. There is widespread misunderstanding among parents that the linguistic development of the students depends solely on the teachers. The parents forget the fact the children spend more than two third of their time at home. There is also misunderstanding among

the teachers and the common people that the teachers are the only responsible persons for the learning of English. Even the teachers seem to blame themselves; the common people too seem to blame the teachers for the poor performance of the students in the language. The public, the teachers and the parents themselves are not aware of the important role to be played by the parents in learning English.

Parents play a crucial role in the learning of the students. Their positive attitude, help and encouragement make their children's learning easy and efficient. Therefore we need to educate the students, parents, teachers and the public on the importance of the role to be played by the parents in language learning. But one pathetic fact is that most of the parents of Manipuri medium schools of Silchar subdivision are illiterate; they have little knowledge about the importance of English language learning. They don't take proper care towards their students learning and they believe that going to school is enough for the learners. They believe that whatever they need to learn they are learning within the school environment and parents have nothing to do with it. They are unable to understand the fact that language learning is not only confined to school environment. Due to this negligence of the parents, the students are unable to perceive enough knowledge regarding language learning and suffer from depression. The children in the study reported that they are afraid of English, a fact that may be indicative of depression causing from inability to learn.

1. 4.2 Attitude of the society

It is all known that social factors have a great influence in the learning of a second language. Social factors are those conditions in the learner's social environment in which the language learning process takes place that are capable of promoting or retarding the learner's interest to acquire the target language. It is important to stress that the learner may or may not be conscious of the influence of these factors on the way of learning the language. But it is true that even if the students don't get enough opportunity to speak English except in class, the society can provide a warm and supportive atmosphere where their learners can learn to communicate by speaking, listening, reading and writing.

But the pathetic fact with the Manipuri students is that the society itself is not conscious enough to encourage their learners in developing their communicative competence. They don't even realise the fact that a society too have many responsibilities towards the future generation neglecting which the society itself will have to lag behind.

It is in fact the peak time when the society should come forward to have an enlightened approach towards teaching and learning English. Differences among learners should not be seen as deficiencies and each learner should be viewed as a person with unique worth talents and contribution.

1.4.3 Attitude of the teachers

Teachers play a vehement role in student's learning. Their attitude towards learning English has a direct effect on the attitude of the students. But the results of the questionnaire, in general, show that Manipuri teachers are more favorable to the idea of adopting Manipuri as an instructional medium rather than English. They agree that instruction in Manipuri can promote student learning better. The teachers in this study favored Manipuri-medium instruction considering the difficulties that students have to face if instruction is given in English.

The government is also required to take necessary steps to support English education considering the participation and the atmosphere in the classrooms, where Manipuri is a medium of instruction. Considering the benefits and opportunities of learning English and lack of quality in English language teaching in the secondary school education, and the different needs of students, we have to bring this English-medium instruction into discussion not just taking instructors into consideration, but also the government and other stakeholders.

Although we cannot deny the fact that English is currently very dominant in the education and business environments, we should take other alternatives (elective or compulsory courses in Manipuri and English, assignments in Manipuri) into consideration. We cannot just say without evidence that "English-medium

instruction is the one that works now and we do not have any other proposed alternatives”.

1.4.4 Attitude of the students

The Manipuri students are unable to leave their mother tongue while learning the English language because they are strongly associated with their own Manipuri culture, their home and a sense of belonging. Despite the fact that most learners struggle to become proficient in English, they are more inclined to their mother tongue, Manipuri. Though they feel the importance to English they still hold Manipuri in high esteem. Most learners don't have any interest in learning English as they informed to the researcher that they do not like English but as they needed it for work, they learn it for future prospects. A large number of students claim not to understand examination questions due to the fact that they are in English. The attitude of the Manipuri medium learners is significantly much negative than those of other learners. The Manipuri students further remarked that they would receive much better marks if they are given a chance to write the examination in Manipuri. For some learners English is fundamentally linked to job opportunities, social mobility, success and power and not to the mother tongue and cultural identity which they would want to maintain. To them English was only for formal communication and Manipuri for other informal communication and purposes. In this school during break time teachers also communicate with learners in Manipuri.

Lack of attention, anger, frustration, fear and sadness were observed among the students because of their inability to understand and cooperate with the teachers in the class. Learners reported that feelings of anger on account of their lack of understanding of the language of instruction which ultimately led to frustration. Another aspect of the learners' behavior encountered in interviews with parents is that learners memorize their reading lessons without understanding which affirms that they don't have enough potential to develop their knowledge with the progress of the syllabus in the school.

1.5 Reasons for selecting the problem:

English language teaching and learning process has been taken quite seriously in the present time due to its urgent need in all spheres of life. It is indeed bitter to notice that even though serious efforts have been taken by the educationalists for improving the state of affairs of English language teaching for the past few decades in India in general, in Assam in particular, a sorry state of affairs is still found to exist in the achievements of English linguistic behaviour among the students of all levels. So, it is really imperative to unearth real reasons behind the poor achievements of the students in English. Before that, it is also important to identify the level of achievement by the students in all skills of the English language and the problems, they encounter in the process of learning English.

It also has been traced that the problem is more intense among the students of mother tongue medium schools. Being a teacher it has always been felt by the researcher that the knowledge of English is very poor among the students of school level especially among those who are of vernacular medium. They always tend to carry a kind of horror towards the subject from the very initial level and this is carried forward to the upper classes too. When they ultimately reach the last stage of the school and have to face the board exam, most of them fail in the subject or pass with very less marks. Though this is quite serious a problem but proper treatment of it is only possible when their loopholes are being identified and treated with proper care. Many researchers have tried to work out this problem but none has tried to find out the problems of the Manipuri learners. So it is an earnest effort by the researcher to identify the problems of the Manipuri students so that their problems is dealt with and treated properly.

1.6 Review of the Literature

Many researchers have tried to work out different issues on English teaching and learning and there are many works written on this line. Some of the important works that are reviewed by the researcher are described below.

V. V. Yardy (1987) has focused on an important problem of teaching English in India and brought all his knowledge to bear fruitfully on it. He has capsule in every chapter the latest findings of experts on each topic and summed up his own conclusions firmly and clearly. He has discussed in detail, the objectives of Teaching English in India and the use of mother tongue in teaching of English. In the following chapters he discussed about teaching reading comprehension, teaching writing, i.e. precis writing, letter writing and teaching spoken English. He has also focused on remedial teaching and some of the language teaching methods. According to him the English teaching scene is changing fast in our country not because of any deliberate or concerted effort on our part, but rather because of the lack of it and on its own momentum. It is good to know how far we have fallen from true knowledge and what the pit that awaits us is.

Surendra Prasad Sinha (1978) had done a historical study about English education in India. He gives an interesting account of the advent of English in India and of the vicissitudes through which it passed during the last two centuries. English was only one of a number of European languages that reached the shores of India along with the commercial activities of western nations. In spite of tremendous opposition practical considerations suggested by India's cultural and economic needs led to the adoption of English as a medium of instruction as well as a compulsory subject. The author has dealt exhaustively with this subject, the history of the introduction and spread followed by decline of European languages in India.

Dr. M. R. Panchal(1976) has dealt with the old and new approaches of teaching English. The teaching of English as a second language has been scientific and technical in nature. Besides the objectives of teaching English have undergone a great change and so have been the methods of teaching. That is why

English is required to be constantly acquainted with the methods and techniques of second language teaching which this book has dealt with.

Ram Kumar Sharma (1989) has tried to investigate the problems related to English language teaching in India in general and specifically in Bihar. In his study he has dealt with the problems of teaching English in Middle and High schools, where he has discussed the standard in which the teaching of English should be introduced, misconceptions regarding English language teaching, faulty teaching methods, unpalatable textbooks and their mishandling. He further discussed the problems of teaching English in the colleges of Bihar, where the method of teaching is faulty and the selection of teaching material is improper. The problems that the students and Teachers in Training Colleges face, is also a matter of concern in the study. Finally he has discussed the problems of teaching English pronunciation to the students of Bihar, who face difficulty in picking up correct pronunciation of English and sums up giving suggestive measures to resolve the above mentioned problems.

Joanna Baker and Heather Westrup (2006) reflect the learning and experience of VSO teachers and their national colleagues, teaching English in a wide range of developing countries and in Eastern Europe. This book is for teachers of English, who teach large classes with few resources, and it contains many ideas to help teachers in teaching making it an easier way for teachers and interesting for students.

Kothainayaki (1994) has observed the classroom interaction in second language teaching among students and teachers in VI, VII and VIII standards. She has observed, in her study, some of the pattern of teacher - students and student - student interaction both inside the classroom and outside the classroom. Further, she has investigated the errors in the use of articles, prepositions, particles, etc. Hence, she recommends that grammar teaching should have been started right from the first standard and enforcing the lot of grammatical drills will enhance the students' interpersonal communicative competence.

Baskaran (1996), in his study, has investigated the orthographical errors in second language committed by the under graduate students. He has identified the errors due to addition, omission, substitution and inversion of the spelling. Further, the orthographical errors due to L₁ influence also have been specified in the study. Hence, he recommended that the spelling drill with special emphasis on confusing words and practice of dictionary-using will lessen the orthographic errors in writing of the students.

Karthiyayani (1995) has studied the reading comprehension of the students studying at the higher secondary level. She has found, that the reading performance of the students in English (L2) is better when the answers are explicitly stated in the passage, and the students found difficulty if the answers scattered in the passage. Further, she has observed that the parental economical position and the students' previous academic record play a crucial role in the performance of the students, but the gender and location play a less roll in the performance of the reading comprehension of the students.

Chandran (1999) has investigated the communicative ability in speaking English of the higher secondary first year students. He has identified, in his study, the phonological, lexical and grammatical errors, and also he has proved that the communicative ability of speaking of the students with English as their medium of instruction is better than that of the students of Tamil medium. Further, he recommended that the syllabus designers and material producers may give top most priority for the communicative activities in the syllabus so that the learners would develop the acquired knowledge.

Jayanthi (2002) has observed the classroom interaction of the graduate students. This study revealed that the factors like smartness of the students, shyness, evaluative, capacity, commitment, psychological conditions, observation of world knowledge, time factor, interactional awareness, interaction with text, etc., play some role over the effective and efficient interaction of the students. Further, she has said shyness of the students' psychological conditions of the

students especially past failures, etc. lead to the avoidance of the interactive performance and other above said factors enhance the interaction of the students in English literature Teaching classes.

Mohd. Mahib ur Rahman in his paper *Educational Policies in Assam* has tried to identify the current status of educational policies in Assam. This is followed by progress of Primary, Secondary and Higher Education in Post Independence period in the light of national policies on education. Subsequent sections consider the status of women education, teacher education, teacher training institutes and medium of instruction issue in the state.

This article *The Status of Meiteilon among the Tibeto-Burman Languages* (2013) by Dr Irom Robindro Singh, focuses on the development, status and relationships of Meiteilon with other Tibeto-Burman languages. Meiteilon, popularly known as Manipuri by the natives, is the most developed language among the Tibeto-Burman languages spoken in the Northeastern India. It has its own status, i.e., written as well as spoken. Various scholars including missionaries studied Meiteilon for many years.

1.7 Scope of the Present Study

The present study thus tries to identify the performance and areas of problems in the process of learning language by the high school students studying in the schools of Silchar sub division and to suggest certain remedial measures to overcome the problems or hindrance encountered by them.

1.8 Objectives of the Study

- a. To highlight the status and importance of teaching English as a second language in India, status of English in North East and Assam, place of English in school curriculum of Assam, problem of teaching English in Assam and present position of teaching English in high schools of Cachar.

- b. To identify the methods and strategies adopted by the teachers in the classroom and the problems they face in using appropriate method, while they encounter the students during the process of teaching English.
- c. To find out the loopholes in the present syllabus and strategies to be adopted to make it more effective for the students to develop the communicative competence of them.
- d. To identify the factors affecting in teaching-learning process of English in Manipuri medium schools.
- e. To identify the problems encountered by the students in listening skill.
- f. To identify the problems encountered by the students in speaking skill.
- g. To identify the problems encountered by the students in reading skill.
- h. To identify the problems encountered by the students in writing skill.
- i. And to suggest remedial measures to improve learning in the four skills.

1.9 Hypotheses

The following null hypotheses have been drawn keeping in view with the data collected.

- a. The medium of instruction has direct impact on the achievement of second language skills.
- b. Mother tongue has a direct impact on the learners and it plays a vital role in the development of second language skills.

1.10 Coverage of the Present Study

The present work studies the problem of learning English in different skills i.e. listening, speaking, reading and writing faced by the students studying in 10th standard of Manipuri medium schools in Silchar sub division of Assam. Certain important social variables have also been considered for the present study. Reason for the selection of Manipuri medium students is because they belong to a status which is socially, economically, and educationally backward one.

1.11 Limitation of the Study

As said earlier, the present study covers only the students studying in Silchar sub division of Assam. A limited effort has been taken to evaluate the text book, the teaching methods, teacher etc. Only the students' performance in the four skills, communication strategies adopted and problems encountered by them have been taken into consideration and discussed in detail. The remedial measures for all the problems identified, have been suggested centering and focusing the students.

1.12. Social Relevance of the Study

- Since the present study concentrates on all the four different skills i.e. listening, speaking, reading and writing levels of the English language, it will present a total picture about the learning of English language of the high school level students.
- As it also talks about the process of learning English by the class X level students, it finds reasons of some of the learning problems of English. Based on the findings of the present study, certain apt remedial measures have been advocated.
- In the Indian educational span of the students, the stage of class X plays a crucial role which determines the students' further and future education. This terminal course should provide the students a strong foundation for their English language development. Therefore, English has to be properly developed for strengthening it. The present study therefore gains a social vitality and validity as it provides enough insights about the English learning of the high school students.

1.13 Selection of the Sample for the Study

For the present study, 130 students were selected as sample from seven Manipuri medium government high schools located in Silchar subdivision.

Table1.1 Selected students as the sample for the study

Sl. No.	Name of the schools	Medium of instruction	Number of the students selected	
			Boys	Girls
1.	Sonai Juvati High School.	Manipuri	25	25
2.	Govinda Nagar Shivbari High School.	Manipuri	10	10
3.	Ibemhel High School.	Manipuri	8	4
4.	Jarma Singh High School.	Manipuri	5	5
5.	Ramnagar Manipuri High School	Manipuri	12	12
6.	Y.S. Memorial High School	Manipuri	3	2
7.	Kameswar High School	Manipuri	5	4
total no of students			130	

1.14 Methodology of the Study

The present study adopts certain modern methods and approaches available in the field of linguistics in general and applied linguistics in particular. They are:

Questionnaire method. For the present task, five questionnaires (one for each level and one for general information) have been prepared and the students have been tried out in the field through pilot study and based on the results drawn through the pilot study, the questionnaire have been modified and finalized. The

finalized questionnaires were used for data collection (Questionnaires are added in the appendix).

Interview method also was adopted to carry out the study. Thus, a structured questionnaire was used to elicit data from the students of both the sex through interview method, (or) conversation, and the responses of the students were recorded using the tape recorder.

Observation method. Along with the questionnaire and interview methods, observation technique was followed with the aim of filling the gap in the corpus drawn by the questionnaire and interview methods.

Personal data sheet. In addition to the above tools, a personal data sheet was developed to collect the information from the students related to the variables included for the investigation.

1.15 Data Elicitation

The finalized questionnaires were administered with the informants and the testing procedures were carried out in two phases. In the first phase, tests on listening and speaking were conducted. First the students were asked to listen to some topics and questions were asked based on them. To test the speaking skill, questions which were constructed in the interview schedule were asked and then the students were instructed to speak on any one of the given topics or of their own interest. The responses of the students were also recorded using a tape recorder. For these two types of tests, 120 minutes were allotted (30 and 90 minutes respectively).

After two days gap in the second phase, reading and writing tests were carried out. For each test 30 minutes were allotted. To test reading skill students were asked to read out a passage and questions were asked based on it. To test writing skill, separate answer sheets were given to the informants and then the

questionnaire were distributed to the students and in certain circumstances questions were read out by the researcher.

Further, instruction about the each questionnaire was given to the students. In this way, the data collection was carried out in all the schools under study. Data was also collected on the status of Manipuri language, attitude of the teachers, students and society on English learning, motivation of learning English language etc. In addition to this, the students-teachers classroom interaction, and peer group interaction were observed and their quarterly, monthly test papers were also examined. Moreover, data have also been updated then and there in order to fill the gap found in the corpus and to verify the authenticity of the data.

1.16 Analysis of Data

The data collected for each skill was processed and analyzed separately. The speaking performances of the students recorded during the field works were transcribed and then the transcribed items were analyzed keeping in view with the finding communication strategies followed by the students while they encountered linguistic gap and the strategies were classified. The data of writing skill were systematically analyzed and errors were identified and classified in all the linguistic aspects of L2. Eventually, the remedies were given for all the problems encountered by the students in the process of learning English. The detailed analysis of the data, discussion, findings and remedies are presented in the succeeding chapters.

1. 17 Organization of the Thesis

This present study entitled "Problem of learning English as a second language by the 10th standard students of Manipuri Medium schools in Silchar subdivision of Assam" contains the following chapters.

The first chapter of this study is “**Introduction**” which presents a general insight about the English language teaching scenario, then it talks about various views of

origin and history of English and Manipuri language, Status of Manipuri language, English Language and its acceptance by Manipuri speakers, statement of the problem, review of the literature, aim and objectives of the study, variables of the study and plan of the study.

The second chapter of the research report is “**English Language Teaching: A Brief Profile**” where the researcher attempts to give a brief historical overview of the practice of English Language Teaching, Rise and spread of English in India, English Language teaching situation in India, The Language Policy in India: Three-Language Formula, The Prevailing Education System in India, English language in North East and Assam, Present Education System of Assam, The place of English in School Curriculum: The Curriculum and the syllabus of English language Education, Problem of teaching English in Assam, Present position of teaching English language in the high schools of Cachar.

The third chapter is “**Curriculum and Syllabus Design**” where an attempt has been taken to describe the curriculum and syllabus designed by SEBA; and examines how far the syllabus is applicable and suitable for the 10th standard Manipuri Medium students of Silchar subdivision, Assam.

The fourth chapter of our study is about the “**Methods of teaching English as a Second Language**” in the classroom. Here an attempt has been taken to describe the various methods of language learning; the method applied by the teachers in the classroom of Manipuri medium schools and examines how far the method is suitable for language learning considering the need of Manipuri Medium students of Silchar subdivision, Assam.

The fifth chapter deals with the “**Common factors affecting in teaching learning process of English in Manipuri medium students in Silchar subdivision**”. Here the researcher discusses in detail the factors that create hindrances in learning English along with the possible remedies.

The sixth chapter of the undertaken research mainly deals with the **“Difficulties faced by the Manipuri Medium students in learning English as a second language”**. In this chapter, the researcher tries to find out the area of difficulty of the Manipuri medium students in acquiring the four skills i.e. listening, speaking, reading, and writing. Classroom observation, discussion with teachers, Personal interviews with the students and most importantly recording the students’ performance is carried out to find the areas of problem of the Manipuri medium students and it has been discussed in detail in this chapter. The researcher presents an analysis of the general problems and particularly the errors committed by the students in pronunciation, morphology, and grammar in performing the four skills.

The concluding chapter presents the findings of the present study and advocates remedies for those problems and discusses the areas to be explored further in this field.