

**A STUDY ON ATTITUDES AND PROBLEMS AMONG THE MAO NAGA  
TOWARDS TEACHING AND LEARNING OF ENGLISH LANGUAGE IN  
SECONDARY SCHOOLS OF MANIPUR**

**Ph.D. Thesis**

**Submitted to Nagaland University, for the Degree of Doctor of Philosophy in Education**



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### CERTIFICATE

This is to certify that the thesis entitled ***“A Study on Attitudes and Problems among the Mao Naga towards Teaching and Learning of English Language in Secondary Schools of Manipur”*** which is submitted herewith for the Degree of Doctor of Philosophy in Education of Nagaland University is the result of the original work completed by **Mr. Daikho Manehrii (Reg. No. Ph.D/EDU/00100 of 2017)** under my supervision and guidance. That, to the belief and best of my knowledge, the work embodied in this thesis has not been formed earlier the basis of the award of any previous degree in any other university or institute. This thesis is fit for submission and evaluation.

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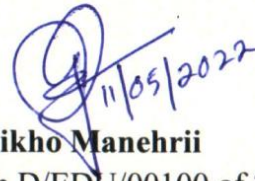
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## DECLARATION

I, **Daikho Manehrii**, hereby declare that this thesis entitled “*A Study on Attitudes and Problems among the Mao Naga towards Teaching and Learning of English Language in Secondary Schools of Manipur*” is my own work carried out under the supervision of **Dr. Boyillapalli Venkata Rao**, Assistant Professor, Department of Education, Nagaland University. The work embodied in this thesis has not been formed earlier the basis of the award of any previous degree in any other university or institute. This thesis is submitted to the Nagaland University for the degree of Doctor of Philosophy in Education.



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
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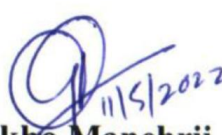
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## **ABBREVIATIONS**

BOSEM	Board of Secondary Education Manipur
CALL	Computer-Assisted Language Learning
CIEFL	Central Institute of English and Foreign Language
COHSEM	Council of Higher Secondary Education Manipur
ELT	English Language Teaching
HSLC	High School Leaving Certificate
ICT	Information and Communication Technology
MALL	Mobile-Assisted Language Learning
NEP	National Education Policy
NPE	National Policy on Education
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
PI	Programmed Instruction
POA	Programme of Action
SCERT	State Council of Educational Research and Training
SSALELS	Secondary Student's Attitude towards Learning English Language Scale
TPR	Total Physical Response
ZPD	Zone of Proximal Development

## CHAPTER-I

### INTRODUCTION

#### 1.1 Mao Naga Tribe

The Mao tribe is one of the major Naga tribe in Manipur, India. Naga is a generic term used to refer an agglomeration of tribes in present day Nagaland, Manipur, South Eastern Arunachal Pradesh and South Eastern Cachar of Assam; and some parts of Myanmar (Burma) in Chin state sharing certain common social-cultural relationships. The earliest specific reference to the Nagas was made by Claudius Ptolemy in 15 A.D. in his 'Geographia' where he referred to the Naga country as 'the realm of the naked' (Sanyu, 1996). According to Horam (1988) Nagas were distinguished from their neighbouring tribes by practice of head-hunting, religion and superstitions. Naga scholars like Nshoga (2009) feels that the name 'Naga' is a heaven-born term applicable to all the Naga race existing. Verrier argued that the term 'Naga' was coined by Nagas which was believed to be derived from the abode of the god who created them-a land somewhere in the far eastern called *Em*. Nshoga (2009) further contented that the fallacy of the name 'Naga' has become one of the most sought after hypothesis among the scholars.

From the early documented colonial writings, Maos were stated to be inhabitants of independent country, south of the Angami. The Mao villages form a compact group under the Manipur Naga Frontier region, which lies 20 miles south of Kohima, the headquarters of the Naga Hill districts. They called themselves *Sopvoma* (Grierson, 1899, p 487). Hodson (1911) also describes Mao as *Sopvoma*, who themselves were Nagas lived on the western spread of Kopamedza, beside the cart road from Dimapur to Imphal. The kindred villages of Mao spread to the east as far as Jessami.

Nepuni (2010), a Mao scholar termed 'Mao' as a recent development and refers only to the western part of *Shiipfomei*. The earlier reference of *Sopvoma* by colonial writers might have been corrupted from *Shiipfomei*. *Shiipfomei* consists of the four kindred ethnic groups viz. *Ememei*, *Lepaona*, *Chiluve* and *Paomata*, where *Ememei* were the Maos. In the present day, the Mao Naga tribe predominately

occupy the northernmost part of Manipur state under Senapati District and Kangpokpi District (bifurcated from Senapati District), bounded by Angamis and Chakesangs in the north, Tangkhuls and Poumais in the east, and Marams and Zeliangs in the west.

The Mao tribe is a recognised 'Scheduled Tribe' under the constitution of Scheduled Tribe Order of 1950, in India. Most of the Mao populace come under two blocks of Senapati district viz. Tadubi Block (under Mao-Maram Sub-division) and Songsong Block (previously under Mao-Maram Sub-division and Paomata Sub-division). A good number of Maos are found under Senapati block, Karong Block, Lairouching TD Block and Kangpokpi Sub-divisions too. Moreover, sizeable population were also present in Nagaland state. According to latest census (2011), the population of Mao is 93,343 and the literacy rate is 61.5%. (as per the Statistical Profile of Scheduled Tribes in India 2013, Ministry of Tribal Affairs, Statistical Division, Govt. of India, p-153).

The Mao Naga speaks 'Maola' or 'Emela' language which belongs to Angami-Pochuri group of Tibeto-Burman language. According to Grierson (1899), the Mao language belongs to Naga-Kuki groups which most nearly approach the true Naga languages. The language has the closest resemblances to Kezhama in terms of standard words of the two speech forms. The Mao Naga tribe traced their origin on the oral mythical of *Dziilimosiia*.

## **1.2 Development of English Language Education in Mao**

The development of education in Mao Naga areas dates back to early 1890s, with Sir James Johnstone, the then Political Agent of Manipur who took initiatives to establish schools in Manipur. Prior to establishing of Middle English School, known as Johnstone Middle English School in 1885 in Imphal by Sir James Johnstone, Captain Gordon had established a primary school but discontinued. While in different parts of India, initiation of English education has already started with the implementation of Charter Act 1813, it was almost after 80 years past, the first school in Mao area was established in 1892-93. This school established in Mao Thana was considered to be the third school established in Manipur and the first in the entire hill of Manipur. Though, there were not detailed accounts about the enrolment and other related reports, English education set its foot in Mao Naga



areas. As pointed by Devi (2001), the medium of instruction in the early part of education were through English and Bengali. It was in the later part of 1902-03, efforts to introduce Manipuri (*Meiteilon*) were initiated. Thus, with the establishment of a new modern school, Mao Thana begins its journey of English education through the medium of English and Manipuri undoubtedly for the first time.

The development of education in the Mao Naga areas progresses along with the conversion of its populace in to Christianity in the region. Christianity and education went side by side so as to understand the new religion and message. Education became necessary as a means to read the Bible and understand (Nepuni, 2010). According to Poji (2011), Missionaries have adopted 'establishment of schools' as one of their tool to preach the gospel and it proofs to be the most effective. He opines that Missionary schools were established to impart education and create job opportunities to the communities. He concluded that the arrival of Christianity was a landmark in the history of the Maos. It paved way for westernisation and modernisation among the Mao society. Before the arrival of western Christian Missionaries, the Mao society remained completely isolated from outside civilization. He lamented that the Mao tribe had no written language and they remained illiterate for centuries in the pre-Christian period. It proves that education was one of the significant factors contributing to the overall development of Mao Nagas. Moreover, with the arrival of Christianity and introduction of education there is a fast growth rate in female literacy. According to Kapesa (2017), it was with the introduction of modern education system the political consciousness among the Mao villages and Mao community to bring under a single umbrella; and the need to preserve and reconstruct their cultural practices and values came into being.

According to Nepuni (2010), Shiipfomei language (referring to Mao) came to have a written language only in the early part of this century in the late 1920s, further came to be written in the Roman script. Before that, Shiipfomei classical language was preserved and handed down orally from generation to generation through folk songs, folk tales, dirges, prose, and poetry, wise sayings, proverbs, etc. Social institutions such as *Morung* system (*krucho ye locho*) brought this classical language down to the next generation. The other means of transmission was through social feasts and festivals such as the feast of merit, *Chiithuni*, etc. The only regular

means was in work place and fields in the form of peer conversation and activities. *Morung* was considered as the formal educational institute for Shiipfomei in the absence of what we have now as educational schools and colleges.

According to Poji (2011), it was in 1893 William Pettigrew attempt to establish a missionary centre but was denied by the entire 16 Mao village Chief. However, in 1903, Pettigrew could start a school in Mao village with his capacity as State School Inspector appointed by the British Government in 1897. Kapesa (2017) located the first formal school started by Rev. William Pettigrew between the present Tadubi and Songsong villages. The mission school has classes till up to class IV. It was in 1927, after many Mao were baptised and converted to Christianity, a house was constructed for a dual purpose, as a school and as a church (Poji, 2011). The first Mission school was said to open in Mao areas in 1927 at Punanamei Village. Thus, it may be noted that missionary implemented education in Mao Naga areas as a tool of wooing to new religion as well as imparting knowledge. The undeniable fact was that Mao Nagas were blessed twofold-in terms of education and spiritual awakening.

The first sample of Mao Naga language in English could be seen in the translation work of Grierson (1899) in Linguistic Survey. Nepuni (2010) believed that Shiipfomei have adapted the Roman Script as their script. To put on record, all the Naga tribes for that matter have accepted the Roman script for the purpose of writing. He also took note that Roman script was introduced to Shiipfomei for the first time for the purpose of writing by late L. Kashipri in 1935. In the same year, Late Kashipri brought out the first Mao Premier-Imela Phrokari. There stand the Mao man who understood the value of the mother tongue and made a solid beginning for the future generation. After so much of struggles, New Testament was translated in Mao Naga between the years 1953-1960 by Mikrii Lohrii. The whole Bible, inclusive of Old Testament and New Testament was translated to Mao by Rev. K. Hriipuni in 1993 (Nepuni, 2010). It was worth noting that the first newspaper was published and edited by M. Ashiho and released by A. Daiho in 1950.

The expansion of secondary school was very slow in Manipur before India's independence. There was only one secondary school in Manipur in 1921-22. The

number has increased to 5 in 1945-46 and 11 in 1950-51. Among the 11 secondary schools, 2 were government, 7 aided and 2 unaided schools (Devi, 2001). The present day Mao-Maram Higher Secondary School, Tadubi was established in 1950. The same school building was built in 1954. The school was upgraded to Higher Secondary school in 1966. It was recognised as High School Leaving Certificate (HSLC) Examination Centre in 1975. As recounted by Mr. Khazhou (Headmaster, Mao-Maram High School, Tadubi, 2019), in those days the medium of instruction was in Manipuri (the script being in Bengali). English was studied till up to class III as literature. English subject was alternative from class VII-X, though Mathematics and some others were in English roman scripts.

With the arrival of Catholic Missionaries in Mao areas in 1950s, in 1956, Fr. Bianchi requested to take over the private M.E. School in Punanamei with a grant of Rupees Hundred grant per month (Poji, 2011). In 1957, St. Mary School, Punanamei was renamed as Don Bosco Higher Secondary School (Kapesa, 2017). By the end of 1960, a lower primary school and an upper primary school was established in Makhan and Makhel Kaibi. Sadar Patel High School, Mao was established in 1961, while Solitokhu Junior High School, Chowainamei was established in 1963. The education system gradually has developed. At present, there were over 47 primary schools (both Govt. and Private), 20 English medium High schools (both Government and Private), five Higher Secondary school (1-Government and 5-Private), and two colleges (one government and one private) in Mao inhabited area (Appendix-I).

### **1.3 History of English Education in India**

The English language came to India with the establishment of British East India Company, a trading company founded by a group of enterprising merchants from London who were granted permission to start trading in India by Queen Elizabeth in 1600 A.D. It did not take long for the company to establish political and military dominance in India. The battle of Plassey 1765 paved way for expansion and imperialism in India. With the expansion, English language begins to spread. Another notable mentioned of English language growth was the spread of Christianity. To teach Bible, it was essential to read and write for the new converts to understand Christianity. To make them understand, English education became

extremely important. This also led to the promotion and need for teaching English among the Indians. In 1792, a blueprint on English education in India was prepared by Charles Grant, a director of the East India Company. He recommended that English should be introduced as the medium of instruction to teach western literature and scientific temper to curb out superstitious beliefs practiced among the Indians; and adoption of English as the official language of the company and government for easy communication. Thus, the emergence of English language during the pre-independence began with the interest of the British government in India.

Meanwhile, there was a hot argument taking place between what came to be known as the Orientalists and the Anglicists debate. The Orientalist were of the opinion that education should be continued in Indian languages, while the Anglicist strongly opposed to their view and posed for propagating English education. The 1793 resolution in the British Parliament, that it was the bounded duty of the British to ensure the interest and happiness of Indians and that it should provide requisite resources led to the legislation of Charter Act 1813.

### **1.3.1 Charter Act, 1813**

The Charter Act, 1813 often considered as the first concrete provision to start English education in India was set to provide a sum of one lakh rupees every year on India education. Though it did not mention specifically the language of education, it gave way for missionaries to establish missionary schools to promote English education on the one side; and promote the oriental school of education on the other end. It may be mentioned that the demand for English education was also on the rise during this initial introduction.

### **1.3.2 Macaulay's Minute, 1835**

Macaulay's Minute 1835 referred to as the 'Manifesto of English Education in India' was the legislation under the Governor-General of Lord William Bentinck. It came to be known as the English Education Act, 1835. Macaulay gives a strong opinion about the objectives of English education in India-

*"We must at present do our best to form a class who may be interpreters between us and the millions whom we govern-a class of persons, Indian in blood and colour, but English in taste, in opinion, in morals, and in intellect. To that class we may leave it to redefine the vernacular dialects in the country, to enrich those dialects with terms*

*of science borrowed from Western nomenclature and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population* “( Report V: 29-30, Krishnaswamy & Krishnaswamy, 2006)

Macaulay put forth the urgency of English education in India, as this could only keep the education growing. Finally, the Governor General approved of the Minute and made four very important declarations. The first declaration gives a clear approval that the funds appropriated for the purpose of education will be utilised on English education alone. The second declaration states that the Lordship was not of the opinion to abolish any college or school of native learning. However, the stipends given to student would be discontinued hereafter this Act come into force. Thirdly, the Governor General would not allocate funds for printing of Oriental works. Fourthly, the declaration re-affirmed that the Committee would employ in imparting knowledge of English literature and science through the medium of English; and the committee has to submit all the expedition, plan to accomplish to the government. Macaulay was able to put straight the goals of education in India despite all the blame, controversies and indecisions. By 1850, English education has taken its firm root in India and English education was getting established mostly in urban areas.

### **1.3.3 Wood's Despatch, 1854**

The Wood's Despatch 1854, considered as the first policy statement of education in India under the British, which was often regarded as the '*Magna Carta*' of English education in India set forth the future education policy in India. Among the many important recommendations, the emphasis relating to English language that, it would be taught where there was a demand for it. It would also be combined with a careful attention to the study of the vernacular language of the district. English language was not to replace the vernacular language but to support them.

### **1.3.4 Hunter Commission, 1882**

The Hunter Commission known as the first Indian Education Commission was set up under Lord Ripon on 3<sup>rd</sup> February, 1882 with Sir William Hunter, Member of the Viceroy's Executive Council, as its Chairman. The report came out in 1884. Hunter commission reiterated the ideas enshrined in Wood's Dispatch. It did not encourage the imposition of English language, rather gave them the choice to opt



their medium. Thus, though English imposition was not articulated in the commission, the demand for English education continued to rise as the language of the government was in English.

After the Indian Education Commission, came the Indian Universities Commission which was appointed in 1902 which yielded in the Indian Universities Act, 1904. The commission recommended that English should not be introduced as a medium of instruction until the learner has a good understanding of the first language. The government resolution also suggested that English should be introduced as the medium of instruction only after the age of 13. Lord Curzon was paving way for revival of vernaculars in the elementary stage. However, in secondary and university level, English was recommended to be the medium of instruction. Mentioned may be made that, Gopala Krishna Gokhale, the staunch advocate of compulsory primary education for every Indian child has led to the Government of India Resolution on educational policy 1913. Though the resolution was quiet in matter relating to English, it has given great impetus on the growth of elementary education in India.

### **1.3.5 Sadler Commission 1917-19**

The Calcutta University Commission (CUC) known as the Sadler Commission was set up under the recommendation by the Government of India Resolution of 1913 under the Chairmanship of Dr. M. E. Sadler to study the problems of Calcutta University. The commission sought on the focus of mother-tongue education which was as important as English to train the mind of the students to have proper knowledge of English. It said:

*“The use of mother-tongue in India as an instrument of mental training has been long neglected in the school system. The neglect is, in part, we believe, due to the premature introduction of English as the chief medium. There is much evidence in support of Sir Harcourt Butler’s view that the boys who are taught through the medium of the vernacular until the highest stages of the high schools are reached show markedly greater intelligence than those whose earlier education has been more largely conducted through the medium of English. The premature use of a foreign, and half understood, medium in teaching the ordinary subjects of the school curriculum tends to produce intellectual, muddle, which is concealed more or less at*

*the matriculation test by remarkable feats of memorisation, but made plain where the new stage of the university is reached. But even for those boys who are trained in the vernacular medium, full use is not made of the mother-tongue as an instrument of mind training.*” (Report V: 29-30, Krishnaswamy & Krishnaswamy, 2006, p 84-85)

Though the commission were strongly of the opinion of using mother-tongue and favoured bilingual education it could not find its place with the opposition from the Muslims and the lack of demand for vernacular education. Henceforth, once again English continued to be the medium of instruction and hold prominent demand of the mass. It may be mentioned that in the later part of 1920s, quite a few provinces begin to introduce modern Indian languages as the medium of instruction and examination at the high school stages.

#### **1.3.6 Hartog Committee**

The Hartog Committee (1928-29) was an Auxiliary Committee under the Simon Commission 1928 which was given the task to review the progress of education in India. Though the Committee did not make any recommendation in regard to medium of education, Sir Philip Hartog did spoke on the problem of English as the medium of instruction in India in his lecture in London Institute of Education. He commented that it was in the interest of the Indians that English should be made a compulsory second language.

After the Hartog Committee, there came the Abbot-Wood Committee (1936-37), basically to study and recommend on the reorganisation of education. They have given an experiential report on general and technical report. However, they didn't recommend anything new on languages, rather reiterated that mother-tongue should be the medium of instruction throughout the high school, but English should be a compulsory language for all the students and teaching of English should be more realistic.

Zakir Hussian Commission on Basic Education or Wardha Scheme was prepared for a seven year course emphasizing on the indigenous way of education. One of the important features was the emphasis on use of Mother tongue as the medium of instruction.

### **1.3.7 Sargent Report**

The Sargent Report (1944) named after John Sargent, the then Educational Advisor to the Government of India hinted the type of education Indian wished for; where mother-tongue was emphasised and even stated in the report that English should not be even introduced as optional subjects in the basic schools. The report was rejected and could not find its importance.

With the World War II rampage and finally India got her Independence in 1947 it was a new dawn to Indian education. English became a Second language of India and it was going to stay for a long time even though the British were going to leave. India began structuring its own educational policies where English was indispensable and inevitable in all of them.

### **1.3.8 University Education Commission (1948-49)**

After the independence, the first University Education Commission 1948, under the chairmanship of Dr. S Radhakrishnan studied the prevailing University education and reported important aspects regarding the importance of English education. It recommended that English should be continued in the university as the importance and benefits cannot be done away. Though the commission recommended Hindi to be the alternative, English should remain until India's federal language take over.

From the commission report: *"English however, must continue to be studied. It is a language which is rich in literature-humanistic, scientific and technical."* In regard to medium of instruction, the commission recommended that English should be replaced by an Indian language but not Sanskrit. While in higher secondary and university, students should be made conversant with three languages-the regional language, the federal language and English; English should be studied in both high schools and universities 'to keep in touch with the living stream of ever growing knowledge'. The Radhakrishnan Commission Report brought back to life the old debate of Macaulay's Minute, though this time the commission was very much prepared to take Indian language over English, creating new conflicts between the Hindi versus non-Hindi multi-lingual India.

### **1.3.9 Secondary Education Commission Act, 1952-53**

The Secondary Education Commission popularly known as the Mudaliar Commission was focus on school education. It was headed under the Chairmanship of Dr. A. Lakshmanaswamy Mudaliar in 1952 and the report came out in 1953. The commission recommended in regard to study of languages in schools. Firstly, it recommended that mother-tongue or the regional language should be the medium of instruction throughout the secondary school stage, provided facilities should be made available for linguistic minorities. Secondly, children should be taught at least two languages in the middle school stage, and English and Hindi should be introduced one after the other by the end of the junior basic stage, but not simultaneously. In secondary stage and higher secondary stage, two languages should be studied; of which one should be the mother tongue or the regional language. Thirdly, it recommended that student should be allowed to choose their choice between English or Hindi at high or higher secondary level, depending on their nature of the course they wishes to pursue. Apart from many other recommendations, the commission has clearly given its vivid proposal on how English has to be studied as it was the language in university level; and while the regional languages prepare to replace English.

The Official Language Commission has submitted its report in 1956, subsequently accepted in 1958 reporting that Hindi would have to replace English after 1965, while English would continue as subsidiary language leading to issuance of Presidential order in 1960 that Hindi would be used in recruitment under Union Public Service Commission and the languages in Supreme Court and High Courts would be Hindi. This Order led to massive agitation in non-Hindi speaking areas proposing for use of English without any limit. Eventually, the then Prime Minister, Lal Bahadur Shastri made prominent assurance that English would continue to remain as the associate official language.

For the first time, the Conference of Chief Ministers in 1961 recommended the three-language formula-mother tongue or regional language; Hindi or any other any other Indian language in Hindi-speaking areas and English or any other modern European language. With good intention to bring national integration, the formula was widely circulated but it did not received well- in northern Hindi- dominated

areas refused to learn another Indian language; while for the southerners to learn Hindi and minority communities felt threatened. The problem of language was deeply rooted since the imposition or setting to have a federal language as Hindi which continues till the present day from time to time. The National Integration Conference, 1961 endorsed the three language formula and there was amendment of constitution in 1963 to remove the limitation of English usage and finally in 1967, all ambiguities were cleared and English was placed to continue as associate official language for indefinite period.

#### **1.3.10 Kothari Commission, 1964**

The Education Commission (1964-66), popularly known as the Kothari Commission headed by Prof. D.S. Kothari, the Chairman of the Commission submitted the report in 1966. It was entitled Education and National Development which encompasses almost every aspect of education for the next many years in India. Among them was the recommendation of the 10+2+3 pattern of education. The commission did not dwell much on the medium of instruction or the English education, however did mention the language complexities of India. The commission pointed out the undeniable advantage of English in the field of education and insist on the use till Hindi takes over or the regional languages were well developed. The problem of language dilemma was once again shown in the commission. Nevertheless, it gives a consolation to India that in future the federal language or the regional or mother tongue would finally replace English domination. The importance of English emphasised in the commission as a 'library language' became the most widely accepted term which was found to be very relevant in the 21<sup>st</sup> century.

There were commendable developments of establishing institutes for language development in various parts of India. Indians were comfortable using language while busy developing their mother tongues along with English.

#### **1.3.11 National Policy on Education, 1968**

The National Policy on Education 1968 paves way for educational reforms in education in India. The Kothari Commission was bedrock in regard to this development as the policy document important features of the commission. The Policy dealt on the development of languages and sought for appropriate measures. First and foremost, the policy urge for the development of regional language,

followed by emphasis on adoption of ‘three-language formula’. The policy has put forth on how Hindi should be promoted to ensure as the link language. The policy also called for considering the importance of Sanskrit in development of language as it has given unique contribution in various aspects of Indian integration. Not only that, the policy also seeks for special emphasis on the international languages. Secondary stage was given special mention while ensuring the adaptation of ‘three-language formula’. The policy overall gave impetus to development of education and stood as the foundation of newer policies and revamping with practical frameworks.

The Study Group Report on Teaching of English (1969-71) also gave a comprehensive report on teaching of English in India. The study divulge on the importance of English in building Indian education system.

#### **1.3.12 National Policy on Education, 1986**

The National Policy on Education 1986, which sets the Programme of Action reiterating the National Policy on Education (1968) to emphasise on the linguistic competence including provision for development of English study as the review found it ‘unsatisfactory’. Mentioned may be made that Central Institute of English and Foreign Languages (CIEFL) was assigned the responsibility to provide research and training. It also explores for teacher education institute to ensure standard quality of teaching. As stated in the National Curriculum for Primary and Secondary Education (1985), the sole objective of learning English should be to inculcate national unity, promotion of pluralistic and open society.

#### **1.3.13 NPE (POA), 1992**

The Programme of Action (1992) which was the revision of National Policy on Education (1986) reiterated that it would pursue rigorously the opportunity given to develop three-language formula and modern Indian languages with more vibrancy. Suggestions were poured to pace up the development laid in the policies. Meanwhile, the National Curriculum Framework for School Education (1995) produced by the National Council of Educational Research and Training (NCERT) accepted that English should be set as the medium after elementary education taking into consideration the competency of the students. English should be introduced at primary (i.e. Class III) till Class X as recommended by the National Curriculum Framework to encourage independent thinking.

#### **1.3.14 National Curriculum Framework (NCF), 2005**

The NCF 2005 envisaged that English does not stand alone; rather found its place along with other Indian languages; with its aim of teaching directed to creation of multilinguals that can enrich Indian languages. It further emphasised that three language formula be implemented with sincerity. English language should be seen in relation with other subjects as language across the curriculum bridging the gap between ‘language as subject’ and language as medium’.

#### **1.3.15 National Education Policy (NEP), 2020**

The National Education Policy 2020 emphasised on the use of home language or mother tongue till the completion of elementary education. The policy made all efforts to ensure that the gap that exist between ‘the language spoken by the child and the medium of teaching are bridged’. Even teachers would be encouraged to use bilingual approach making use of bilingual teaching-learning materials to those whose medium is not of mother tongue. Once again, the policy reiterated its stand for the implementation of three-language formula, keeping in mind the various provisions enshrined in the constitution, the aspirations of the people, regions and the Union, and the need to promote multilingualism.

It further extends its flexibility to choose their three-language formula based on the State, regions and of the students, and that no language would be imposed on any State. In addition, the policy also put forth high quality offerings to various foreign languages including English to learn about the cultures of the world and enrich themselves as per their interests and aspirations for the mobility and global knowledge. There were both stiff opposition as well as continual support from different sections on the inclusion of English language as the second language in India since the inception till date. However, the vitality of English was massive all through leaving no choice for that opposition to keep pushing their interest alone. English continues to play important role in the Indian education since then and would be continuing until its complete disappearance from the global context.

#### **1.4. Constitutional Provisions on English Language**

The Part XVII of the constitution under Article 343 (2) states that English language shall continue to be used for official purposes until further amendment to cease the usage. The provision was initially given just for 15 years until Hindi was

supposedly to take over as the only official language. Article 344 states that the President will by order constitute Commission and Committee of Parliament on official language at the expiration of five years from the commencement of the constitution to recommend any restrictions on the use of English as official language after the expiration of ten years. However, English language was continued to be used as associate official language till date despite the lapse of 15 years as mentioned in the constitution. English language was indispensable to India. It has indomitable influence over many multi-ethnic linguistic groups as well as the phenomenal multilingualism presence in the country.

Article 345 provides the provisions for the State to adopt English language as the State language. Availing this provision, as many as four states have adopted English as the State language. Article 346 provides the provision of Official language for communication between one State and another or between a State and the Union. Basically, English language was provided a room for communication between two States and Union as well.

English was also privileged to be used for government gazettes. In place of Hindi which was supposed to be the official language, the associate official language English continually holds the privilege since the independence. Article 348 states that:

**348. Language to be used in the Supreme Court and in the High Courts and for Acts, Bills, etc.** –(1) *Notwithstanding anything in the foregoing provisions of this Part, until Parliament by law otherwise provides-*

*a) all proceedings in the Supreme Court and in every High Court,*

*b) the authoritative texts-*

*(i) of all Bills to be introduced or amendments thereto to be moved in either House of Parliament or in the House or either House of the Legislature of a State,*

*(ii) of all the Acts passed by Parliament or the Legislature of a State and of all Ordinances promulgated by the President or the Governor of a State, and*

*(iii) of all orders, rules, regulations and bye-laws issued under this Constitution or under any law by Parliament or the Legislature of a State,*

*shall be in the English language.* (Bakshi, 2015, 313-314).



It means that English language shall be used in the proceedings of Supreme Court and High Courts and for Acts, Bills etc. which would include amendments to be introduced and moved in Parliament or House of the Legislatures of the State including all Acts and Ordinances, and orders, rules, regulations and bye-laws made by Parliament or the Legislatures of a State. Though Hindi or any regional language widely spoken language could replace English anytime as per the laid rules, English language was given provisions for the rest. Even for redressing of grievances, Article 350 provides that the Union language (English in place of State language is absent) to be used. Thus, the Constitution provides ample emphasis on English which necessitated the vital importance of learning English language for smooth functioning. It become advantages for minority groups up to certain extend as at the least avail opportunity through English in the absence of their languages.

### **1.5 Secondary Education**

In India, secondary stage was clearly divided into two very distinct stages- Secondary (consisting of Classes IX and X) and Higher Secondary (classes XI and XII). The age-group of this secondary stage ranges between 14-17 years. Secondary education spread over the ages of 14-15 years, and higher secondary education usually between 16-17 years. NCF 2005 called secondary school 'a period of intense physical change and formation of identity', and 'intense vibrancy and energy'. The course meant for them was, therefore, aim at creating awareness of varied disciplines scope of study to develop their interests, aptitudes and form ideas they might like to pursue in future.

The beginning of education system in India under the British rule may be traced from the Charter Act of 1813 where a sum of one lakh rupees only was allotted to start education in India. Prior to British colonialism, there was no systematic education as such and '*Morung*' serves as the only system of informal education for the Mao Nagas. Interestingly, the age-group when the Mao Nagas go to '*Morung*' and 'secondary education' was almost the same. This particular age-group was very crucial and often referred as the time of 'storm and stress'. The secondary education system then, passed on to a stage where English language was emphasised over the existing languages in India. The reason for the introduction of English was valid for many reasons though many Indians rejected it. The famous

‘Macaulay’s Minute, 1835’ thus, became the contending point to coerce English language as the medium of education in secondary level as well.

After the independence, Secondary Education Commission (1952-53) which laid emphasis on the development of secondary education put forth various recommendation and provisions. Prominent among them were- inclusion of vocational education, equal opportunity, expansion of secondary education to girls, SCs and STs, and building the standard of the existing schools. A range of studies to be included has being framed in the National Policy on Education (1968) (1986) (POA, 1992). Secondary level was a ‘major instrument of social change and transformation’ and there was tremendous need to provide facilities for technical and vocational education as pointed in NPE, 1968. Further, the NPE 1986 in its ‘A Resolve’ urge to strengthen the secondary education with appropriate history and national perspective to understand the ethos of constitutional provisions. One important aspect of this ‘resolve’ was the emphasis laid to bring social justice by widening the secondary education on enrolment of girls, SCs, and STs in various streams.

Vocationalisation of secondary education was re-emphasised to provide employability among the students after the course. Programme of Action (POA) 1992 highlights how immense growth was visible in secondary education where the enrolment of students from various sections has risen rapidly over the years. Considerable significance in the development of secondary education was accorded with some uniformity but disparities continue to hamper the overall development. The policy re-affirmed the reforms taken up in the previous policies and sought for larger perspective for widening the secondary education in the country. For this matter, the programme of action also sought for reorganisation of Board of Secondary Education with autonomous responsibility to bring quality education and equipped the secondary education with emerging technologies and computer education.

NEP 2020 came with a new structure of school curriculum (5+3+3+4) where the secondary stage will comprise of four years as in the earlier structure. The secondary stage will be specialised with ‘multidisciplinary subjects’ building on the subject-oriented pedagogical and curricular style of the middle stage with greater

critical thinking, greater attention to life aspirations and flexibility with student's choice. Besides, requisite teachers with appropriate qualification, equitable and inclusive education, efficient resourcing and governance, and standard setting and accreditation of School education were some of the features of NEP 2020 giving new outlook in school education (NEP, 2020).

### **1.6 Theoretical Background of Learning Language**

The process of language acquisition is still a much sought debatable among linguists and scholars wherein newer theories keep developing. Theories of learning language vary from different perspective such as philosophical, pragmatism, psychological, cognitive and sociological. Each put forth their arguments convincingly yet inseparable from one another in various aspects. John Dewey was on the forefront in propelling the philosophy of 'learning by doing' which drew direct relation with learning a language. Learning language was one such solving problem by a child for continuous growth and development. With the experience gained, the child could develop further to accessed more learning. Dewey believes that a person has an intuition to solve problem related to an experience where probable solutions were drawn and selected to meet the yearnings.

Slowly, the move away from philosophical was seen in the works by J.B. Watson, E. Thorndike, Ivan Pavlov, B.F. Skinner and J S. Bruner. Each of them have experimented the learning habits of human in comparison with animals. Watson's argument was based on what he called it 'memory'; the stimulus and responses were recorded for further application. Another behaviourist Edward L. Thorndike put forth that learning occurs with a specific process requiring a specific conditioning. This led to the conclusion that while setting a curriculum of language learning, it requires specific objectives. Thorndike contribution on the 'intelligence' has help much in the formation of dealing individuals with varied capacities.

Pavlovian experiment on the Thorndike's experiment yields another behaviourist's theory known as 'classical conditioning'. More to it, B.F. Skinner's 'operant conditioning' has a very much appealing acceptance in the language acquisition process. He believed that children were able to learn language as it 'rewards' them while using the language functionally. All in all, behaviourists give the idea of language learning based on behavioural pattern conceived by the

individual. Language learning was thus a very vast subject pertaining to more discourse and experiments.

Jerome S. Bruner, a keen enthusiast on the child language development came out with an understanding that language learning was a cognitive process based on representation. Language was stored as 'code' or 'symbols' which were flexible enough to manipulate, expand and grouped to suit the situation.

Then, we have Noam Chomsky who could not agree with B.F. Skinner's 'stimulus and response' theory of acquiring language. He argued that children have innate capacities to develop language. It does not necessarily need to be conditioned; rather children develop language to meet the needs as demanded in a community. Chomsky strongly propounded the existence of 'universal grammar' where every human language shares certain grammatical rules.

Piaget's theory came to be also known as constructivism theory which was based on two basic characteristics in children-assimilation and accommodation. Piaget believed that children use both assimilation and accommodation to develop language. The schema was assimilated with different inputs thereby adapting to new changes in the later part in the form of mental structures. There was also the 'schema theory' where it explained that language was stored in the form of blocks which were then interconnected for use as per the situation demands.

Not leaving out Lev Vygotsky's Zone of Proximal Development (ZPD) theory of language development, which focuses on social learning. The belief that, children have a 'level' i.e. Zone of Proximal Development where the child's potential to learn and the actual learning took place in language development. In other words, the level of development whereby the child gained through social interactions came to be defined as the zone of proximal development. Various theories over the years tried to bring out the process of language acquisition to ease the learners and teachers. Still, many continue to venture into various researches as the dynamics of language acquisition remain complex at many stages. The sought for a viable and simpler understanding with clarity has fascinated the newer researchers to delve more.

### **1.6.1 Methods of Teaching English language**

Teaching method refers to a procedure of making the student learn based on definite, regular and orderly manner. An approach could be adopted and multiple strategy or technique could be used to fulfil the objectives of the method implemented to teach language. Based on various demand of English language over the years, there have been numerous methods of teaching language to different age-groups. With the decline of Latin, French and Roman language, English language emerged as world language from behind. The popularity soon grew out of England and many attempted their hard way to teach English to the foreign counterparts.

The first and popular method was the grammar-translation method where the grammar rules, vocabulary and sets of sentence of English was translated to the mother-tongue of the learner. The method could not help learner much in using it efficiently though they could analyse the language vividly. The focus was more of impression (listening and reading) while expression (speaking and writing) was neglected. The method was more of behaviourist approach as it tried to condition the learners. It leaves the learner quite ignorant of how the language might be used in everyday interaction and conversation (Yule, 2019).

The Direct method came as a challenge against grammar translation method. These group of scholars believed that speech was primary as noted by Henry Sweet. Language as such could be learned in 'chunks' instead of breaking down into different compositions. Therefore, emphasising in learning readymade chunks of language where phonetics need to be given most priority. While the learner listens and slowly uses language in chunks, grammar was suppose to develop intuitively. Slowly second language acquisition was directed towards natural or ordinary way just like in first language acquisition.

This led to the development of Natural Method of teaching English language. In this method, the learners were simply exposed to normal, ordinary intercourse with English speakers where conversation takes place. After a continuous exposure for quite some time, without teaching any grammar rules, the learner could produce the target language naturally. This method arguably became popular but it could not be used in classroom; as well as it can only be used on few learners at a time.

With prominence in behaviourists approach, believing in mechanical process of learning, Audio-lingual Method of teaching English language shot up eminence overgrowing direct method. In this method, the focus was on habit-formation through reinforcement and reward to meet the ends of learning language. Learners have to spend hours in language lab practicing oral drills which might not resemble in practical interactions and could end learners incredibly boring (Yule, 2019). Here, gramophone was used to help the learners to repeatedly learn the language. After a long repetition following 'pattern drills', the learner could follow up the language. This method also came to be known as Aural-Oral approach under oral approach after the Second World War. Soon, with the technological advancement, Audio-visual method gained its momentum. The advantage here is the aids of pictures and visuals in the form of films. It became easier for the learners to practice, especially the spoken language. The learner could learn from repetition and reproduction based on the visuals they used. With this development, various approach and method came to be more psycholinguistic and psycho-social.

In the works of Noam Chomsky, who contrasted B.F. Skinner's 'stimulus-response' theory of learning came down heavily with his 'universal grammar' on innate capacity of language every human inherit. The method also came to be known as 'cognitive-transformational method' wherein an abstract characteristic of 'competence' and 'performance' forms one's intellectual capacity. An individual learner has an innate capacity of language called 'competence' and the ability to use the knowledge as per its capacity called 'performance' determines the growth of learning language. Having the tacit knowledge of language, an individual was able to place the structures of language for learning as per demand.

This method also led to the development of 'structural approach' where the whole approach of language learning was directed to the individual's process of first and second language learning relationship. This was strongly advocated by Americans. The 'situational approach' propounded by A.S. Hornby opposing that of American approach based on structure. The situational approach, another cognitive theory suggests that the structuralism was 'situational' based on the emphasis on 'context of utterance and context of situation'. Both the American and British failed

to melt together, the approach of 'structuralism' continues to dominate the language learning theories.

Bi-lingual method, a popular method used in Indian classroom has more of criticism as it often failed to achieve the target goals. The learner was introduced to second language learning with the help of mother-tongue. In the process of teaching, the learner has the liberty to raise his or her difficulties in mother tongue and eventually resolved through mother tongue. To certain extend, it was very helpful in learning other subjects in English; but using to language learning was a little more complex as both learner and the teacher tend to use mother-tongue exclusively.

Works on second language acquisition produced by Stephen Krashen developed into what was known as 'natural approach'. His approach suggest that the innate learning process was guided by three characteristics-*filter*, *organisier* and *monitor*. When a learner was exposed to target language in a natural communication, the filter and organisier works sub-consciously and the monitor counterpart comprehends the processing of language consciously. Thus, with more exposure, the learner was likely to comprehend the language quickly. With this complex works on language acquisition through cognitive-psychological theories, the method of teaching language was broadening. Not only that, the advancement in technologies adds more methods and convenience for second language learners.

The communicative approach based its foundation on structuralism that every speaker has a tacit knowledge of language use i.e. communicative competence could be develop through acceptability and sensitivity. In communicative approach, the beliefs are based on the functions of language rather than the forms of the language (Yule, 2019). Computer-Assisted Language Learning (CALL) and Mobile –Assisted Language Learning (MALL) could be a very good example of technological pedagogy in language learning. These examples could be also put under the Programmed Instruction (PI) method wherein Information and Communication Technology (ICT) was extensively used for language learning.

Then, there was the social-cultural approaches to language learning such as the one put forth by Lev Vygotsky. His widely known *zone of proximal development* based on socially meaningful interactions where an individual learns through the help of another person was very much applicable to language learning. Language is

essentially developed through socially formed reflections, generalisations and thought process combined with cognitive processes (Holborow, 1999). He arguably gives the best discourse on language learning with that of socio-cultural importance in his work on 'scaffolding'. Scaffolding was the verbal guidance received by a learner from an expert to fulfil a task. This task happens on an interactive mode contextualizing and engaging the learner in the second language learning actively.

Total Physical Response (TPR) approach and Whole language approach were two other language learning approaches which were very much used as well. In Total Physical Response approach, learning of language was developed through actions produced after careful listening to the process involved. In whole language approach, the learner could wholly learn all the skills of learning language as the process of teaching takes place. For instance, while narrating a story, the learner develops listening, likewise the learner could be made to narrate the story which helps in speaking; when asked to read and re-read, the habit-formation lead to reading competency and making them to write the story. The whole process in story-telling thus led to acquiring the necessary skills. .

### **1.6.2 Defining Attitude**

Attitude is defined as a tendency to react favourably or unfavourably toward a designated class of stimuli. The class of stimuli could be a national or ethnic group, a custom, or an institution which cannot be directly observed but can be inferred from external behaviour as in verbal and non-verbal (Anastasi & Urbina, 2017). Attitude is a summary of the evaluation of different aspects of the attitude object. Attitudes are individual expressions representing a summary of evaluation of an attitude object where it is expressed by the terms such as *liking-disliking*, *pro-anti*, *favouring-not favouring* and *positive-negative*. Any object which arouses evaluative feelings qualifies entities of an attitude (Morgan et al., 2002). For instance, a high school student's like or dislike towards the activities conducted in English outside the classroom clearly adds to his or her attitude towards learning English language. Attitudes often are formed upon the beliefs or opinions already existed or experienced.

Thurstone (1946) defines an attitude *as the degree of positive or negative affect associated with some psychological object*. By a psychological object,



according to Thurstone is any symbol, phrase, slogan, person, institution, ideal, or idea towards which people can differ with respect to positive or negative attribution. This psychological object can be measured through a) Direct observation method, b) Direct observation of behaviour and c) Attitude statements. While observing directly may serve some purpose, the method finds discrepancies when the respondents express favourably in interview but gives the opposite feelings in the polling.

Direct observation of behaviour of individuals with respect to a psychological object is taken as another approach of investigating attitudes. This observation cannot be done when the population is large and it consumes lots of time. A particular English language learner may do his assignment in time and have good respect for English teacher; but this behaviour may not be taken as a favourable attitude as he or she maybe just fulfilling the duty and fear the teacher for strictness alone. Thus, feelings and behaviour are interlinked while determining the attitude of an individual on a psychological object.

When direct observation through interview and observing behaviour could not find the attitude of an individual on a psychological object accurately, attitude statements are introduced to measure. The statements are usually administered under controlled conditions with a standardised instruction. Based on the sum of the statements whether the individual agree with or accepts, the favourable attitude can be established. *Belief* of an individual has much influence in this matter. Attitude statements have to be free from factual statement and both the groups who have favourable and unfavourable attitudes should endorse or accept the statements (Edwards, 1969). Thus, construction of attitude scale is based on a single attitude or uni-dimensional variable unlike those of opinion surveys where the specific questions need not be related to each other.

Popular measurement of attitude is the *self-report method* where a set of items consisting of questions or statements about the attitude object are framed and given to individuals. Attitude scales are often used to obtain precise measurement of the extremity of people's attitude (Morgan et al., 2002). Accuracy of the measurement can be increased by using many items related to the attitude object. The accuracy of the measurement also heavily depends on the respondents' willingness and ability to express their attitude on the attitude object. Random

sampling of the population and correct representations will yield the best and correct results in attitude measurement.

### **1.6.3 Development of Attitude**

Further, attitude theories were established through a) learning theories, b) consistency theories and c) Cognitive-Response approaches (Morgan et al., 2002). In learning theories, attitude develops similarly with the theories of classical conditioning and instrumental conditioning. A person's attitude gets conditioned in the process of frequent exposure to the particular attitude object whether for positive and negative effects. Consistency theories propose that attitude was basically based on how the attitude objects were being emphasised in harmony, or balance.

When ideas were emphasis consistently on a particular attitude attributes by more than one attitude object, certainly the individual response to a particular attitude object can be established as desired. Cognitive-Response approaches comes as a champion in emphasizing more on the role of a person's cognitive organization in determining how information is interpreted, remembered and retrieved. It focuses on the recipients' activity in reacting external information; while generating thoughts about the information received. Definitely, it adds up to the understanding of how attitude processes and eventually developed or changed.

### **1.6.4 Factors Determining Attitude Change**

The factors in attitude change can be drawn from characteristics of a) the source of message, b) the message and c) the person receiving the message. While credibility of the source and attractiveness contributes largely to the attitudinal change, exactness, trustworthiness, reliability and persuasiveness from the source characterised the change (Morgan et al., 2002). Take the instance of learning English language, there would not be any change for learning if English was a mere language spoken only in a country. The focus is on the source, the importance of the language globally. Based on what source, and how credible and attractive it presents, the message led to the change in the persons' attitude. The message could be just mere information if it does not carry that suggestive prestige to convince the receiver, or if it fails to motivate the attitude.

The message which affect attitude change, thus include suggestion, appeals to fear, and one sided versus two-sided messages. While trying to learn English

language, the suggestion to be in a lucrative position in employment and ability to communicate with any English speakers would certainly change the attitude. Likewise, the fear of being lag behind in the modern world would affect the attitude for a change, an enthusiasm to give extra effort. Taking side of only one could help to an extent but able to hear both sides and decode accordingly will boost the requisite attitude.

Now, the attitude change takes place in the receiver's end through influenceability, selective attention and interpretation and immunisation. (Morgan et al., 2002) The receiver's character of influenceability plays an important role in the attitude change. The difference in receiver influenceability will determine how likely he will be influenced to learn English language. The attention and interpretation according to the receiver will certainly contribute to the attitude as the same message could be interpreted in different logics as per the experience of the different receiver.

The ability to defend or justify according to the receiver amounts to various attitudinal change. When a country is firm on promoting only national language, the inclusion of a foreign language, no matter how much importance would be inoculated from any intrusion. Attitude change with how the source is presented to the receiver, what message it contains for the receiver and how the receiver receives it. Thus, even when we speak of attitude towards learning English language, the source of the language, the message of the language, and how the receiver receives the language will define the factors affecting the attitude change.

#### **1.6.5 Origin and Development of Attitude Measurement**

The origin and development of attitude measurement was gradual and simplified after many decades. Psychologists have been measuring attitudes since the 1920s making one of the oldest topics in social psychology (Lewin, 1979). The measurement might have long begun, yet it was recognised scientifically in the 19<sup>th</sup> century. Looking into the development, certain aspects were taken into account to understand the attitude. Lewin (1979) categorically mentioned that an attitude has three aspects:

1. A cognitive or belief component: the content of the attitude
2. An evaluative or feeling component: the "like-dislike" or "good-bad" dimension

3. A behaviour component: the action which expresses the attitude

Attitude composed of the beliefs attached to the particular attitude object, the subjective evaluation and action towards the attitude object. The three compositions clearly display the attitude of a person towards any attitude object. Reiterating on the definition of attitude, many psychologists think of attitudes as predispositions or tendencies to engage in a variety of behaviours linked to the attitude, which is seen as a hypothetical construct in psychology. Supplementing on the discourse on the attitude measurement, Thorndike (1913) famous psychologists also pointed out that whatever existed, exists in some quantity which is measureable, so is attitude (Lewin, 1979, p 154-155).

On the measurement of attitude, according to Lewin (1979) there are four important nature of attitude measurement to be considered:-

1. Anything can be measured, as long as *magnitude* (amount, more or less, greater or smaller, a lot or little) or *direction* (position, close-distant, nearer-farther), or both, can be detected.
2. The measurement of direction and magnitude may be relatively (more or less than some comparison stimulus) without necessarily using stable measurement units of unchanging size, such as the inch. Most measurement of attitudes involves “ordinal” scales which tell you the *relative order* of magnitude of two or more levels of an attitude, but not the precise distance between them.
3. *Reliability* of attitude measurement as to whether the attitude measurement would give consistent results upon repeated use under similar conditions.
4. *Validity* of an attitude measure as to whether it is able to measure what it intend to measure.

Noting on the nature of attitude, it has its magnitude in terms of predisposition on the attitude object in three components-cognitive, evaluative and behaviour which may varies from more to less and little or lot. Relatively, it cannot be ordered in terms of numbers, but could be ordered in ‘ordinal’ though precision would be difficult. The reliability and validity of the measurement could be established accordingly based on the consistency of the result and intend of measurement fulfilled. Over the years, refinement on development of various attitude

measurement scales has evolved. There are numbers of attitude measurement available for different attitude object based on the preference.

#### **1.6.6 Types of Attitude Scale**

As mentioned earlier, numbers of attitude measurement tool has been developed and still developing to suit the demand of the society. Basically, there were two types of attitude scale based on their mathematical characteristics-

##### **a) Scales of External prediction**

In external prediction scale, the goal is to develop a set of questions which are reasonably effective in predicting some behaviour external to the scale itself such as voting behaviour, intergroup relations, drug use, etc. It is more common and less mathematically demanding type of attitude scale which ask respondents to use numbers, verbal labels, check marks on a line to assess some attribute. Examples of External prediction scale includes-Thurstone's method of Judges: The Equal Appearing Interval Scale. (1929), Likert Scale (1932), Sherifs' Own Categories Technique, Sociometric Measures of Liking (1934), Forced-Choice Scales, The Semantic Differential Scale (1957), Visual Attitude Scales, The Bem Androgyny Scale (1974), The 'Ladder of life' attitude scale, Attitude Scaling with children, etc. (Lewin, 1979)

##### **b) Representational Measurement**

A more ambitious and mathematically more challenging measurement technique based on requirement where the items in the scale are ordered numerically in such a way that certain arithmetic functions such as addition will work out correctly. Examples of Representational Attitude Scale include Thurstone's Comparative Judgement Scale, Direct Estimation Techniques: Numerical Rating, Proximity Techniques, The Bogardus Social Distance Scale, The Guttman Cumulative Scale (1944, 1950), etc. among many.

#### **1.6.7 Likert scale**

In the present study, the research used Likert type scale which comes under scale of external prediction. The scale was said to be used for the first time in 1932 by one Likert. Likert was a chemical engineering major. After the World War I, he tried to find solutions to social problems through quantitative research which he found in chemical engineering. He switches his major from chemical engineering to

Sociology and economics, then, obtained a Ph.D degree in social psychology. He tried to find out the student's attitude on politics, imperialism, race, and religion in his dissertation.

Likert uses Thurstone's pioneering work of complex scoring system to analyse his data. He converted an individual's score into a score and find out how many standard deviation units move away from the mean. This led him to find out how extreme score was relative to the total group. This major breakthrough has become popular in the later part of psychological research and many have made commendable studies till date.

#### **1.6.8 Second Language Learning**

Among the Mao Naga tribal group, *Maola* has being the first language. Though *Maola* is the lingua franca, it was limited to the Mao Naga tribe. It was also limited to little literature. English language serves as the second language to link with education, employment and other basic purposes as one step out of Mao territory. The additional language learning subsequent to learning first language is called second language. A second language is typically an official or socially dominant language needed for education, employment, and other basic purpose; often acquired by minority group members who speak another language in their homes (Saville-Troike & Barto, 2017). The expression of second language learning suits best as compared to acquisition in the present context. The learning of language takes place with the presence of a teacher unlike in 'acquisition' where it can be acquired without a teacher. There is more conscious process of accumulating knowledge relating to language features such as vocabulary and grammar. Yule (2019) explains that learners are more likely to accumulate more knowledge of second language in activities associated with learning traditionally. But, they may tend not to develop the general proficiency as in the case of activities associated with 'acquisition'. The proficiency of the learner would be associated to diversity in learning and learners. Some would prefer an analytical while some others would prefer a holistic approach depending on their learning styles.

Saville-Troike & Barto (2017) came heavily on the second language learning being taken for granted and ignored in many occasions. They felt that the *why* and *how* second language is learned gets influenced by the situation involved in informal

or formal exposures, and status of social, cultural and economic factors of the language and learners. On the question of successful learners, various dimensions would be requiring to be discussed. Thus, for linguists, it would deal with the learner's identity and relationship of first language and second language. Psycholinguists would try to define based on the individual aptitude for second language learning, personality factors, types and strength of motivation, and various learning strategies. More to it, sociolinguists would discuss based on the social, economic, and political differences and learning experiences. Social psycholinguists might further categorise learners according to their group identity and attitude towards the target second language speakers or learning itself. The study presently encompassed almost from all perspective to give a miniature holistic situation.

The second language learning process takes place in a very interesting way. Firstly, after having to learn the knowledge of how first language is acquired, the learner tried to learn the common acquisition process. This sometimes goes beyond what could possibly have been taught by teachers. The learners have to learn the composition of second language such as the vocabulary, morphology, phonology, syntax and discourse. The detailed explanation for each of them could not be included in the present study due to its limitation. Nevertheless, a brief understanding of the same would be discussed to have a rough idea. Now, as the learner note the commonness and differences between the first and second language, a certain process of encoding followed. Based on the needs and purposes of the learner, the learning develops accordingly. The need could be for academic advancement or for social purposes. Maximum exposure and practice to either of the listening, speaking, reading and writing skills would yield the target learning. The competence of second language in communication or written will depend on the social and cultural context. For most of the tribal learners, learning second language i.e. English is for both and academic and social purpose. English language holds importance in both formal situations as well as local needs. In this event, there seems to be only a thin layer between integrative motivation and instrumental motivation among the learners. Both type of motivation was required for learners to learn the language.

The acquisition of second language knowledge would be determined by individual's innate capacity in the first place. The capacity may vary from person to person and the process of learning process accordingly. The knowledge of the first language also plays a very important role as well. With the knowledge of first language acquisition process, the learner will be able to process the same in the second language in his or her own way of expression. The learner may make abrupt and not systematic, correct form of the second language in the initial stage. However, maximizing the interaction could only enable the learner to process more rapidly. Apart from internalizing by the learner self, a lot of inputs to understand the meaning and usage of the second language call for systematic orientation and interaction. The interaction could be through collaborative learning and social iterations. Gradually, the learner would develop his or her mapping process and eventually led to automaticity. The final stage of successful second language acquisition would occur in the event of frequent practice and effective engaging activities.

The success of second language learning is characterised by various underlying factors both externally and internally. It has been mentioned already in the preceding paragraphs in regard to various factors which would determine the second language acquisition process. In fact, taking the context of the Mao Naga tribal groups, it gives opportunity to discourse more on the problems faced by both teachers and students. Saville-Troike & Barto (2017) puts that social context, social experience, relationship of first language and second language, age, aptitude, motivation and instruction defines who will be more successful in second language learning. The position of second language in the social context definitely determines the learner's limitations. Not only that, it is rather the quality and quantity of social interaction the learner receives also matters. Going on with the relationship of first and second language, the advantage is on the similarity, association and geographical sharing between the first language and second language. The Mao Nagas were by far disadvantageous in almost all the factors pointed here. However, the aptitude and motivation of the Mao Nagas in learning English as second language seemed unwavering and quite determined.

In the end, studying second language learning from various perspectives such as linguistic, psychological and social would provide meaningful and resultant



discourse. The multidisciplinary approach of viewing the learning process from different perspective would continue to broaden the understanding and application to set the first language and second language in its rightful rhythm. It would not be sufficient to lucidly demonstrate the various theories, fundamental principles of second language learning and its challenges. However, the attempt to study on the attitude and problems relating to second language (English) language would invite further debates and discourse in the future.

### **1.6.9 Attitude towards learning English Language**

Attitude measurement has always been a part of the education research. Over the years, attitude measurement was used to measure varied programmes related to students, schools and policies. The measurement of attitude towards learning English language has started a long time ago. However, the measurement is likely to change with time and different persons in different situations. According to Gardner (1985) attitudes are a component of motivation with combination of effort; desire to achieve the goal of learning and favourable attitude towards the learning object. There are certain characteristics of attitude to be considered in learning second language. Attitudes are composed of cognitive and affective components. It means attitudes are composed of capability to think about; and feelings and emotions attached to it. The degree of favourability or unfavourability varies depending on the attitude object. Moreover, attitudes have the tendency on a person to behave in a certain way which is learned and not inherited. The attitudes of a person may change with time through experience and exposures. In regard to the learner's attitude towards the target language, it was found that those learners with positive attitudes towards second language speaker and their culture were found to be more successful than those who had negative attitudes (Getie, 2020, p.6).

Two types of motivation are always involved in learning a language- *instrumental* and *integrative*. Those students with *instrumental* motivation is purely “for practical value in learning second language such as increasing occupational or business opportunities, accessing scientific and technical information or just passing a course in school”(Sville-Troike & Barto, 2017, 92). On the other hand, students with *integrative* motivation are interested in learning second language to associate with the people who use the language (Sville-Troike & Barto, 2017). In the case of

Mao Naga students, both instrumental and integrative exists. However, instrumental motivation dominates in the secondary schools as their focus is always on passing the exams of the academic grade.

The attitude towards learning English language is determined by different factors according to various studies. Getie (2020) found that lack of conducive learning environment, encouragement from teachers, lack of opportunities to practice English, poor background and lack of resources can negatively affect the student's attitude towards learning English. Motivation and attitude in a learner is developed through a number of factors as pointed out in the studies. Therefore, consciously the learners has to be exposed to good learning material, made to practice regularly and form a positive attitude towards learning English language.

### **1.7 Background of Teaching and Learning English Language in Mao Naga Hills**

The importance of English language teaching and learning has spread across the globe. The Mao Naga tribe also upholds the importance of English language since its introduction to the present day. Despite of the fact that English language has been introduced a long time ago, only handful of research has been conducted. There were hardly any study on the attitude and problems of the learners toward English language. Studies on attitude and problems of learning English language has received due consideration from language researcher already.

Critically examining the context on how English language has been taught among the Mao Naga Tribe was rather quite interesting. There was no systematic method implemented or any proper planning. Various methods seem to be implemented at any interval on the convenience of teachers to complete the prescribed syllabus. English language was introduced to Mao students as early as in their nursery level or Kindergarten. They were simply taught the alphabets followed by corresponding word-formation from the alphabets. Considerably, four stages were involved for Mao students to start using English language somehow proficiently. Firstly, they were made to memorise the alphabets followed by corresponding words of the alphabets. As the students were expected to have learned the first phase of memorising, day to day sentence usages were taught. Teachers were mostly locals and they often used bi-lingual to students while some only used mother-tongue.

Nonetheless, as the first stage completes, subjects like basic mathematics were introduced. Here, the text comes in English.

In the second stage, the learners were expected to know how to read with or without correct pronunciation. As the students step into primary classes, all text comes in English apart from *Maola* (in place of Hindi or Manipuri). Students were expected to have reading competency forgetting whether they could understand what they read and with correct pronunciation or intonation. Even here, rote memory becomes essential to get promoted to next class. Only few extroverts could speak English outside the classroom, if not most remain introvert. The overall performance was solely depended on the written examination which was mostly through rote memorising.

The next stage would include students in upper primary level; where students were simply expected to speak in English alone without considering correct grammatical rules. Somehow, most students would be compelled to speak. Most would be able to speak something in English except for some few introverts. From the primary level, in most of the private schools, no mother tongue was used for teaching. Thus, by the time students completes elementary or primary stage, they could somehow understand English to learn different subjects at a time. But, they were not good in either of the skills to be considered as proficient. Moreover, despite English grammar being introduced from class III onwards; there was no any observable meaningful usage. Still, students continued with poor language skills as well as use of grammatical rules, except for some gifted.

By the time students reached secondary level, they were expected to have acquired all the four skills along with grammar. This was the fourth stage where students were made to use English extensively along with correct pronunciation, competent in four skills and correct grammar rules. It should be noted here that, phonetics was not part of the curriculum. It remains as a hidden curriculum and those accents acquired would be attributed to influence from teachers, movies and other co-curricular activities. Though students gave their best to use English language with utmost pressure from the institution, their proficiency remain very poor. Somehow, a certain level of language proficiency was acquired in the whole process. But, that would not be enough to be considered as having mastery over the language; despite

having to learn almost more than ten years. We see the grammar translation method implemented at one point while on the other end a direct method was seen to be used in the lower classes. Like manner, something like structural approach was implemented in the higher classes but turn out to be more of communicative and whole approach method

Considering the situation, though, the importance of English Language teaching and learning continues to be global phenomena; yet, we see a poor English teaching-learning set up in this part of the country. Distanced from the mainland well-develop urban setting, the whole community here strive to be par with the rest of the world with their meagre exposure and knowledge. Again, based on the reviews, no study has been conducted on the English Language teaching and learning at secondary school level of Mao Naga tribe in Manipur State. Therefore, the researcher undertook the study to bring out the attitude and problems prevailing. As indicated by the various studies, attitude on different dimensions and aspects of learning reflects the real picture of both teachers and students towards teaching and learning of English language. Another important aspect in the process of teaching and learning English language is the identification and rectification of difficulties, problems and challenges in the learning process.

The fact that some studies on English language teaching and learning have been conducted in Manipur does not reflect the whole multi-ethnic community in the state. The studies conducted often highlights only a handful dominant community, leaving behind the vast majority of multi-lingual and multi-ethnic race. Different group of community has their own weakness in the teaching and learning English language. Paliwal (2002) has pointed out that there is no uniformity of standard in teaching and learning of English in our country. The standard of teaching and learning English varies from region to region. Hence, the researcher felt that the present study would bring forth attitude and various difficulties, problems and challenges faced by Mao Naga tribe in the teaching and learning of English language at secondary level in Manipur. The result in turn would help teachers, parents and stakeholder and government to take up appropriate measures to improve the situations.

### **1.8 Significance of the Study**

In the global business world, English enjoys the hegemony over other world language. To pace with, English language learning in Indian education system is double-up. To transact the business smoothly with marketing adaptability, English language proficiency thus becomes essential. The policy makers prudency has taken the country ahead as due importance was given in the national education policies in the early stages. Re-emphasizing in the later stages gave the much needed impetus to push forward.

English was the link language between the masses during the freedom movement and it has now shifted as the link language between the people and development. Communication between inter and intra state was made easier. The relationship between different linguistic groups could also find its door open through English language. English language paved the way to explore foreign countries extensively. It also gives them easy access to communicate and transact with foreign institution with English language. It has become a vital link to explore the unexplored.

The Kothari Commission has aptly called English as the ‘library language’. Much knowledge about the advancement was specifically stored in English language. With understanding and comprehensibility in English language, learners have access to different source of scientific and technological advancement. It was like a window to the modern world where English has an indomitable presence. Through the acquisition of language, the learner could fathom to further research and innovations, the watch word of 21<sup>st</sup> century exploration.

Language cut-across different subjects enabling the language learner to use the content of the subject to learn language. In the course of learning, the subject is understood through the language. Language across the curriculum is understood as course that allows student to use the knowledge of English or any foreign language to understand other subjects. NCF 2005 suggests ‘language across-the-curriculum approach’ that could break the barriers between English and other subjects to English and other languages.

### **Creation of multi-lingual (NCF 2005)**

Learning English plays a vital role in a multi-lingual country like India. English adds another language to the learner enabling one to communicate with different linguistic group who also understands English. It was like creating an opportunity to engage with another language community. NCF 2005 reiterates that multilingualism constitutes the ‘identity of a child’ and unique feature of Indian linguistic landscape, which can be used as a resource, classroom strategy and goal by teachers. Thus, the space developed from multilingualism could be used as springboard to produce creative multilingual children.

### **English as medium**

English acts as a medium for learners in the process of gaining knowledge. For students, through the comprehension of English language they could understand learning materials. There were just few materials available in local language for learning. This situation adds more concern on the parents to give importance to learn English as quick as possible.

### **Language as subject**

English language was not taught to communicate in the first place. It was taught to attain basic literacy. No due importance was devoted to have proficiency in the language rather it focused on upgrading the standard. English was taught as a subject giving the students the notion that one just has to keep scoring better marks. In the process, language was acquired sub-consciously though no definite approach was used. NCF 2005 emphasised on a mechanism where ‘English as subject’ and ‘language as medium’ moved towards a common system of blend between ‘teaching a language’ and ‘using language as a medium of instruction’.

Thus, with the teaching and learning English language continual growth among the Mao Naga tribe, it poses greater challenges to both teachers and learners. The fact that English language was introduced among the Mao tribe carries less weight when one look into the quality, infrastructure and competencies of the teacher. It demands for up-to-date basic requirements and necessities. The secondary education being the link between the primary education and higher education, sought for proper attention and careful studies. As per the observation and understanding of many teachers and students, English language has been taught in Mao Naga areas

just for the sake of teaching and learning. This led to series of problems, from leaving the core elements of teaching English to faulty teaching methods. There is urgency in sorting out the reason behind all these difficulties, problems and challenges. On the other aspect, the influence of dominant Meitei language and mother tongue interference pose a serious problem in teaching and learning English language. An apprehensive feeling of fear and uneasiness lingers among the learners of this community.

A study on teaching and learning English language would bring to light the various issues and challenges faced by both the teachers and learners. In spite of different studies conducted on teaching and learning English language across the world, no studies on Mao Naga community till date. Therefore, the researcher felt the need to study on this area. The study would help both the teachers and students in a manifold way. The present study would highlight the attitude of Mao Naga Secondary school students towards English language and various problems in teaching and learning English language. These findings would further help the curriculum framers, stakeholders and researchers in understanding the reality of prevailing situations in the area.

### **1.9 Statement of the Problem**

The growing popularity of English language and its vitality in various fields was felt in every nook and corner today. The Mao Naga tribe were not an exception in their venture to grab the opportunity to explore. Nonetheless, there was a huge gap as research on various problems related to teaching and learning English was out of the context. The present study was by far an investigation to reality check on the attitudes and problems faced by the students and teachers in the teaching and learning of English language.

The title of the present study is entitled:

***“A Study on Attitudes and Problems among the Mao Naga towards Teaching and Learning of English Language in Secondary Schools of Manipur”***

#### **(i) Dependent Variable:**

**a) Attitude:** Attitude of secondary school student's towards learning English language would be the dependent variables. The attitude of the students would varies based on independent variables such as gender and type of management of schools

**(ii) Demographic Variables:** Independent demographic variables such as gender and type of management of schools would be the independent variables to determine the attitude of students towards learning English language.

#### **1.10 Objectives of the Study**

The objectives of the study were as follows:

- 1) To study the levels of Mao Naga secondary school student's attitude towards learning English language.
- 2) To analyse the responses of Mao Naga secondary school student's attitude towards learning English language
- 3) To examine if there is any significant association in the attitude of the Mao Naga secondary schools student's towards learning English language with regard to their gender (boys and girls) and type of management (Government and Private) of the schools.
- 4) To find and compare if there is any significant differences in the attitude of the Mao Naga secondary schools student's towards learning English language with regard to their gender (boys and girls) and type of management (Government and Private) of the schools.
- 5) To find out difficulties, problems and challenges of English language teachers while teaching English language to Mao Naga secondary schools.
- 6) To find out difficulties, problems and challenges of English language learners while learning English language in Mao Naga secondary schools.
- 7) To provide appropriate suggestions to overcome the problems faced by the teachers and learners while teaching and learning English language in Mao Naga secondary schools.

#### **1.11 Hypotheses of the study**

The hypotheses of the present study were as follows:

1. The Mao Naga secondary school student's attitude towards learning English language level is same.
2. There is no significant association between the Mao Naga secondary school student's responses on the attitude towards learning English language and their gender (Boys and Girls)



3. There is no significant association between the Mao Naga secondary school student's responses on the Attitude towards learning English language and their type of management (Government and Private)
4. There is no significant difference in the mean scores of attitude towards learning English language between boys and girls of Mao Naga secondary school students.
5. There is no significant difference in the mean scores of Mao Naga secondary school student's attitude towards learning English language between Government and Private schools.

### **1.12 Research Questions of the Study**

The research questions of the present study were as follows:

1. What are the responses of Mao Naga secondary school student's attitude towards learning English language?
2. What are the difficulties, problems and challenges faced by English language teachers in teaching English language to Mao Naga secondary schools students?
3. What are the difficulties, problems and challenges faced by Mao Naga secondary school students in learning English language?

### **1.13 Operational definitions for Key terms of the study**

- a) English language teaching: English language teaching refers to the teaching of English to Mao Naga tribal students whose first language is not English.
- b) Learning English language: Learning English language refers to the learning of English by Mao Naga tribal students whose first language is not English.
- c) Attitude: Attitude here refers to the attitude of Mao Naga secondary school student's towards learning English language. In the present study, 'attitude' is the combination of three domains viz. Affective Domain, Behavioural Domain and Cognitive Domain, as measured through the 'Secondary Student's Attitude towards Learning English Language Scale'.
- d) Secondary school students: Secondary School students refer to the students of classes IX & X belonging to the Mao Naga Tribe.
- e) Mao Naga tribe: One of the Naga tribal groups under Manipur state.
- f) Difficulties: 'Difficulties' here refers to the difficulties faced by teachers and students in the process of teaching and learning of English language. It could be further understood as the state of inability to perform their task as teacher

and learner pertaining to the personal issues in the process of teaching and learning English language.

- g) Problems: 'Problems' here refers to the problems faced by teachers and students in the process of teaching and learning of English language. It could be further understood as any obstruction disrupting teachers and learners from smooth teaching learning process.
- h) Challenges: 'Challenges' here refers to the challenges faced by teachers and students in the process of teaching and learning of English language. It could be further understood as any problems beyond the control of teacher and learners in the process of teaching-learning.

In the present study, difficulties, problems and challenges of English language teachers was with special reference to understanding of aims and objectives of teaching English language, teaching methods, usage of teaching learning materials, English language proficiency, job satisfaction and salary related, infrastructure and facilities, assessment cum evaluation, syllabus and curriculum, etc measured through Semi-structured Interview Schedule.

Likewise, in the present study, difficulties, problems and challenges of English language learners with the selected parameters viz. understanding of aims and objectives of learning English language, teacher and teaching related, teaching learning materials, evaluation, facilities for learning English, internal or personal factors and external factors, etc measured through Focus Group Discussion.

#### **1.14 Delimitations of the Study**

The present study was delimited in the following manner:

- a) The study was delimited to secondary schools students of Mao Naga Tribe residing in Mao Nagas dominated areas of Senapati District, Manipur State.
- b) The study consists of only secondary schools students' of Classes IX and X.
- c) While studying the difficulties, problems and challenges of teaching English language, only English teachers of Classes IX and X from various secondary schools in Mao Nagas dominated areas of Senapati District, Manipur were interviewed.
- d) The study used descriptive method with limited statistical techniques.

- e) The study on the attitude towards learning English language was confined only to Mao Naga secondary schools students. The study does not include the attitude of teachers towards teaching and learning of English language.

## **CHAPTER-II**

### **LITERATURE REVIEW**

Literature review serves as the gateway to the research undertaken in several ways. It opens up to the researcher those studies related to the research undertaken. Literature review not only relates a study to the larger perspective, ongoing discourse in the literature, filling in gaps and extending the previous studies; it provides a framework for the foundation of the study and a benchmark in weighing with various findings (Creswell, 2009). He suggested that literature review to be brief in a proposal. The reviews relates in one way or the other adding meaningful discussions in the study. Another consideration to be made while reviewing was that it should be dependent on the type of research-either qualitative or quantitative or mixed approach. Creswell (2009) suggests three placement locations-one at the framing of problem, another in a separate section and lastly to be presented in the end in qualitative literature review. It was suggested that the latter two was more acceptable as well as suitable. Likewise, in quantitative literature review, it could be used in the beginning of the study to provide direction for deductive purposes. In mixed literature review it would depend on the consistent strategy adopted by the researcher, be it qualitative or quantitative.

#### **2.1 Related Literature review on Attitude towards Learning English language conducted Abroad**

**Al-Sohbani (1997)** studied on the Attitudes and Motivation of Yemeni Secondary School Students and English language learning consisting of 496 students from five schools (three boys and two girls). The study found that the student's attitudes were favourable and there was no significant difference between secondary school boys and girls attitude towards learning English language.

**Hashwani (2008)** made a study on the student's attitude, motivation and anxiety towards English language learning in Karachi, Pakistan. The study adapts a survey questionnaire from Gardner's 'Attitude Motivation Test Battery,' to explore attitudes (English language and learning), motivations (intrinsic and extrinsic) and classroom anxiety of students in a private secondary school. The survey findings of students

highlight that students have affirmative attitudes and high level of enthusiasm towards English language and its learning.

**Husien et al. (2009)** conducted a study on undergraduate learners of North Cyprus from the department of Nursing and Computer Education and Information Technology (CEIT) to find out their attitudes towards English language. Using a 30-statements of five-point scale Likert type scale, the independent sample t-test was used to find out the significance difference between the male and female students. It was found out that there was no significant difference between the students according to gender.

**Abidin et al. (2012)** conducted a case study on the EFL secondary school students' attitudes towards learning English language. They studied on the attitudes of Libyan secondary school students towards learning English language in terms of their behavioural, cognitive and emotional aspects. The students were randomly chosen from different secondary schools in the division of Al Mergeb, Zliten in the west of Libya. The study found out that most of the students have negative attitude towards learning English in all the three aspects. The study also found that female secondary students' attitude towards learning English language was slightly higher than boys.

**Fatiha et al. (2014)** conducted a study on the attitudes and motivations in learning English as a foreign language in Algeria. The study concluded that learners of English language ought to have a positive attitude towards learning language as well as towards the target language community. The role of learner, parents and teachers determines the learner's attitude. It was also stressed on the behavioural, cognitive and emotional aspect of attitude as it carries the inherent portrayal of an individual's attitude towards learning language. The study also showed that motivation was one of the most important factors in building positive attitude towards learning English language.

**Abdullah & Shah (2014)** conducted a study on motivation and attitudes towards learning English among undergraduates in National University of Malaysia (UKM).. The researchers used a questionnaire as survey to collect data for the study. The study found out that students have high motivations and positive attitudes towards the learning of English language. 96.7% of the students wish to speak English like the native speakers. 46.7% of them agreed that English should be the medium of

instruction in secondary schools in Malaysia, 83.3% totally agree that learning of English should start from home.

**Munir & Rehman (2015)** conducted a case study in Lahore on the attitudes of secondary school students towards English as foreign language. The study was based on a cross sectional survey consisting of behavioural, cognitive and emotional aspect of attitude. The study found that students have negative attitude towards learning English as a foreign language. It was also found that secondary girls have significant higher learning attitude towards English as foreign language than those of the boys.

**Kesgin & Arslan (2015)** conducted a study on the attitudes of students towards English language in the high schools of Aksaray Province in Turkey. The study aimed to find out the distribution of attitude scores of the students studying in different high schools towards the English language; to find out any difference in the attitudes of the students to the English language regarding: gender, educational status of their parents, etc. A descriptive, 5-option Likert-type research technique consisting of 56 items developed by Gomleksiz (2003) was adopted to collect the opinions of students studying in different types of high schools. The study found that students of foreign language intensive high schools have higher attitudes than other high schools; females have a higher positive attitude towards the English language; and students with parents who have a bachelor's degree or postgraduate degree have a higher attitude towards the English language than students with parents who have a primary school or secondary school education.

**Gomez & Perez (2015)** conducted a study on the 12<sup>th</sup> grader's attitude towards English as Foreign language in Chile. Five dimensions such as language used in the English classroom, teacher's methodology in the classroom, English as a subject, learning EFL and English as global language. The result of the study indicated that the student's attitude towards English was favourable. However, the dimension related to attitude towards learning English and English as subject was found unfavourable.

**Eshghinejad (2016)** conducted a case study on EFL students' attitude towards learning English language of Kashan University. The main purpose of the study was to find out the attitude of freshmen EFL students of Kashan University toward learning English in terms of their behavioural, cognitive, and emotional aspects. The

researcher used questionnaire to collect data; descriptive and inferential method to ascertain the attitude. The study found out that the students have positive behavioural, cognitive and emotional attitudes toward English language. The study also found out that the female students have more cognitive and emotional aspects of attitude toward learning English.

**Abu-Snoubar (2017)** conducted a study on Al-Balqa Applied University student's attitude towards teaching English as a foreign language using a questionnaire adapted from Gardner (1985) Attitude and Motivation Test Battery (AMTB). The study found out that the students have moderate positive attitudes towards learning English. The study found that there was statistically significant difference between male and female, where the female students have more positive attitude than male students.

**Alaga (2019)** studied on the motivation and attitude of students towards learning English language on the freshmen students of College of Arts and Science, Samar State University. The researcher used Attitude and Motivation Test Battery (AMTB) and Language attitude Survey tools. The study found out that students have high attitude towards English language. The study also found that there was a significant relationship towards attitude and motivation while there was no significant relationship towards language among the students.

**Shan & Li (2020)** studied on the freshly graduated students who have learned English for 14 years as second language. The aim was to find out the attitude towards English language teaching in China based on gender. A questionnaire based on five-point Likert scale was used for data collection. The study found that there was no significant difference between the male and female students.

**Alotaibi (2020)** conducted a study on the Saudi EFL high school learner's attitude towards learning English. The samples were randomly selected from schools in Taif. The instrument for collecting data was a 24-item Likert scale questionnaire used by (Alsamaduni & Ibrian, 2015; Alnowari, 2013). It was based on three point Likert scale. The study found that Saudi students have positive attitude towards learning English language.

**Getie (2020)** conducted a study on factors affecting the attitudes of students towards learning English as a foreign language in Debre Markos town, Ethiopia. The

researcher collected data from students through questionnaire and focus group discussion. The researcher also conducted a semi-structured interview on the grade English teachers. The study found that the attitudes of students towards learning English as Foreign Language were positive. It was found that students have negative attitudes towards English as foreign language teachers. It was also found that students have negative attitudes towards educational factors more specifically towards teachers and English learning situations like learning environment; the way English is taught; size of classroom and arrangement of seats in the classroom. The study also found that, large number of students were not competent with English language use. This was the result of poor background in the lower sections; fear of making mistakes; and lack of good English models in the schools.

**Huwari (2021)** studied the language attitudes of class X Jordanian students towards English language. The students were from Irbid, Jordan. The researcher used a questionnaire adopted from Gardener's (1958). The study found that the students have medium level toward learning English language. The study also found that there was significant different between male and female students. The female students were found to have higher level of attitude than the male students.

## **2.2 Related Literature review on Attitude towards Learning English language conducted in India**

**Bajpai (1986)** studied about the attitudes and motivation of Indian learners of English as second language using Likert type of attitude measurement. The study found that learners have positive attitude towards learning English language. The study also found that there was significant relationship between learner's attitude and motivation.

**Kharmalki (1999)** conducted a study on the secondary Khasi student's attitude towards English language learning. The researcher constructed a tool called English Language Learning Attitude Scale (ELLAS) to collect data from 1000 samples. The study found that those Khasi students from English medium have more positive attitude towards English language learning than those students from Khasi medium students. The study also found that girls have more positive attitude towards English Language Learning (ELL) than boys among the Khasi students based on the ELLAS.



The study shows that there existed a significant difference between male and female students of Khasi.

**Bamon (2000)** conducted a study of the perceptions and attitudes of teachers and students towards the teaching and learning of English as a second language at the undergraduate level in the colleges of Shillong. The main objectives of the study were to find the attitude of teachers and students towards English language teaching and learning on different dimension such as purpose of teaching and learning, methods used, teaching learning materials, and examination system. The study found out that there was both significant difference between male and female students and teachers on the given dimensions. The comparison of the teachers and students shows similar attitude in methods, course materials and examination system.

**Gajalakshmi (2013)** conducted a study on the attitude towards learning English language among the high school students in Puducherry region. The study was an attempt to investigate the 9<sup>th</sup> standard students' attitude towards learning English language. Likert type of 5-point attitude scale was used to collect data randomly from 600 sample students. The study found out that the male students have high attitude towards English than female students. The study also pointed out that government school student have high attitude towards English than private school students.

**Dominique (2016)** on the study of language creativity and attitude towards English language in relation to achievement of higher secondary students in English found that students have high attitude towards English language. The study also found that there was a significant difference in the attitude towards English language between boys and girls. The higher secondary school girls have more positive attitude than boys.

**Chandrashekar (2016)** conducted a study from a sociolinguistic perspective with special reference to Dalits of Telangana on the language attitudes and their reigning power of English. The study was undertaken on 150 Dalits. Questionnaire based on Likert attitude measurement and semi-structured interview was used to find out the attitudes towards English. The study found that both male and female Dalits have high positive attitudes towards English. The female Dalits have more high positive attitudes than male.

**Choudhury (2021)** conducted a study on the attitude of secondary school students towards English as a second language consisting of 200 students from Bengali medium Kaligram Girls School under Malda District, West Bengal. The researcher used descriptive survey method inculcating close-ended questionnaire and analyzed the data collected with inferential statistics on the three groups of students-Class VII, Class-IX and Class XI. The study found out that Class IX students have more positive attitude towards English as second language. The study also found that there was no significant difference between class VII and Class IX, but significant difference between Class IX and XI; and Class VII and Class XI students' attitude towards English as second Language.

### **2.3 Related Literature review on Difficulties, Problems and Challenges of Teaching English Language conducted Abroad**

**Reeves (2006)** conducted a study on secondary teacher's attitudes toward including English language learners in mainstream class rooms. The important objectives of the study were to find out the teachers' attitude towards ESL professional development and teacher's perception of second language acquisition processes. The researcher used a Likert attitude scale to measure the teachers' view. The researcher found out that teachers demonstrated ambivalence toward participating in professional development for working with ELLs. The researcher also found out that many teachers are working under misconception about how second language were learned.

**Dhillon & Wanjiru (2013)** conducted a case study on the urban primary school in Kenya on challenges and strategies for teachers and learners of English as second language. They used semi-structured interview for teachers and dairies of students. The study found that the unresolved school language policy of the government, the interference of local linguistic and examination oriented educational system were some of the prominent challenges for both teachers and learners. Moreover, shortages of English teachers in the region also pose as a challenge in Kenya.

**Akbari (2015)** conducted case study on junior high schools and high school students of Iran. The study categorised the challenges of learning English as foreign language into problems on the part of students, teachers, textbooks, teaching methods, language assessment or evaluation, and curriculum. Problem on the part of students

includes negligence; the beliefs of English learning as sets of grammar construct; no common background knowledge as some come from rural and students take English to be like other subjects like chemistry, biology, etc. On the part of teachers, the confinement of English language to mere testing of knowledge rather than teaching students language proficiency. In regard to text book, it was found to be missing the practice of skills requisite; inappropriate techniques were implemented in teaching methods. Moreover, when it comes to evaluation, it was not based on real life situation.

**Sobia et al. (2015)** conducted a study on the difficulties of teaching English at primary level in rural areas of Pakistan. The main objective of the study was to find out teachers' difficulties at primary level in rural areas. The investigators used a questionnaire as survey tool and collected data from 90 primary teachers including both male and female. Semi-structured interview was conducted both on students and teachers to find out the ground reality. The study reveals that there were many problems and difficulties for the teachers at primary level in rural areas. It was found that students were lazy, slow in learning and not much interest in the text books as the teaching begins. Students were against English and favour Urdu as the medium of teaching. Even parents were supportive on that from the religious point of view. Apart from that, there were socio-economic and socio-cultural problems; and since they were far from English language learning. It was found that social media plays an important role for English language accessibility. Teachers found that, there were lots of inconveniences in government schools. Lack of facilities in classrooms and poor infrastructure was prevalent. Even, the teacher trainings were not conducted properly according to the needs of the teachers.

**Derakhsham & Shirmohammadli (2015)** studied on the difficulties of teaching English language on the relationship between research and teaching. It was found that there was vast connectivity between the two. Teachers often focus on the practical knowledge while the research produces technical knowledge to augment the teaching more effective. The relevance between language pedagogy and SLA research were often adventure to bring solution to language methodology. Research based work were often not very welcomed by teachers as there were various

technical challenges involved as teachers were not familiar. There were difficulties in handling by teachers or not practical in classrooms.

**Songbatumis (2017)** studied on the challenges of teaching English faced by English teachers at MTsN in Taliwang, Indonesia. The study found that with the student's weakness in vocabulary; low concentration and boredom; poor speaking skill and lack of confidence makes the teacher difficult to continue the lesson smoothly. The study pointed out that teachers lack training and even lack language proficiency. Along with limited teaching materials available in the institute, unfamiliarity with ICTs and poor professionalism adds to the woes. The other challenge faced by the teachers was inadequacy of facilities for teaching English such as LCD projector, sound systems, etc.

**Rokhlina (2017)** on the trends, factors, reasons and problems of English language learning and teaching presented that with globalisation and advancement in technology, there were newer problems each day for teachers. The problems were directed to goals (the purpose of teaching English); imposition of language education policies by government; methods and use of ICT. Teachers were made to adopt different options to achieve the goals where they have to adhere to new education reforms and policies. Implementation of new approaches and inculcation of ICT which has become essential in the global world pose serious challenge to language teachers.

**Mohammed (2018)** conducted a study on English teachers of Soran city to find out the challenges of learning English as a foreign language by non-native learners. The study found out that learners faced challenges with the teacher's role in teaching, methods of learning used and strategies by teachers. To develop the linguistic potential and communicative competencies of the learners, proper time and management was requisite; as well as using authentic materials to motivate them.

**Yang et al. (2019)** conducted a case study on challenges and adaptation of English as a medium of instruction in medical program in China. The researchers used test scores and survey results as well as focus group transcripts and open-ended comments as tools for data collection. The study found that the challenges in implementing English as a medium of instruction were- a) insufficient or inappropriate teaching materials, b) not satisfactory teaching, c) inadequate class

interactions, and d) failure to teach medical humanities. The study concluded that in the absences of proficient faculty and institutional support; active participation of students, peer group as learning strategies, there would not be positive results.

**Xayat (2021)** studied on the Kurdish English teachers on the challenge of teaching English in Iraq/Kurdish. The study showed that 90% of the teachers need more training on English language teaching. There was prominence of using Kurdish in the class, and grammar was taught preferably over language skills defeating the very intention of teaching English. The study further found that written tests was more preferred assessment; teachers have more classes to handle and 70% of the teachers were not satisfied with the salary. Teachers opined that large number of students in a class; sound pollution; and lack of facilities such as rich libraries, resources of teaching, ICT, etc, were some of the other challenges faced.

#### **2.4 Related Literature review on Difficulties, Problems and Challenges of Teaching English Language conducted in India**

**Barla (2013)** on the study of junior colleges of Sundargarh in Odisha on the problems of teaching English to college students found that the colleges lack proficient English teachers, none of the college have language laboratory and audio-visual aids. Moreover, there was lack of interest among the students. The challenges faced by teachers include poor grammar, spelling errors and unresponsive students; influence of Odia in English pronunciation and flexibility to appear exams in Odia despite English supposedly to be the medium; and overcrowded classroom.

**Mohanty (2014)** studied on the impact of English and major Indian languages on the tribal languages of Western Odisha. The study found out that correlation between mother-tongue maintenance and language attitude among different age-group. It also shows that there exists significant correlation between mastery of a tribal language as a mother tongue and positive attitude towards the language. It was further concluded that the younger generation (age group 5-15 year) preferred to speak Hindi or Odia or English. The researcher noted that it was because they believed these languages were key essentials for education, social interactions, and economic reason.

**Aryaneyulu (2015)** studied on the problems faced by teachers in teaching English language in government schools in Telangana state. The study found that in most of the schools, no language experts were brought in their school for inspection. In

respect to availability of instructional resources, teachers found that essential teaching aids were not available in the schools. Majority of the teachers do not make use of library; and they do not find sufficient reading materials in the library. The study also found that majority of the teachers do not have special course in English.

**Kalia (2017)** in her study on trends and challenges on English language teaching in India found over dependence on teachers, inattentive students, mother tongue use, fear of feedbacks and overcrowded classrooms as problems prominent in English language classroom. No clear-cut aims; lack of competent teachers; faulty method of teaching; faulty examination system; and inadequate provision of teaching aids were some other problems related to English language teaching. The study also pointed out the rural-urban divide which needs to bridge.

**Singh (2018)** has studied on the problems related to teaching or learning of English language in Manipur. The main objective of the study was to find out the problems related to teaching or learning of English language in Manipur. Phonological problems; lack of emphasis on spoken language; grammar or syntactical problems; lack of teacher training facilities; equipment and infrastructure; and socio-cultural problems were some of the related problems. Observation and sample collection of the actual use of the language in the classroom situations and outside the academic campuses by the learners, and examination answer scripts were used to establish the problems.

**Ariyanti et al. (2019)** conducted a study on teacher's strategy in solving EFL student's problems in learning English. The study found that lack of motivation from the students, disinterested in English language learning and not responsive to any feedbacks were the major problems teachers faced in teaching English language. The study was conducted using semi-structured interview on English teacher from Indonesia.

**Kumar (2020)** found the following problems in English language teaching in India. Firstly, since independence, there was no clear-cut policy on English education in India. Secondly, there were not sufficient competent teachers till date. Many of the English teachers continue to be from other subject background and not aware of the research and new developments in English education. Moreover, most of the teachers have little knowledge of the aim of teaching English. Thirdly, wrong

methods were being used to teach the students. No appropriate methods were used to teach the language. The continual use of mother tongue was rampant and mother tongue interference continues to be huge stumbling block. Fourthly, the examination system was still the test of cramming and rote memory. Defective textbooks and curriculum adds more woes to English language teaching in the country. The lack of adequate infrastructure and facilities to teach English smoothly was another problem hampering the process. No provisions such as audio-visuals, ICT classrooms in schools; and overcrowded classroom were still a problem in Indian schools.

**Shaniga & Ilankumaran (2020)** listed out various issues for English as Second Language instructor on English language teaching in India. The listed issues were- over reliance on teachers, unmotivated students, reclusive students, disinterested students, fright of feedbacks from teachers, use of native language and absence of creativity among the students. The other challenges include absence of skilful teachers, defective strategies, shortage of amenities, and faulty examination system.

**Chauhan (2021)** studied on challenges of English language teaching to rural students found that rural students were lacking in motivation to learn English; and this was contributed by their poor social and cultural background. There were pedagogical issues in dealing with rural students as they come from multilingual group. Moreover, teachers lack training with the latest educational tools and pedagogies in rural areas. The curriculum was found to be more of urban centric leaving poor rural students disinterested and unmotivated. The lack of state apathy towards rural settings in education was another challenge for teachers in rural areas.

**Nandi (2021)** listed obstacles of teaching English as a second language in India. Pointing out the poor infrastructure, the Indian classroom was not attractive enough with the changing nature and psychological level of a child. The absence of modern technology in classroom, insufficient audio-visual aids and crowded classrooms remained the obstruction over the years. Shortage of qualified teachers, improper teaching methodology and teacher's failure to create motivation in the class, and use of mother tongue were obstacles related to teachers. When it comes to students, they were handicapped with poor family economic background, limited vocabulary, lack of pronunciation, confusion with spoken and written English, lack of interest, excessive use of mother tongue and denial in using English for communication.

Besides, the wrong examination system leaving no scope for mastery over the language adds to the obstruction of teaching English in India.

## **2.5 Related Literature review on Difficulties, Problems and Challenges of learning English Language conducted Abroad**

**Teevno (2011)** conducted a study on the challenges of teaching and learning of English at secondary school level in Naushahro Feroze Sindh. The study used both qualitative (questionnaire) and quantitative (focus group discussion) data. It was found that teachers lacked training and refresher courses on English language teaching especially in Communicative approach. Only a few students and teachers use English in the classroom and there was no emphasis on the English language skills. The existing libraries do not have provisions of English newspapers, computers and audio-visual aids. It was found that there was no proper inspection either. The positive note on the study was that some teachers have long years of experience in teaching in ELT.

**Tabatabaei & Pourakbari (2012)** conducted an investigation into the problems of teaching and learning in the Isfahan Province high schools in Iran. The investigation was conducted on students and teachers of high schools using questionnaires. The study found that teachers were not using teaching aids at all. The school libraries were not well-equipped and even the classroom has poor facilities. It was found that the text book were not suitable for language proficiency. It was also found that teachers were not honoured properly by the Ministry as most of the teachers have pointed in the study.

**Al Nakhalah (2016)** conducted a study to find out problems and difficulties of speaking among the English language students. The researcher interviewed students relating to pronunciation, grammar and proficiency in speaking. The study found that most of the problems and difficulties of the students were related to fear of making mistakes, shyness, anxiety and lack of motivation and lack of confidence to speak.

**Erdem & Tutkun (2016)** conducted a study on the problems encountered by secondary school students in English language teaching in Sultanbeyli, Instabul. The study was conducted on 1261 secondary school students using descriptive survey method. The study found that teachers get angry when students make mistake which was troubling for students. However, it was found that there was no difference in the



problems encountered in English teaching and learning based on public and private, parents' occupation, family income, and duration of subsidiary course. It was also found that teachers lack preparation in teaching English language.

**Khan (2016)** on an exploratory study on the barriers in learning of English among the EFL learners and teachers of KAU-Jeddah, Saudi Arabia found that the problem of learning language was due to ineffective learning habits, lack of motivation, poor linguistic skills, attitude towards the target language and teaching factors relating to methods according to students. The study found that teachers find students were too dependent on teachers; students were not sincere in doing homework; and students were found to be tired and disinterested.

**Khan & Khan (2016)** conducted a study to find out the obstacles in learning English as a second language among the intermediate students. The data were collected from students and English teachers using questionnaires. Interview was conducted on students as well. The obstacles found in the study includes large and overcrowded classroom; lack of motivation, not well developed language skills, lack of teacher's training, and not suitable curriculum. It was found that unhealthy behaviour of teachers was an obstacle to learning English language.

**Hossain (2018)** has studied on difficulties of learning English Language at secondary in Thakurgaon district in Bangladesh. He found that students were weak in grammar, vocabulary and speaking skills. These difficulties were further found to be occurred due to lack of good English teacher, lack of multimedia facilities and economic constraints of the students to admit in private tuitions.

**Nuraeni (2019)** on the problems encountered by learner of English as a foreign language in Indonesia found that the students faced three problems particularly. The data was collected through interviewing students. The students have problem with grammar as it was different from Bahasa; and students have to think of grammar first while uttering a sentence. The other was with 'pronunciation' as both Bahasa and English used Latin alphabet but produce different sound. The students also found writing academically a difficult task as they lack in writing skill to meet the expectations of the teachers.

**Dincer & Dariyemez (2020)** conducted a focus group study on the proficient speakers of English as a Foreign Language to find out what plays important role in

language development of proficient speakers of English. The study was conducted on English as foreign language students who has highest scores on English speaking tests. It was found that self practice was one factor that helps them to be proficient in speaking. Exposure to proficient and native teachers has also helped them to be proficient. Moreover, some of them have had the experience of direct contact with native English speakers that help them to be proficient. It was also found that the Turkish emphasis on English has helped them as well as 'out –of class-technology use' has helped them to be proficient in English. The study suggested that, there should be study on what motivates and how the student's feel about learning should be emphasised; and encourage the use of technology outside the class.

## **2.6 Related Literature review on Difficulties, Problems and Challenges of Learning English Language conducted in India**

**Kamble (1997)** conducted a critical study on the problems of learning and teaching English in Zilla parishad high Schools of Osmandabad District. The study found that students find difficulty with English subject, their vocabulary were poor, incorrect grammatical sentences, and weak in compositions. The students were mostly of average level. The study also found out that there was lack of teaching aids, students hardly asked their doubts and there was no specific criteria to recruit English teachers as well as for their transfer and postings.

**Tripathy (2006)**, studied on trends and problems of teaching English at the secondary level in Orissa on students across various secondary schools. The study found that majority (56.01 %) of the students have unfavourable attitude towards English while only 23.77% got above average performance in English. Besides, only 12.78% was very satisfied with the method of teachings. Interestingly, 60% of the students were confident of success in English wherein girls were found to be more confident than boys. Students were of the opinion that poor teaching; lack of teacher's ability to clear their doubts; lack of interest from their end; and English subject being taught hurriedly to complete the syllabus; not verifying the home assignment properly contributes to their problem to learn English. On the other hand, teachers were found to be untrained mostly, and moreover, allotted with other subjects to teach. Teachers found that student's lack of systematic preparation,

admission of weak students, heavy syllabus, poor quality books and improper method as the main problems of teaching English.

**Raja & Selvi (2011)** conducted a study to find out the causes of problems in learning English as second language as perceived by higher secondary students in Thopthukudi District, Tamil Naidu. From the study, they found out that ‘environment’ was the leading cause of the problems in learning English language comparatively with attitude and teacher’s competence. Boys were found to perceive that environment and attitude were the cause of problems in ESL learning more than girls. Interestingly, rural students perceived attitude and teacher’s competence as the cause of problems in learning ESL than the urban students.

**Haokip (2012)** found that English language education was central to the state of Manipur. He has observed some major difficulties in English language education in Manipur-negative attitude of the people and government, cultural and mother tongue influence, lack of special trained teachers and requirement of right motivation. He concluded that one important benefit of English among the tribal groups was it helps them in developing their own script for literature.

**Asfaqmohammadkhan J (2014)** conducted studies on issues and challenges of second language teaching in Dahod District of Gujarat. The study was conducted on undergraduate student highlighting the major issues and challenges faced both by the teachers and students of English. The study found out that the problem faced by students were related to lack of exposure to English language, lack of environmental support, poor family background unable to support them, lack of interest and confidence; rural background with lack of proper orientation and defective examination system. On the problem related to teachers-faulty method of teaching, lack of awareness of the objectives, lack of proper training, and shortage of competent English teachers, poor supervision and inability to resolve the problem of students were prevalent. Other problem related to the problems of teaching English includes overcrowded classroom, inadequate facilities, and heterogeneous class; lengthy, defective textbook and curriculum; lack of teaching aids; exam oriented education system with poor evaluative mechanism; passive interaction; mother tongue interference; and defective government policies.

**Begum (2016)** conducted a study to identify the problems of learning English language at the secondary level in Dubri District of Assam. She conducted the study on students of Class IX in high schools using questionnaire; and conducted unstructured interview on teachers, headmasters, parents and students. The study found that the learners have positive attitude towards learning English language. The study found that students has fear on the English subject; they learn just because it was a mandatory subject which leaves them not interested on the subject as well as not motivated. The students have limited exposure on the language learning and while few participate in class activities, majority of them just remain as mute learners. The classroom ambience was teacher-centric and students simply were afraid of approaching teachers to clarify their doubts. The overcrowded classroom makes it difficult to conduct classroom activities. The use of regional language was very regular leaving little opportunity for learners to speak and students could not read properly either. It was also found that only few teachers were trained; those teachers without any basic trainings were unaware of the methods of teaching and even not aware of the objectives of teaching English at the secondary level. Most of the students come from poor socio-economic background, therefore hardly left any to support them as well as guide them in their homes.

**Nath (2016)** conducted a study on the problems of teaching English in secondary schools in North Tripura district. The study used questionnaire, informal discussion with teachers and observation for the study. The study found that multilingualism was prevalent which influence learning English language. It was found that teachers were untrained which leads to 'poor teaching'. Students were found to have internal motivation and positive attitude towards learning English. However, they were simply learning English just because it was compulsory. They fear English language and were not able to understand English in their own. Even, they were weak in writing and do not find the class enjoyable.

**Dharmaji (2017)** studied on the methods of teaching English in higher secondary level in Panharpur Takuka. The study consists of English teachers and principals of junior colleges. From the study, the researcher found out that 70% of the colleges do not have basic teaching materials for English. The problem for teaching includes large number of students in a classroom; and use of time-consuming method to

complete the syllabus. The teachers felt that the text books were not up to the standard and Indian setting was barely seen. The variation of tribal dialects makes it complicated to teach English as many were not fair with first language either. The need for regular in-service orientation on modern methods was missing and it needs to be revitalised to propagate and promote English language.

**Kuwar (2017)** conducted a study on problems and remedies of teaching and learning of English at standard-X in Satana Taluka, Maharashtra. The researcher used questionnaire for students and interview for teachers of Marathi medium high schools. The study found that, there was no clear-cut purpose and specific policy of teaching and learning English. Students related problems include poor linguistic skills, lack of motivation, interest and exposure, especially from rural background. The problem of incompetent teachers, unsuitable methods of teaching, over use of mother tongue, lack of teacher's own research in teaching learning process, problem of handling ICT were prevalent in the schools. Poor infrastructure, overcrowded and congested classrooms, absence of audio-visuals teaching aids were other problems in the school. Besides, no learner friendly textbooks, improper evaluation procedure and lack of parental support were also found in the study.

**Ponmozhi & Thenmozhi (2017)** studied on difficulties faced by rural students in learning English at high school in Cuddalore, Tamil Nadu. An English Learning Difficulty Scale developed by researchers was used on students for data collection. The study found that rural students have high level of learning difficulty in English. Their difficulties were related to speaking, pronunciation, communication and writing in English.

**Ghosh (2017)** conducted a study on identification of gaps in learning English among the students of secondary schools and evolving an effective strategy for teaching English in Uttar Dinajpur. They study found that traditional method of teaching English was prevalent. There was no academic support such as audio-visuals and ICT tools to teach effectively. Teaching and learning was confined only to classroom with no focus on proficiency in the language.

**Karande (2018)** conducted a study on the teaching and learning of English at secondary schools in Pune city with special reference to Constructivists approach. The main objectives of the study were to examine, understand and find out

difficulties in acquisition, developing skills and its implementation in teaching English. The researcher used survey method with both qualitative and quantitative collection of data. The study found that most of the teachers were experienced and have completed their trainings. However, it was found that less importance were given to activity based and majority of the teachers used mother-tongue to teach. It was also found that most of the schools were not well-equipped with audio visual facilities and congenial atmosphere for learning.

**Pamei (2020)** conducted a study on the problems of learning English as second language among the Rongmeis at secondary level. Questionnaires were used to collect data from both students and teachers at higher secondary level. Essay test was also conducted to find out the writing skill. The Rongmei students faced problem such as learning many language simultaneously for communication as well as academic, mother tongue influence and practices which gave considerable reverence to teachers. The study found that students coming from villages have poor basic knowledge of English language. They were shy to express in their limited knowledge and often reply in their mother tongue. Lack of parental support, lack of facilities, lack of practices and weak in spellings, vocabularies, pronunciation and grammar were some of the common problems faced by students as observed by teachers. It was found that students were interested to learn English and do give certain efforts. However, students revealed that they were not taught all the language skills and they find difficult to cope with the teaching style and syllabus. It was also found that teachers were not well-trained to teach English.

**Bairagya (2021)** studied on the factors affecting learning English language at the secondary level in Murshidabad. Students were selected from secondary schools using self-designed questionnaire or attitude scale. The study revealed that there was no significant difference between teachers and students, as well as between boys and girls on the opinions related to factors of learning English language. There was significant difference between urban and rural students on the opinions on factors affecting learning English language. Socio-economic factors such as lack of awareness on education, illiteracy, gender disparity in education, low income were related to difficulties in learning English language.

## **2.7 Overview of the Review**

Various studies on attitudes and problems of teaching learning English language across the globe have derived its conclusions based on their specification. It has brought about clarity on the present research in terms of purpose, methodology, findings and implications. Further, the literature review broadens the perspective of reasoning on the present study. It also gave an opportunity to delve into the research gaps wherein more research could be accommodated.

### **2.7.1 Overview of the Review on Attitude towards Learning English Language**

From the studies conducted by Bajpai (1986); Al-Sohbani (1997); Kharmalki (1999); Kesgin & Arslan (2015); and Choudhury (2021) it was found that the secondary students have high attitude towards English language learning as second language and foreign language.

The secondary students were found to have negative attitude toward learning English language in the studies conducted by Abidin et al. (2012) and Munir & Rehman (2015). In contrast, the secondary students were found to have positive attitude toward learning English language in the studies conducted by Fatiha et al. (2014) and Eshghinejad (2016). On the other hand, Huwari (2021) found that secondary students have medium level of attitude towards learning English language. Higher secondary students were found to have favourable attitude towards learning English language as per the study conducted by Gomez & Perez (2015); and Dominique (2016). Moreover, the undergraduate students were found to have positive attitude toward learning English language in the studies conducted by Abdullah & Shah (2014). Studies conducted by Bamon (2000) and Husien et al. (2009) found that, the undergraduate students have high attitude towards English language learning. Studies conducted by Abu-Snoubar (2017) found that university students have moderate positive attitude towards learning English language, and Alaga (2019) found that university student have high attitude towards learning English language.

The high school students were found to have affirmative and positive attitude towards English language learning in the studies conducted by Hashwani (2008) and Alotaibi, (2020). Study by Chandrashekar (2016) found that the Dalits have high positive attitude towards English language.

Studies conducted Al-Sohbani (1997); Husien et al. (2009) and Shan & Li (2020) found that there was no significant difference between male and female student's attitude towards English language learning. but, in contrast, studies conducted by Kharmalki (1999); Bamon (2000); Abidin et al. (2012); Gajalakshmi (2013); Kesgin & Arslan (2015); Munir & Rehman (2015); Dominique (2016); Chandrashekar (2016); Eshghinejad, (2016); Abu-Snoubat (2017) and Huwari (2021) found that there was significant difference between male and female student's attitude towards learning English language.

Further, studies conducted by Kharmalki (1999); Bamon (2000); Abidin et al. (2012); Kesgin & Arslan (2015); Munir & Rehman (2015); Dominique (2016); Chandrashekar (2016); Eshghinejad, (2016); Abu-Snoubat (2017) and Huwari (2021) found female students to have higher attitude than the male students towards learning English language. In contrast, study conducted by Gajalakshmi (2013) found boys have higher attitude than girls towards learning English language. Moreover, Gajalakshmi (2013) found students from Government schools to have higher attitude towards learning English language than the students from private schools.

### **2.7.2 Overview of the Review on Difficulties, Problems and Challenges of Teaching English Language**

Studies conducted by Dhillon & Wanjiru (2013) using semi structured interview for teachers and student's diaries found that English language were examination oriented, and interference of local linguistic was very dominant. Akbari (2015) found student's negligence, beliefs of English as set of grammar construct, perception of English as Chemistry, evaluation not based on real life situation, mere testing knowledge as challenges related to teaching English. Songbatumis (2017) found that poor speaking skills, lack of confidence among students, lack of trainings and proficiency, not familiar with ICT as difficulties related to teaching English language. Rokhlina (2017) pointed out that challenges faced by teachers were on imposition of changing goals and suitability of methods; use of ICT as technological advancement keeps evolving. Hossain (2018) found students weak vocabulary and speaking skills, lack of multimedia facilities, proficient teacher and economic constraints as the difficulties faced by teachers. Yang et al. (2019) using Focus group



transcript and open ended comments found insufficient or in appropriate materials; not satisfactory teaching and inadequate class interactions as the growing challenges. Xayat (2021) found that teachers need further training on ELT; where prominence of using Kurdish; grammar taught preferably over language skills; more preference on written tests; more classes for teachers; teacher's dissatisfaction with current salaries; large number of students in class; poor facilities were contributing challenge of teaching English.

Studies conducted by Barla (2013) found that lack of proficient teachers, non-availability of language lab, lack of audio visual aids, lack of interest among students, overcrowded classrooms, poor grammar, spelling errors and unresponsive students, influence of Odia were the problems of teaching English language. According to Aryaneyulu (2015) non-availability of experts for inspection, teaching aids, and insufficient library materials and special course on English added to the problems of teaching English language. Khan (2016) found over-dependent on teachers, student's fatigue and disinterest as barriers of teaching English. Kalia (2017) also pointed out that over-dependence on teachers, inattentive students, excessive use of mother tongue, fear of feedbacks, overcrowded classrooms, no-clear cut aims, lack of competent teachers, faulty method, wrong examination system, inadequate teaching aids, and urban-rural divide were challenges for smooth teaching of English language.

Singh (2018) categorised phonological problems, lack of emphasis on spoken language, grammar or syntactical teacher training facilities, socio-cultural problems, equipment and infrastructure as the prevalent problems in teaching English. Ariyamti et al. (2019) pointed out the lack of motivation, disinterested in English language and irresponsive to feedbacks from teachers as the problems of teaching English language. Kumar (2020) found that, there was no clear cut policy on English education in India; and there were not competent teachers available for teaching English. Moreover, teachers from other backgrounds were not aware of new developments in English education. With English teachers having little knowledge of the aim of teaching, wrong methods of teaching, use of mother tongue and its interference, examination was cramming and rote memory, defective text books and

curriculum, inadequate infrastructure and facilities as the contributing problems in the teaching of English language.

Shaniga & Ilankumaran (2020) found over-reliance on teachers, unmotivated students, reclusive students, disinterested students, fright of feedbacks, native language, absence of creativity, defective strategies, shortage of amenities, faulty examination as the challenges faced in teaching English. Chauhan (2021) pointed out that, lack of motivation cause by poor social and cultural background, pedagogical multilingual, teacher's lack trainings with latest educational tools, urban centric curriculum, and state government apathy towards rural settings were challenges in teaching English in rural areas. Nandi (2021) listed poor infrastructure, not attractive with the changing nature, and psychological level of the students, no modern technology, insufficient audio-visuals aids and crowded classroom, shortage of qualified teachers, use of mother tongue, poor family economic background, limited vocabulary, lack of pronunciation, lack of interest, wrong system of examination, and less scope of mastery over the language as obstacles of teaching English.

### **2.7.3 Overview of the Review on Difficulties, Problems and Challenges of Learning English Language**

Studies conducted by Khan (2016) found that problems of students related to learning English language were link to ineffective learning habits, lack of motivation, poor linguistic skills and attitude towards English and teaching methods. Mohammed (2018) also pointed out that role of teachers, method, strategies of teachers and not using authentic materials cause difficulties in the process of learning English language among the students. Nuraeni (2019) found that the problem of grammar, pronunciation and writing academically were prevalent among the students in learning English language.

Kamble (1997) found students have difficulty in English subject, poor vocabulary, incorrect grammatical sentences, and weak in compositions. He also found that student hardly ask doubts. Tripathy (2006) found students have unfavourable attitude towards English, where girls were more confident than boys on the success of English. Students were not satisfied with the teaching methods as well as English was taught hurriedly to complete syllabus. Even homework were not

verified properly and student's lack systematic preparation. Teachers complained of weak students being pushed up, heavy syllabus and poor quality books.

Raja & Selvi (2011) found that environment cause problem to learning English language as they found rural student's attitude and teacher's competence cause problems. Haokip (2012) pointed out that negative attitude of the people and government, cultural and mother tongue influence, lack of specially trained teachers, and lack of right motivation were some of the problems related to growth of English language. For students, the lack of exposure to English language, lack of environmental support, poor family background, lack of proper orientation, lack of interest and confidence, rural background and faulty examination system were contributing problems to the growth of learning English. Asfaqmohammadkhan (2014) found that faulty method, lack of awareness of the objectives of teaching English language, lack of proper training, poor supervision, and inability to resolve student's problem were problems related to teachers. Whereas problems related to teaching include overcrowding classrooms, inadequate facilities, heterogeneous class, teaching aids, exam oriented education system, lengthy, defective textbook and curriculum, passive interaction, mother tongue interference, and defective government policies. Begum (2016) found learners have positive attitude towards learning English language. But, fear on English subjects, notion of English as just another mandatory subject, limited exposure, only few participants in class activities with majority of them remaining mute, classroom ambience mostly teacher-centric and students fear to ask doubts dominates among the students, Moreover, overcrowded classrooms, use of regular regional language with little opportunity to speak. Students could not read properly; and untrained teachers were not aware of the objectives and methods of teaching English; and most of students were from poor socio-economic background.

Dharmaji (2017) found that there were no basic teaching materials available in the institutions. Mostly, the classroom size was large and teachers used time consuming methods to teach. There were large variations of tribal dialects with many students not even fluent with first language. The text books were not up to the standard and no Indian setting in the contents. Teachers require regular in-service orientation and modern methods. Kuwar (2017) found that there was no clear-cut

purpose and specific policy of teaching and learning English. Students were found with poor linguistic skills, lack motivation and interest, over use of mother tongue and lack of parental support. Apart from that, unsuitable method, lack of teacher's own research, poor knowledge of handling ICT, poor infrastructure, overcrowded and congested classrooms, absence of audio-visuals, teaching aids, no learner friendly textbooks and improper evaluation procedure were other contributing problems relating to teaching and learning of English language. Ponmozhi & Thenmozhi (2017) found rural student have high level of learning difficulty related to speaking, pronunciation, communication and writing in English. Bairagya (2021) found that lack of awareness on education, illiteracy; gender disparity and low income were among the problems prevalent in the learning of English language.

Based on the reviews, studies on the attitude of students towards learning English language were conducted on various groups and level of students across the globe using varied research methods and research tools. It brings to an understanding on the essence of having good attitude towards English language. Researchers have used various methods to explain the vitality in length. Most of the findings were appealing and implicated in teaching learning process of language. However, studies related to teaching and learning English language among the Mao Naga tribe was limited to some records, data and reports here and there. In the land where the growing demand of English among the Mao tribal community was massive; introspection and research was essential. Going by the records, many researchers have focussed on attitude towards learning English as one of the major factor. Therefore, the need to study on the attitude of students towards learning English language was requisite in the case of Mao Nagas. Not only on attitude, difficulties, problems and challenges relating to teaching and learning of English was necessary. It was seen in different research studies, various difficulties, problems and challenges related to teaching and learning of English language were found to be prevalent in large scale. The present study would examine the prevailing conditions and positions of teaching and learning English language among the Mao tribal groups at large.

Taking on the methodologies and tools used to study, most researchers have used both quantitative and qualitative researches. For measuring the attitude, Likert type scale was most preferred and the data were analysed quantitatively. However, qualitative data collection and analysis were also conducted in many studies. Survey method with interview and focus group discussion were employed to find out difficulties, problems and challenges of teaching and learning English language in most of the studies. Besides, secondary source were extensively used to collect information and data. Most of the studies replicates with the previous studies enabling the continuity of research over the years. The present research would be one such replication dealing on the language acquisition process. Considering all the reviews, the present study would focus on the level of attitude and problems of teaching and learning English language among Mao Naga Secondary school students and teachers. The study would immensely draw attention of students, teachers, parents, stakeholders and researchers in developing ideas and innovation to language acquisition processes.

## **CHAPTER-III**

### **RESEARCH METHODOLOGY**

Research methodology is the central backbone of the research. This chapter describes the research design, method, population of the study, sampling, tool construction, procedure of data collection and statistical technique used to collect data.

#### **3.1 Research Design**

The mixed method research design was used in the present study. In a mixed method, both quantitative and qualitative data are used for the study. The intent of using two approaches is to help explain the problem or phenomenon in a more detailed manner. In a mixed method, it involves the combination or integration of qualitative and quantitative research and data for the study. It involves the collection of both qualitative and quantitative data in regard to the framed research hypotheses or questions. In qualitative data collection, open-ended questions would be used while in quantitative data collection, closed-ended questions would be used. Both the data collected through qualitative and quantitative would be analysed and interpreted; and further integrated to give a meaningful explanation (Creswell & Creswell, 2018).

The ‘Convergent mixed methods’ design was employed for the present study. Under this design, the researcher would collect data in a single-phase approach. Both qualitative and quantitative data would be collected almost at the same time and analysed separately. The results of both the analysed data would be further compared to see whether it confirms or disconfirms each other (Creswell & Creswell, 2018). Accordingly, in the present study quantitative data were collected through a closed-ended attitude scale i.e. Mao Naga secondary schools student’s attitude towards learning English language. Qualitative data were collected through open-ended semi structured interview schedule (for teachers) and focus group discussion (for students).

Quantitative research is basically based on the testing objective theories by examining the relationship among the variables. In quantitative research, the

phenomena are expressed in term of quantities; based on quantitative measurement of some characteristics (Kothari & Garg, 2014). Like manner, the Mao Naga secondary school student's attitude towards learning English language was deductively analysed. Further, in quantitative research, the data are to be analysed deductively enabling the researcher to control for alternative explanations, and generalise the findings (Creswell, 2009). The Mao Naga secondary school student's attitude towards learning English language was quantified using Likert type summative scale.

In qualitative research, the process of research involves emerging questions and procedures, where data are collected in the participant's setting. Data are analysed inductively and focus on the individual meaning (Creswell, 2009). Kothari & Garg, (2014) explains that qualitative research are concerned with qualitative phenomenon i.e. phenomenon relating to or involving quality or kind. The kind of research where it involves more of detailing the problem of the subject being studied could give valid result. Moreover, in qualitative research, the researcher interest is to discover the underlying motives and desires, by devising in-depth interviews to achieve the objectives. The present study implored semi-structured interview and focus group discussion to examine the prevailing difficulties, problems and challenges of teachers and students in teaching and learning English language.

Thus, as the quantitative data was collected from students, a qualitative face to face interaction and discussion on difficulties, problem and challenges of teaching and learning English language was also conducted to draw a conclusion for the present study.

### **3.2 Method of the Study**

In the present study, the researcher used descriptive method. Koul (2016) defines that descriptive research studies are designed to obtain pertinent and precise information relating to current status of phenomena and draw conclusions. Descriptive research are not limited to fact finding, rather includes finding solution to various problems happening in the universe. Best & Kahn (2012) says that descriptive study is primarily concerned with the present, although it often considers past events and influences as it relates with the present conditions. The present study

described the attitude and problems of teaching and learning English language among the Mao Naga secondary school students.

### 3.3 Population of the Study

A population or universe, is a collection of specified group or any complete group of entities - individuals, schools, students, hospitals, or the like – sharing some common set of characteristics and which distinguishes from other entities (Best & Kahn, 2012, Koul, 2016, Mohan, 2017). To study on the whole Mao Naga tribal group was not the concern in the first place. The concern was focus on teachers and students of secondary schools as justified in the beginning. The study would emphasise on the students and teachers of secondary schools in Mao Naga hills of Senapati District, Manipur.

Koul (2016) directs researchers that a population should be properly defined and free from ambiguities as to whether a given unit belong to the population. Thus, for the present study the focus was on the secondary school student studying in Class IX and X. Those Mao Naga secondary school students who were studying in Class IX and X; and teachers teaching English to Class IX and X form the population of the study. The table below gives the detail of population such as name of the school, type of management, affiliated boards, number of secondary English teachers and number of secondary school students in Mao Naga dominated areas:

Table 3.1: Number of schools, name of the school, type of management, affiliated boards, number of secondary English teachers and number of secondary school students in Mao Naga dominated areas.

S. No.	Name of the School	Type of Management	Board	No. of Teachers	No. of Students		Total
					IX	X	
1.	Okai Academy, Mao	Private	BOSEM	1	47	50	97
2.	Don Bosco High School , Mao	Private	BOSEM	2	34	24	58
3.	Don Bosco Hr. Sec School, Punanamei	Private	BOSEM	2	47	45	92
4.	Model English School, Mao	Private	BOSEM	2	22	21	43
5.	Nazareth Residential School, Okhro Ikhro	Private	CBSE	2	28	26	54



S. No.	Name of the School	Type of Management	Board	No. of Teachers	No. of Students		Total
					IX	X	
6.	JNV, Mao	Autonomous	CBSE	1	80	61	141
7.	Sophia English School, Pudunamei	Private	BOSEM	1	8	14	22
8.	Sadar Patel High School, Mao	Government	BOSEM	1	16	11	27
9.	Pudunamei High School, Pudunamei	Government	BOSEM	1	2	0	2
10.	Mount Gibeon Hr. Sec. School, Tadubi	Private	BOSEM	1	26	28	54
11.	St. Joseph Hr. Sec. School, Tadubi	Private	BOSEM	2	51	39	90
12.	Mao-Maram High School, Tadubi	Government	BOSEM	2	15	19	34
13.	St. Joseph High School, Shajouba	Private	BOSEM	2	57	38	95
14.	Baptists English High School, Shajouba	Private	BOSEM	1	89	80	169
15.	St. Xavier's High School, Makhan	Private	BOSEM	2	76	62	138
16.	Makhan High School, Makhan	Government	BOSEM	1	0	0	0
17.	Isiphi Educational Centre, Chowainamei	Private	BOSEM	1	29	33	62
18.	Asufii Christian School, Asufii	Private	BOSEM	1	0	0	0
Total				26	627	551	1178

*Source: Compiled from Zonal Education Office (ZEO) Senapati & concerned school records for academic year 2018-19*

*Note: BOSEM: Board of Secondary Education Manipur; CBSE: Central Board of Secondary Education*

### **3.4 Sample and Sampling**

The process of selecting a sample from a definite population from a sampling frame is called sampling. A good sample must be as nearly representative of the entire population as possible and ideally provide the whole of the information about the population (Koul, 2016). From the population of secondary school students and teachers, the researcher was expected to draw appropriate sampling procedure to select the sample for the study. Best & Kahn (2012) have defined 'sample' as a small

portion of the population that is selected for observation and analysis. As far as the present study is concerned, both probability and non-probability sampling were used.

For collection of quantitative data, probability sampling was used. According to Kothari & Garg (2014), in probability sampling which is also known as ‘random sampling’ or ‘chance sampling’, every member of the population has an equal chance of inclusion in the sample. The technique used under probability sampling was ‘simple random sampling’. Creswell (2009) called simple random sampling as selecting of sample done in such a way that each individual in the population has an equal probability of being selected.

Using the simple random sampling, a total of 600 (six hundreds) sample students studying in classes IX and X belonging to Mao Naga tribe was selected to measure the attitude towards learning English language. The students belonged to 12 secondary schools, out of which 9 (nine) schools were privately managed and 3 (three) schools were managed by government. Initially, the researcher proposed to include balanced samples from both government and private secondary schools. However, the number of enrolment in the government was low and many students were dropped out during the current academic session as reported by the concerned school heads. Following which, the samples selected were shown in the table 3.2:

Table 3.2: Sampling distribution of secondary school students

<b>Gender</b>	<b>Type of Management</b>		<b>Total</b>
	<b>Government</b>	<b>Private</b>	
<b>Boys</b>	51	249	300
<b>Girls</b>	42	258	300
<b>Total</b>	93	507	600

For collection of qualitative data, i.e. selecting English teachers from secondary schools was done through purposive sampling of non-probability. Kothari & Garg (2014) says that in non-probability sampling, the items of the sample were selected deliberately by the researcher; his choice concerning the items remains supreme. English teachers from 13 secondary schools were selected for interview. The intent of these samples was to accumulate first hand report about the difficulties,

problems and challenges faced by English teachers. Altogether 20 (twenty) English teachers were selected, which includes male and female; and both from government and private. The number of teachers proposed for the study was reduced due to lesser number of English teachers at the secondary level in Mao Naga area. The following table 3.3 shows the number of schools, number of teachers, type of management and gender.

Table 3.3: Sampling distribution of secondary school English teachers in Mao Naga Areas

	Type of Management				Total
	Government		Private		
No. of Schools	3		10		13
No. of Teachers	Male	Female	Male	Female	20
	1	3	8	8	

Again, for qualitative data of sample students for focus group discussion, the data were purposively selected which comes under non-probability sampling. The samples were drawn from seven secondary schools. The sample students belonged to classes IX and X inclusive of girls and boys. Altogether, 91 students were selected for the study from 7 schools; out of which 12 focus groups were formed to discuss on difficulties, problems and challenges of learning English language. Out of the seven schools, six were managed by private while one school was managed by government. Only one government school was included in the study as the enrolment was low and permission was rejected after repeated request due to their busy schedule. The following table 3.4 shows the number of schools according to type of management, and number of students according to their gender respectively:

Table 3.4: Sampling distribution of students for Focus Group Discussion

	Type of Management				Total
	Private		Government		
No. of Schools	6		1		7
No. of Students	Boys	Girls	Boys	Girls	91
	41	39	5	6	

### **3.5 Research Tools used for the study**

In research, tools are those instruments used to collect data through systematic procedures. The present study used three self- developed research tools viz. a) Secondary Student's Attitude towards Learning English Language Scale b) Semi-Structured Interview Schedule on Difficulties, Problems and Challenges of English Language Teaching and c) Focus Group Discussion on Difficulties, Problems Challenges Learning English Language to collect data. All the three tools were constructed by the researcher taking the help of the previously available tools. The Secondary Student's Attitude towards Learning English Language Scale was standardised abiding the proper procedure laid for any tool construction. The other two tools were also constructed with due consideration from experts and proper validation. Observations and other secondary sources were aided to collect the data.

Tools construction is a painstaking process and needs considerable time for standardisation. To collect the data appropriately, as mentioned earlier, the researcher consider three tools for the study. Firstly, to measure the attitude of the students, Secondary Student's Attitude towards Learning English Language was constructed. Secondly, to study the difficulties, problems and challenges of teachers in teaching English language, a semi-structured interview schedule was developed. Likewise, to find out the difficulties, problems and challenges faced by students in learning English language, focus group discussion research tool was developed by the researcher. The whole process of constructing and standardising the tool took quite almost year duration.

The step by step processes involved in the construction of three tools were detailed as follows:-

### **3.6. Secondary Student's Attitude towards Learning English Language Scale (SSALELS)**

The first tool used for the study was named Secondary Student's Attitude towards Learning English Language Scale (SSALELS). The development of the tool and its standardisation process are discussed in the following paragraphs. A brief rationale introduction on the importance of measuring student's attitude towards learning language was highlighted. It then proceeds on to explain the item writing, scoring procedure, establishing of validity, reliability, pilot study, and setting norms.

### **3.6.1 Introduction about the SSALELS**

English language teaching continues to dominate the rapid advancing education system in the country. In a multi-lingual country like India, learning English language occupies a predominant position and with many tribal languages developing through English language, it was a necessity to acquire basic knowledge of English language. Secondary education is the preparatory stage for higher education therefore, providing emphasis on language competency should be given due attention. Language proficiency has to be viewed beyond the four walls of subject mastery and scoring good grades. Taking into account that, consistency in acquiring a new language largely depends on the emotional, behavioural and cognitive aspects of the learner's attitude, measuring the attitude would provide insights to many questions related to it. In the process, in learning English language, attitudinal factors have to be taken into account considerably. Henceforth, measuring the attitudes of the learners and inculcating positive motivation could boost the language learning processes.

With the attempt made by R.C. Gardner (1980) Attitude/Motivation Test Battery (AMBT) to find out the attitude of students towards studying English as a foreign language; Baker (1992) and Doukas (1996) also came up with similar attitude scale focusing on the theoretical framework of language learning. Gajalakshmi (2013) put forth another scale on attitude towards learning English language where she concluded that more classroom activities in the study of English would enhance pupils' attitude to learn.

The present attitude scale was prepared taking into consideration of the previously available standardised scales. Though most of the scales were found to be valid and reliable in their context, the researcher found it inconvenient to use for the present study. Most of the scales used were not of recent and sought for more modification. Moreover, the researcher felt it would be more advantageous to frame items which were more contextual to local situations. The present attitude scale would be helpful to measure the secondary students' attitude towards learning English language. The present attitude scale was constructed based on Likert type method with five point scale-Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A) and Strongly Agree (SA).

The main aim of the attitude scale construction and standardisation were

- 1) To measure the secondary school students' attitude towards learning English language.
- 2) To find and compare if there is any dissimilarities in the secondary school student's attitude towards learning English language in regard to gender (boys and girls) and type of management (Govt and Private) of the schools.

The present attitude scale on learning English language is constructed on the three basic domain of attitude formation. They are affective, behavioural and cognitive domain respectively.

- a) Affective domain: Affective domain pertains to those emotional or feeling of an attitude towards learning language. It is related to those statements which affects the language learning.
- b) Behavioural domain: Behavioural domain of an attitude consists of the ways one behaves and reacts in particular situations. It refers to that part of attitude which reflects the intention of a person as to how one reacts or behaves in the learning process.
- c) Cognitive domain: The cognitive domain of attitude refers to the beliefs, thoughts and attributes that one would like to associate with learning language. Cognitive attitude involves connecting the previous knowledge with the new one, creating new knowledge and verifying the new knowledge while applying in many situations.

### **3.6.2 Item writing**

As stated earlier, the main objective of constructing the attitude scale was to measure the secondary student's attitude towards learning English language. The preparation of the tool took rather a longer time to finalise. The items were prepared based on theoretical perspective, related literatures, and after consulting concerned subject experts. The first draft was prepared with 120 items consisting of 60 positive items and 60 negative items. The items were drafted under three attitude's domain viz. affective, behavioural and cognitive. Out of the 120 items, 39 items were of affective domain, 45 items were of behavioural domain and 36 items were of

cognitive domain. It may be noted that while selecting the items, parameters relating to attitude of secondary students towards learning English language were considered.

The improvement of the selected items was done two times after due consultation with the supervisor and the items were reduced to 54 items with 29 positive items and 25 negative items; out of which, 18 items were of affective domain, 18 items of behavioural domain and 18 items of cognitive domain. These items were selected after proper scrutiny for content validation.

The attitude scale named as Secondary Student's Attitude towards Learning English Language Scale (SSALELS) was prepared based on five-point Likert summative Attitude Scale consisting of favourable and unfavourable statements. There were five different responses Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A) and Strongly Agree (SA).

### **3.6.3 Scoring procedure**

The scoring of the present tool was given in the order-Strongly Disagree (SD) as '1', Disagree (D) as '2', Undecided (U) as '3', Agree (A) as '4' and Strongly Agree (SA) as '5' for the favourable statement and they are reversed for the unfavourable statements.

### **3.6.4 Establishing Content Validity**

To determine the content validity, the draft was given out to fifteen experts for content validation from across three Universities, nine to the department of education and six to the department of English possessing qualification of proficiency in English Language Teaching (ELT). The feedbacks and comments received from the experts were analyzed whereby five items were removed either for lack of clarity, repetition and erroneous as pointed out by experts. Thus, a draft containing 49 items were finalised for tryout to select the items for further standardisation process. There were 31 positive items and 18 negative items, with 18 items in affective domain, 16 items in behavioural domain and 15 in cognitive domain.

### **3.6.5 Pilot Study**

The first try out was conducted on 100 samples after proper permission from Zonal Education Officer (ZEO), Senapati district and concerned school authorities. Then, after due permission, a total of 100 samples were collected from two schools

viz. Mount Gibeon Hr. Sec. School, Tadubi and Okai Academy, Mao for the try-out study. The following table 3.5 shows name of the school, type of management, board affiliation, class and gender:

Table 3.5: Showing sample distribution of schools, type of management, board, class and gender taken for pilot study

Sl. No	Name of the School	Type of Management	Board	Class 9			Class 10			Total
				M	F	T	M	F	T	
1.	Mount Gibeon Hr. Sec. School, Tadubi	Private	BOSEM	12	12	24	13	13	26	50
2.	Okai Academy, Mao	Private	BOSEM	-	-		23	27	50	50
<b>Total</b>				12	12	24	36	40	76	100

The collected 100 data were then treated with SPSS software for item selection. For the item selection, the 27% of the higher score and 27% of the lower score obtained from pilot study were coded and analysed. The purpose of item analysis was to select those items which were very reliable and consistent; and to check whether the items were able to discriminate both the upper and lower groups. From the SPSS output, those items whose t-value was less than 1.96 were removed. Thus, altogether 11 items were eliminated for their inability to fulfil the criteria. A final draft of 38 items with 25 positive items and 13 negative items were ready to use for further standardisation process. The following table 3.6 shows the item number and its corresponding t-values for item selection:

Table 3.6: Item number and corresponding t-values of the Secondary student's attitude towards learning English language Scale

Item No.	t-value	Item No.	t-value	Item No.	t-value	Item No.	t-value
1	2.610	14	3.831	27	3.628	40	2.437
2	4.190	15	4.798	28	4.182	41	3.182
3	2.801	16	2.855	29	5.584	42	<b>1.044</b>
4	1.990	17	2.878	30	2.242	43	2.387
5	3.142	18	3.075	31	5.181	44	3.403



Item No.	t-value	Item No.	t-value	Item No.	t-value	Item No.	t-value
6	6.951	19	4.194	32	<b>1.110</b>	45	2.649
7	<b>.725</b>	20	3.268	33	3.586	46	3.923
8	4.016	21	4.410	34	4.227	47	3.083
9	2.546	22	2.770	35	2.099	<b>48</b>	<b>1.319</b>
<b>10</b>	<b>1.323</b>	23	4.404	36	3.150	49	3.166
11	2.464	<b>24</b>	<b>.110</b>	37	3.475		
<b>12</b>	<b>1.306</b>	25	4.828	<b>38</b>	<b>.723</b>		
<b>13</b>	<b>1.564</b>	<b>26</b>	<b>1.650</b>	<b>39</b>	<b>1.081</b>		

*Note: Those items in bold italics were not selected for final draft*

### 3.6.6 Final Draft

After the pilot study, a final draft 38 items with 25 favourable statements and 13 unfavourable items were finalised. The domain-wise distribution of tool consisted with 14 items of affective domain, 13 items of behavioural domain and 11 items of cognitive domain (Appendix-II). The following Table 3.7 shows the domain-wise distribution of items:

Table 3.7: Table showing the domain-wise distribution of items in the final attitude scale

Sl. No.	Domain	No. of Items
1	Affective	14 (1-14)
2	Behavioural	13 (15-27)
3	Cognitive	11 (28-38)
Total		38

### 3.6.7 Establishing Reliability and Validity:

After the final draft of the tool was finalized, to determine the consistency of the tool, another 100 sample were collected. This time the data were collected from 100 sample students studying in Class IX and X of St. Xavier's' School, Makhan. The following Table 3.8 shows the name of the School, type of management, board affiliation, class and gender respectively:

Table 3.8: Showing sample distribution of school, type of management, board, class and gender for concurrent validity

Sl. No	Name of the School	Type of Management	Board	Class 9			Class 10			Total
				M	F	T	M	F	T	
1.	St. Xavier's High School, Makhan	Private	BOSEM	24	19	43	24	33	57	100

After proper coding and scoring, the data was treated with SPSS software. The output of Cronbach's Alpha reliability was found to be 0.845, which was good and found to be reliable scale. The following table 3.9 shows the Reliability (Cronbach's Alpha) result:

Table 3.9: Showing the Reliability (Cronbach's Alpha) test results

Cronbach's Alpha	Cronbach's Alpha Based Standardized Items	Number of Items
0.845	0.844	38

The data were once again analysed to find out the Split-Half (Odd-Even) reliability test. The Split-Half (Odd-Even) gives a result of 0.805 (p-value  $0.00 < 0.01$ ) positive correlations at the 0.01 level and the co-efficient Reliability for the whole scale was 0.89. This implies that the tool has significant reliability. The following table 3.10 shows the Correlation (Split-half method):

Table 3.10: Showing the Correlations (Split-half method) tests results

		Odd Items	Even Items
Odd items	Pearson Correlation	1	.805**
	Sig.		.000
	N	100	100
Even Items	Pearson Correlation	.805**	1
	Sig.	.000	
	N	100	100

\*\*Correlation is significant at the 0.01 level

Further, the Correlations (Internal consistency) between the three dimensions were also analysed. There was positive a correlations of 0.488 (p-value  $0.00 < 0.01$ ), 0.523 (p-value  $0.00 < 0.01$ ) and 0.578 (p-value  $0.00 < 0.01$ ) at the 0.0 level between the three domains-cognitive, behavioural and affective. Therefore, the internal consistency of the tool was also found to be reliable. The following table 3.11 shows the correlations (Internal consistency) between the three dimensions:

Table 3.11: Showing the Correlations (Internal consistency) test results

		Affective Domain	Behavioural Domain	Cognitive Domain
Affective Domain	Pearson Correlation	1	.578**	.488**
	Sig.		.000	.000
	N	100	100	100
Behavioural Domain	Pearson Correlation	.578**	1	.523**
	Sig.	.000		.000
	N	100	100	100
Cognitive Domain	Pearson Correlation	.488**	.523**	1
	Sig.	.000	.000	
	N	100	100	100

\*\* . Correlation is significant at the 0.01 level

### 3.6.8 Concurrent Validity

Concurrent validity also known as criterion test is to establish validity of the tool by implementing another existing tool. On the context of the present tool, an existing tool on learning English language was administered to establish concurrent validity. The tool ‘Attitudes of EFL Secondary School Students towards Learning English Language’ developed by Abidin et al. (2012) was used to determine the concurrent validity. The said tool was administered alongside with the developed tool on the 100 samples. After proper coding and treating with SPSS software, the two tools were found to have a significant positive correlation of 0.794 (p-value  $0.00 < 0.01$ ) at the 0.0 level. Thus, concurrent validity was established for the present

tool with significant positive correlation. The following table 3.12 shows the correlations (Concurrent Validity):

Table 3.12: Showing the Correlations (Concurrent Validity) test results

		Abidin et al. (2012)	SSALELS
Abidin et al. (2012)	Pearson Correlation	1	.794**
	Sig.		.000
	N	100	100
SSALELS	Pearson Correlation	.794**	1
	Sig.	.000	
	N	100	100

\*\*. Correlation is significant at the 0.01 level

### 3.6.9 Norms

In the construction and standardisation of tool, setting a norm is mandatory. Norm is a reference point selected from a group of samples in the study of scores to bring about a meaningful explanation. There is a difference between a ‘standard’ and ‘norm’. When we say ‘standard’, it refers to a level of achievement set for an individual to achieve in a group. However, norm refers to the actual achievement level attained by an individual from the group. For the present tool, norm was established based on the score obtained from 100 samples using standard method (i.e. Mean  $\pm$  Standard Deviation).

The **standard (Mean  $\pm$  Standard Deviation) method** was used to categorise the sample. The score obtained by the students would be categorised into level viz. High Level, Average Level, and Low Level. Those students scoring more than Mean + Standard Deviation {Raw Score > (Mean + Standard Deviation)} would be considered to have High Level of attitude towards learning English language; and those scoring greater than Mean - Standard Deviation and lesser than Mean + Standard Deviation {(Mean – Standard Deviation) < Raw scores < (Mean + Standard Deviation)} would be considered to have Average Level of attitude towards learning English language; and those students scoring less than Mean + Standard Deviation

{Raw Score < (Mean + Standard Deviation)} would be considered to have Low level of attitude towards learning English language.

### 3.6.10 Categorization of Attitude Level

The levels of Mao Naga secondary student's attitude towards learning English language obtained from 'Secondary Student's Attitude towards Learning English Language Scale' would be categorised using the standard method i.e. Mean  $\pm$  Standard Deviation method.

The scores were categorised into different level based on the obtained raw score of Secondary Student's Attitude towards learning English language Scale for further data analysis. From the 100 samples collected for establishing norms, the raw scores obtained were categorised into three level viz. High Level, Average Level, and Low Level using the standard method (i.e. Mean  $\pm$  Standard Deviation). Firstly, the scores obtained from the secondary student's attitude towards learning English language scale were categorised based on the overall level, followed by dimension-wise.

### 3.6.11 Categorization of Overall Attitude Level

Table 3.13: Showing the minimum, maximum, mean, Standard Deviation,  $M + SD$  and  $M - SD$  scores based on the Mao Naga secondary school student's overall Attitude towards learning English language Scale

1	Total number of students (N)	100
2	Minimum score	102
3	Maximum score	189
4	Mean (M)	152.62
5	Standard Deviation (SD)	12.5
6	$M + SD$ (152.62 + 12.51)	165.13
7	$M - SD$ (152.62 - 12.51)	140.11

From the table 3.13, the total number of secondary students (N) was 100, while the minimum score obtained by them was 102, and maximum score was 189 out of 190. The mean of the score was 152.62, and Standard Deviation was 12.5.

For the categorisation of Level of Mao Naga secondary school student's attitude towards learning English language, Mean  $\pm$  Standard Deviation was used. Mean + Standard Deviation (i.e. 152.62 + 12.51) was 165.13 and Mean – Standard Deviation (i.e. 152.62 – 12.51) was 140.11. After rounding the Mean + Standard Deviation to 165 and (Mean – Standard Deviation to 140, the scores were divided accordingly into three level.

Table 3.14.: Showing the score categorisation of Overall Level of Secondary Student's Attitude towards learning English language scale

Sl. No.	Level of Attitude (Overall)	Raw Score
1	High	Raw Score >165 (Greater than 165)
2	Average	140<Raw Scores<165 (Greater than 140 and Less than 165)
3	Low	Raw Score <140 (Less than 140)

Now, from the table 3.14, those students who obtained Attitude raw score greater than 165 (>165) were categorised as having High Level of attitude towards learning English language, while those students who score between lesser than 165 and greater than 140 (140<Raw Scores<165) were categorised as having Average Level of attitude towards learning English language. Those student who obtained lesser than 140 (<140) were categorised as having Low Level attitude towards learning English language.

### 3.6.12 Categorization of Attitude level in Affective domain

Table 3.15: Showing the minimum, maximum, mean, Standard Deviation, M + SD and M – SD scores based on the Secondary Student's Attitude towards learning English language Scale in Affective Domain

1	Total number of students (N)	100
2	Minimum score	34
3	Maximum score	70
4	Mean (M)	54.43
5	Standard Deviation (SD)	5.69
6	$M + SD$ (54.43 + 5.69)	60.12
7	$M - SD$ (54.43 - 5.69)	48.74

From the table 3.15, the total number of secondary students (N) was 100, while the minimum score obtained by them was 34, and maximum score was 70 out of 70. The mean of the score was 54.43, and Standard Deviation was 5.69.

For categorisation of secondary school student's Attitude level towards learning English language in Affective domain, Mean  $\pm$  Standard Deviation was used. Mean + Standard Deviation (i.e. 54.43 + 5.69) was 60.12 and Mean - Standard Deviation (i.e. 54.43 - 5.69) was 48.74. After rounding the Mean + Standard Deviation to 60 and (Mean - Standard Deviation to 48, the scores were divided accordingly into three level.

Table 3.16: Showing the categorisation of Secondary school student's Attitude Level towards learning English language scale in Affective domain

Sl. No.	Level of Attitude (Affective domain)	Raw Score
1	High	Raw Score >60 (Greater than 60)
2	Average	48<Raw Scores<60 (Greater than 48 and Less than 60)
3	Low	Raw Score <48 (Less than 48)

Now, from the table 3.16, those students who obtained Attitude raw score greater than 60 (>60) were categorised as having high attitude level towards learning English language in affective domain, while those students who score between lesser than 60 and greater than 48 (49<Raw Scores<60) were categorised as having average

level attitude towards learning English language in affective domain. Those student who obtained lesser than 48 ( $<48$ ) were categorised as having low level attitude towards learning English language in affective domain.

### 3.6.13. Categorization of Attitude level in Behavioural domain

Table 3.17: Showing the minimum, maximum, mean, Standard Deviation,  $M + SD$  and  $M - SD$  scores based on the Secondary Student's Attitude towards learning English language Scale in Behavioural Domain

1	Total number of students (N)	100
2	Minimum score	32
3	Maximum score	65
4	Mean (M)	52.51
5	Standard Deviation (SD)	5.30
6	$M + SD$ (52.51 + 5.30)	57.81
7	$M - SD$ (52.51 - 5.30)	47.21

From the table 3.17, the total number of secondary students (N) was 100, while the minimum score obtained by them was 32, and maximum score was 65 out of 65. The mean of the score was 52.51, and Standard Deviation was 5.30.

For categorisation of secondary school student's attitude level towards learning English language in behavioural domain, Mean  $\pm$  Standard Deviation was used. Mean + Standard Deviation (i.e. 52.51 + 5.30) was 57.81 and Mean - Standard Deviation (i.e. 52.51 - 5.30) was 47.21. After rounding the Mean + Standard Deviation to 58 and (Mean - Standard Deviation to 47, the scores were divided accordingly into three level.



Table 3.18: Showing the categorisation of secondary school student's attitude level towards learning English language in Behavioural domain

Sl. No.	Level of Attitude (Behavioural)	Raw Score
1	High	Raw Score >57 (Greater than 57)
2	Average	47< Raw Scores<57 (Greater than 47 and Less than 57)
3	Low	Raw Score <47(Less than 47)

Now, from the table 3.18, for categorisation of secondary school student's attitude level towards leaning English language in behavioural domain, those students who obtained attitude raw score greater than 57 (>57) were categorised as having high attitude level towards learning English language in behavioural domain, while those students who score between greater than 47 and lesser than 57 and (47<Raw Scores<57) were categorised as having average attitude level towards learning English language behavioural domain. Those student who obtained lesser than 47 (<47) were categorised as having low attitude level towards learning English language behavioural domain.

#### 3.6.14 Categorization of Attitude level in Cognitive domain

Table 3.19: Showing the minimum, maximum, mean, Standard Deviation, M + SD and M – SD scores based on the Mao Naga secondary school student's attitude towards learning English language scale in cognitive domain

1	Total number of students (N)	100
2	Minimum score	30
3	Maximum score	55
4	Mean (M)	45.68
5	Standard Deviation (SD)	4.34
6	$M + SD$ (152.62 + 12.51)	50.02
7	$M - SD$ (152.62 – 12.51)	41.33

From the table 3.19, the total number of secondary students (N) was 100, while the minimum score obtained by them was 30, and maximum score was 55 out of 55. The mean of the score was 45.68, and Standard Deviation was 4.34.

For categorisation of Mao Naga secondary school student's attitude level towards learning English language in cognitive domain, Mean  $\pm$  Standard Deviation was used. Mean + Standard Deviation (i.e. 45.68 + 4.34) was 50.02 and Mean – Standard Deviation (i.e. 45.68 – 4.34) was 41.33. After rounding the Mean + Standard Deviation to 50 and (Mean – Standard Deviation to 41, the scores were divided accordingly into three level.

Table 3.20: Showing the categorisation of secondary school student's attitude level towards learning English language in cognitive domain

Sl. No.	Level of Attitude (Cognitive)	Raw Score
1	High	Raw Score >50 (Greater than 50)
2	Average	41< Raw Scores<50 (Greater than 41 and Less than 50)
3	Low	Raw Score <41 (Less than 41)

Now, from the table 3.20, for categorisation of Mao Naga secondary school student's attitude level towards learning English in cognitive domain, those students who obtained raw score greater than 50 (>50) were categorised as having high level; while those students who score between greater than 41 and lesser than 50(41<raw scores<50) were categorised as having average level; and those student who obtained lesser than 41 (<41) were categorised as having low level.

### **3.7. Semi-Structured Interview Schedule for Teachers on Difficulties, Problems and Challenges of Teaching English language**

In a qualitative study, usually open-ended questions, emerging approaches were interviewed individually at some length to determine how they have personally experienced. The researcher has to position with the participants and focuses mainly on a single phenomenon. The researcher studies the context or settings of the participants by bring personal values and validating findings and interpret the data accordingly (Creswell, 2009). In the light of this nature, a semi-structured interview

schedule was prepared to find out the difficulties, problems and challenges of teaching English to Mao Naga secondary school students.

Difficulties, problems and challenges in teaching English language exists both internally and externally. Therefore, it may be noted that the problem of teaching how to acquire a language differs from place to place as against many researchers' notion that it does not have any affinity with varied locations. As observed by some researchers, various difficulty, problem, challenge of teaching English definitely differs from person to person and from place to place. The present semi-structured interview schedule was constructed with the objective to find out the various difficulties, problems and challenges prevailing among the English teachers in Mao Naga areas.

The semi-structured interview schedule consists of a set of pre-determined questions prepared by the researcher to interview the teachers besides the researcher will have the liberty to supplement questions during the study. The researcher can also change the sequence or pattern of the interview as per the convenience of the respondents. The interview has to be conducted on a face-to-face interview with the respondent and it was expected of the researcher to build a warm rapport and cosiness with the respondents. This type of interviews was conducted to draw direct responses from the respondents; often used for focussed, in-depth and non-directional research purpose.

### **3.7.1 Preparation of Semi-structured Interview Schedule Questions**

The construction of semi-structured interview schedule was taken with utmost care based on the prevailing education system in Mao Naga areas. After taking due consideration of the theoretical perspective and existing literature, the preparation of the tool was formulated. The first draft of the tool was drafted in questionnaire form with questions related to aims and objectives; teaching learning materials; teaching proficiency; job satisfaction and salary, teaching methods; infrastructure and facilities; assessment and evaluation; syllabus and curriculum related to teaching English language. The draft prepared was further improved with addition and subtraction questions which were not relevant. Then, a final draft was prepared for content validation.

The draft was given to ten experts belonging to the department of Education, Teacher Education and English of Nagaland University for content validation. Necessary feedbacks, correction and comments of the experts were taken into consideration for further improvement of the questionnaire. Then, the final draft was prepared and it was named 'Semi-structured Interview Schedule on Difficulties, Problems and Challenges of Teaching English Language' (Appendix-III). The try-out of the semi-structured interview schedule was conducted on five English language teachers belonging to Mao community. From the try-out, the researcher was able to draw conclusion related to the studies. Thus, the research tool was found to be relevant and reliable in trying to ascertain the purpose of the study.

Using semi-structured interview schedule, the researcher conducted interview on twenty English language teachers teaching across the secondary schools in Mao Naga areas for the present research purpose. It was a very meaningful discussion as interacting with the teachers gives inputs about the strengths and weaknesses of teaching and learning English language to Mao Naga secondary school students.

### **3.8 Focus Group Discussion for Students on Difficulties, Problems and Challenges of Learning English language**

Focus Group Discussion can be described as a qualitative research approach whereby a group of individuals are selected to discuss together, in a focussed and moderated manner on a particular area of research under taken. The general characteristics of Focus Group are the participant's involvement, a series of interaction, homogeneity of participants with respect to the research area and focussed discussion on the topic which is determined. Focus groups rely on the interaction within the focus group itself. The interaction includes sharing of views, experiences and stories between the participants, and the insightful data produced from the focus group discussion. The focus group discussion becomes more meaningful when there is interplay of maximum participation from all the participants.

Focus groups were used extensively in marketing sector in the 1940s. The social scientists begin to use in social science research with the publication of *Focus Groups as Qualitative Research* in 1988 by David Morgan. Focus group discussion is not used as an alternate to quantitative research; rather it is used as an exploratory

technique to provide better understanding of the subject matter. In the present study of the main objectives of the researcher in imploring this technique is to find out the difficulties, problems and challenges of learning English language among the secondary students of Mao Naga to situate the prevailing system of learning English in the country.

### **3.8.1 Preparation of Key Questions/Agenda for Focus Group Discussion**

The Focus Group Discussion questions/agenda on difficulties, problems and challenges of Learning English Language for secondary students was first drafted by setting core related topics which would divulged on the difficulties, problems and challenges faced by students. The questions were focussed on aims and objectives of teaching English language; teaching and teaching methods; teaching learning materials; evaluation process; internal and external factors. After further review and improvement, the draft questions were given for validation to experts. The draft was given to ten experts from the department of Education, Teacher Education and English of Nagaland University respectively for content validation. After inculcating the inputs given by the experts, the tool was finalised for pilot study. The final tool was named 'Focus Group Discussion on Difficulties, Problems and Challenges of Learning English Language' (Appendix-IV).

The pilot focus group discussion was conducted on a group of nine students including both boys and girls in one private school. From the discussion, the key questions of focus group discussion was able to gather relevant data related to difficulties, problems and challenges of secondary school students in learning English language.

### **3.9 Collection of Data**

On the finalisation of the three self-developed tools, data were collected from the sample as per the sampling technique mentioned sampling procedure. After due consent and approval from the concerned department of the University, permission was obtained from Zonal Education Officer (ZEO), Senapati to collect data from the Mao Naga areas in the district. The researcher then obtained required permission from the competent authorities of the schools to begin data collection. The researcher also takes account of all the preparatory and introductory precaution such as building good rapport with the administrators, teachers and students in administering the

research tools. The data were collected in three phase-first, using Secondary Student's Attitude towards Learning English Language Scale on students; second, using Semi-structured Interview Schedule on English teachers; and third, using Focus group discussion on students.

Firstly, using the Secondary Student's Attitude towards Learning English Language Scale (SSALELES), the researcher collected 600 samples for the present study. The samples were collected from 12 (Twelve) secondary schools consisting of 331 students studying in Class IX (162 boys and 169 girls) and 269 students studying in Class X students (138 boys and 131 girls). 10 (ten) schools were affiliated to the Board of Secondary Education Manipur (BOSEM) while 2 (two) schools were affiliated to the Central Board of Secondary Education (CBSE). 9 (nine) Schools were managed by private and 3 (three) schools were managed by the government. The following table 3.13 shows the number of schools, name of the schools, type of management, board affiliation, class and gender of students from where data were collected:

Table 3.21: Showing data collected using the 'Secondary Student's Attitude towards English Language Learning Scale'

Sl. No.	Name of the school	Type of Management	Board	Class IX			Class X			Total
				Boys	Girls	Total	Boys	Girls	Total	
1	Baptist English High School, Shajouba	Private	BOSEM	29	34	63	37	30	67	130
2	St. Joseph's High School, Shajouba	Private	BOSEM	18	25	43	14	14	28	71
3	Don Bosco Hr. Sec School, Punanamei	Private	BOSEM	22	22	44	12	29	41	85
4	St. Joseph's Hr. Sec School, Tadubi	Private	BOSEM	17	21	38	-	-	-	38

Sl. No.	Name of the school	Type of Management	Board	Class IX			Class X			Total
				Boys	Girls	Total	Boys	Girls	Total	
5	Sadar Patel High School, Mao	Government	BOSEM	5	8	13	1	5	6	19
6	Mao-Maram Hr. Sec. School, Tadubi	Government	BOSEM	1	4	5	8	2	10	15
7	JNV, Mao	Government	CBSE	14	15	29	22	8	30	59
8	Nazareth Residential School, Okhro Ikhro, Mao	Private	CBSE	12	7	19	5	14	19	38
9	Sophia English School, Pudunamei	Private	BOSEM	3	2	5	6	8	14	19
10	Model English School, Mao	Private	BOSEM	7	13	20	8	8	16	36
11	Don Bosco High School, Mao	Private	BOSEM	17	18	35	12	11	23	58
12	Isiphi Education Centre, Chowainamei	Private	BOSEM	17	-	17	13	2	15	32
<b>Total</b>				<b>162</b>	<b>169</b>	<b>331</b>	<b>138</b>	<b>131</b>	<b>269</b>	<b>600</b>

Secondly, using the ‘Semi-structured Interview Schedule for Teachers on Difficulties, Problems and Challenges of Teaching English Language’, the data were collected from 20 English language teachers for the present study. The sample were collected from 13 (thirteen) secondary schools consisting of 9 male teachers and 11 female teachers. Twelve schools were affiliated to the Board of Secondary Education

Manipur (BOSEM) and one school was affiliated to the Central Board of Secondary Education (CBSE). Out of the 13 schools, 10 schools were privately managed and 3 (three) schools were managed by the government. The interview was conducted in the school premises. The interview lasted between 30 minutes to 60 minutes for each teacher. The following table 3.22 shows the number of schools, name of the schools, type of management, board affiliation, class and gender of teachers from where data were collected:

Sl. No.	Name of the School	Type of Management	Board	No. of Teachers		Overall Total
				Male	Female	
1	Don Bosco Hr. Sec School, Punanamei	Private	BOSEM	1	1	2
2	Baptist English High School, Shajouba	Private	BOSEM	1	1	2
3	St. Joseph's Hr. Sec School, Tadubi	Private	BOSEM	1	1	2
4	St. Xavier's High School, Makhan	Private	BOSEM	1	1	2
5	Don Bosco High School, Mao	Private	BOSEM	1	1	2
6	Okai Academy, Mao	Private	BOSEM	-	1	1
7	Model English School, Mao	Private	BOSEM	2	-	2
8	Mount Gibeon Hr. Sec. School, Tadubi	Private	BOSEM	-	1	1
9	St. Joseph High School, Shajouba	Private	BOSEM	1	-	1
10	Isiphi Educational Centre, Chowainamei	Private	BOSEM	-	1	1
11	JNV, Mao	Government	CBSE	-	1	1
12	Sadar Patel High School, Mao	Government	BOSEM	-	1	1
13	Mao-Maram Hr. Sec. School, Tadubi	Government	BOSEM	1	1	2
<b>Total</b>				<b>9</b>	<b>11</b>	<b>20</b>

Table 3.22: Number of sample schools, name of the schools, type of management, board affiliated, and number of teachers (male and female) for semi-structured interview



Thirdly, using the ‘Focus Group Discussion for students on Difficulties, Problems and Challenges of Learning English Language’, 91 students were selected for the focus group discussion. The samples were collected from seven secondary schools consisting of Class IX students Class X students. Out of the 91 samples, 45 of them were girls and 46 were boys. 12 (twelve) focus groups were formed for the discussion consisting of 5-10 students each in the group. Two groups (one each of boys and girls) from five schools; and one group each of girls or boys from two schools were formed for the discussion. All the seven schools were affiliated to the Board of Secondary Education Manipur (BOSEM) with six schools managed by private and one by government.

The focus group discussion was conducted separately between boys and girls as students were able to speak more freely. The focus group discussion was conducted in the school premises of the concerned study groups. The researcher moderated the discussion by highlighting the important objectives and procedure of the discussion. The researcher also acts as the facilitator in opening the discussion, ensuring the duration of the focus group participations, and define any clarifications required. The researcher also employs voice recording for the focus group discussion. The data collected from each groups were to be coded and thematically analysed and further generalised to understand the problems.

The following table 3.23 shows the number of schools, name of the schools, type of management, board affiliation, class and gender of students from where data were collected:

Table 3.23: Number of sample schools, name of the schools, type of management, board affiliated, and number of students (boys and girls) for focus group discussion

Sl. No.	Name of the school	Type of Management	Board	Class IX			Class X			Total
				Boys	Girls	Total	Boys	Girls	Total	
1	St. Joseph High School, Shajouba	Private	BOSEM	-	-	-	9	-	9	9
2	St. Xavier's High School, Makhan	Private	BOSEM	-	-	-	8	10	18	18

3	Don Bosco High School, Mao	Private	BOSEM	-	3	3	10	4	14	17
4	Model English School, Mao	Private	BOSEM	-	-	-	7	7	14	14
5	Okai Academy, Mao	Private	BOSEM	-	-	-	7	8	15	15
6	Isiphi Educational Centre, Chowainame i	Private	BOSEM	-	-	-	-	7	7	7
7	Sadar Patel High School, Mao	Government	BOSEM	4	3	7	1	3	4	11
<b>Total</b>				<b>4</b>	<b>6</b>	<b>10</b>	<b>42</b>	<b>39</b>	<b>81</b>	<b>91</b>

### 3.10 Statistical Techniques used

For the analysis and interpretation of data, descriptive statistics and inferential statistics were employed. In the first part the data analysis, percentage, mean and standard deviation were used to analyse the data collected from students using ‘Secondary Student’s Attitude towards Learning English Language Scale’ (SSALELS). The technique was used to find out the attitude and level of attitude of secondary students towards learning English language.

The same data were further analysed using inferential statistics such as independent sample t-test, and chi-square with the help of SPSS software treatment to find out whether the secondary school student’s attitude towards learning English language have significant association with gender and type of management. Further, to test whether the secondary school student’s attitude towards learning English language have significant difference with gender and type of management.

In the second part, the data collected using ‘Semi-structured Interview Schedule for teachers on Difficulties, Problems, and Challenges of Teaching English Language’ and ‘Focus Group Discussion for students on Difficulties, Problems and Challenges of Learning English language’ were analysed based on thematic approach. The detailed analysis and findings of the study were discussed in the following chapters.

## **CHAPTER-IV**

### **DATA ANALYSIS AND INTERPRETATION**

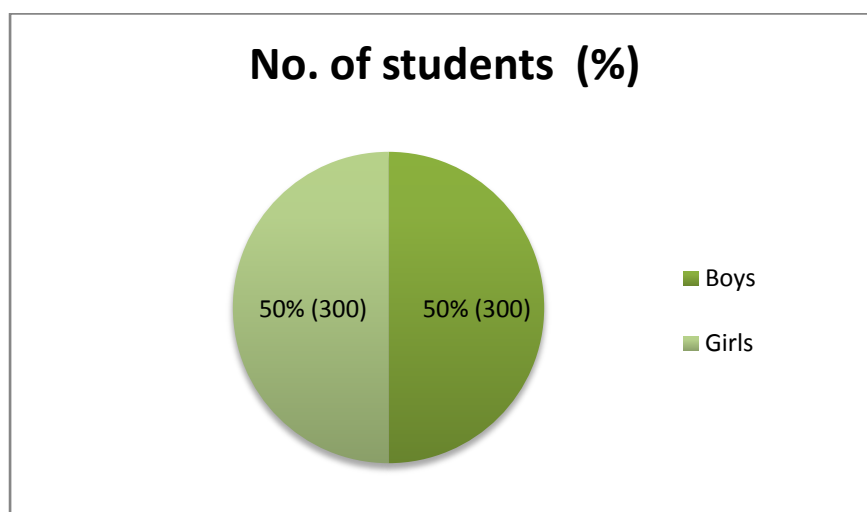
This chapter presents the data analysis of the data collected from the samples. The data were analysed based on the objectives and hypotheses framed. Firstly, the scores obtained from ‘Secondary Student’s Attitude towards Learning English Language Scale’ was analysed with the help of IBM SPSS software treatment. Percentage, mean, standard deviation, chi-square test and independent sample t-test were analysed one after the other. Based on the categorisation norms (in Chapter-III), the level of attitude for secondary students was analysed. Following which, the analysis on the data collected through semi-structured interview schedule from teachers to find out difficulties, problems and challenges related to teaching English language was thematically presented. Then, it was followed by the data analysis on the data collected from Mao Naga secondary school students through focus group discussion to find out difficulties, problems and challenges in learning English language.

The number of samples included based on demographic variables were highlighted briefly for further analysis and interpretation.

Table 4.1: Showing number of Mao Naga secondary school students according to their gender

<b>Gender</b>	<b>Total</b>
<b>Boys</b>	300
<b>Girls</b>	300
<b>Total</b>	600

Figure 4.1: Pie-chart showing gender, number of students with its percentages

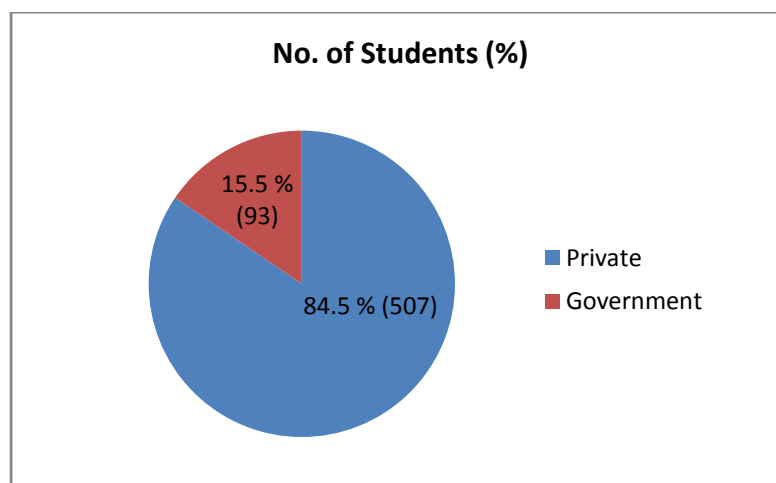


From Table 4.1 and Figure 4.1, the number of boys student constitutes 50% (300) of the sample while, girls constitutes 50% (300) of the sample. It clearly shows that equal number of sample for male and female was represented in the study.

Table 4.2: Number of Mao Naga secondary school students according to the type of management

Type of Management		Total
Government	Private	
93	507	600

Figure 4.2: Pie-Chart showing type of management and number of students



From the Table 4.2 and figure 4.2, the number of students from government schools constitutes 15.5% (93) of the sample while, the number of students from private schools constitute 84.5% (300) of the sample. It clearly shows that the number of students from private exceeds the government. This circumstance was unavoidable as the number of student's enrolment in government schools was very low. Moreover, there were only five government secondary schools, out of which there was zero enrolment in the secondary level for the academic sessions in two government schools.

#### **4.1 Level of Secondary Student's attitude towards Learning English Language**

**Objective-1:** To study the levels of Mao Naga secondary school student's attitude towards learning English language.

**Hypothesis-1:** The Mao Naga secondary school student's attitude towards learning English language level is same.

The levels of Mao Naga secondary student's attitude towards learning English language based on the scores obtained from 'Secondary Student's Attitude towards Learning English Language Scale' were categorised using the Standard method i.e. Mean  $\pm$  Standard Deviation method (see Chapter-III).

The scores were categorised into different level based on the obtained raw score of Secondary Student's Attitude towards learning English language Scale for further data analysis. From the 600 samples collected, the raw scores obtained were categorised into three level viz. High Level, Average Level, and Low Level based on the standard method (Mean  $\pm$  Standard Deviation). Firstly, the scores were categorised based on the overall level, followed by dimension wise.

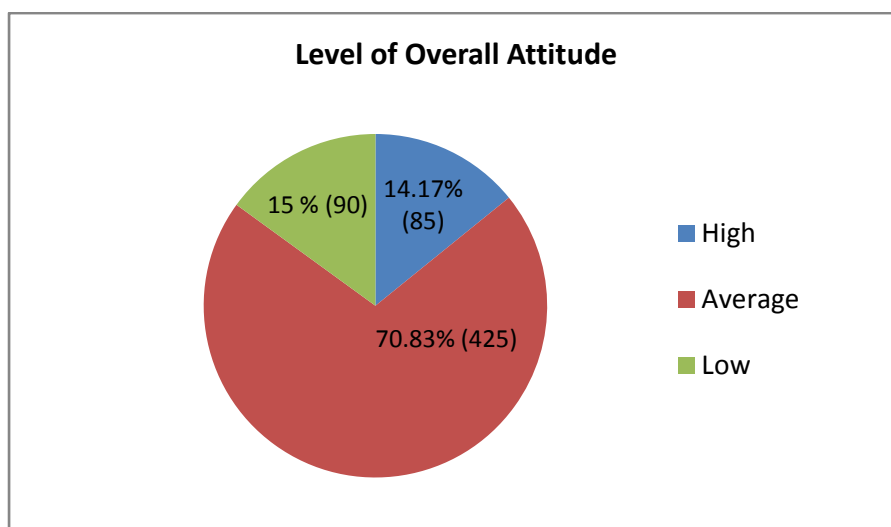
##### **4.1.1 Categorising Overall Attitude Level**

As the norms for categorisation of Overall attitude level shown in Table 3.14 (Chapter-III), those students who obtained Attitude raw score greater than 165 ( $>165$ ) were categorised as having High Level of attitude towards learning English language, while those students who score between lesser than 165 and greater than 140 ( $140 < \text{Raw Scores} < 165$ ) were categorised as having Average Level of attitude towards learning English language. Those student who obtained lesser than 140 ( $<140$ ) were categorised as having Low Level attitude towards learning English language.

Table 4.3: Details of number (N) and percentage (%) of students in various attitude levels in overall Attitude of learning English language

Sl. No.	Attitude Level (Overall)	N	Percentage %
1	High	85	14.17
2	Average	425	70.83
3	Low	90	15.00
Total		600	100%

Figure-4.3: Pie-chart showing number (N) and percentage (%) of students in various attitude levels in overall Attitude of learning English language



From the analysis of the raw scores obtained by secondary school students of Mao as shown in Table 4.3 and Figure 4.3, only 14.17% of the students have high level of attitude towards learning English language. 70.83% of the students fall within the average level of attitude towards learning English language while 15% of them come within low level of attitude towards learning English language. The maximum numbers of students were concentrated towards average level of attitude. The finding was similar to the study conducted by Huwari (2021) where it was found that secondary students have medium level of attitude towards learning English language. Contrastingly, studies conducted by Bajpai (1986); Al-Sohbani (1997); Kharmalki (1999); Gajalakshmi (2013); Kesgin & Arslan (2015); Choudhury (2021) found that secondary students have high attitude towards English language learning

as second language and foreign language. Studies conducted by Fatiha et al. (2014); Eshghinejad (2016) shows that the secondary students were found to have positive attitude toward learning English language. Further, Hashwani (2008) and Alotaibi, (2020) also found that high school students have high attitude towards English language learning; and Chandrashekar (2016) found that the Dalits have high positive attitude towards English language. This shows that Mao Naga secondary schools students need to build more positive attitude towards learning language.

#### 4.1.2 Categorising Attitude level in Affective domain

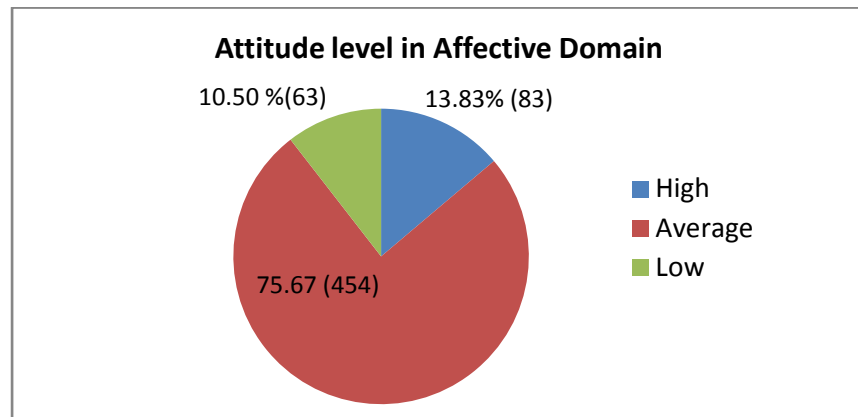
As the norms for categorisation of attitude level in Affective domain shown in Table 3.16 (Chapter-III), those students who obtained Attitude raw score greater than 60 ( $>60$ ) were categorised as having high attitude level towards learning English language in affective domain, while those students who score between lesser than 60 and greater than 48 ( $49 < \text{Raw Scores} < 60$ ) were categorised as having average level attitude towards learning English language in affective domain. Those student who obtained lesser than 48 ( $<48$ ) were categorised as having low level attitude towards learning English language in affective domain.

Table 4.4: Details of number (N) and percentage (%) of students in various attitude levels in Affective domain of learning English language

Sl. No.	Attitude Level (Affective Domain)	N	Percentage %
1	High	83	13.83
2	Average	454	75.67
3	Low	63	10.50
Total		600	100

Figure-4.4: Pie-chart showing number (N) and percentage (%) of students in various attitude levels in affective domain of learning English language





From Table 4.4 and Figure-4.4, the analysis of Mao Naga secondary school student's attitude towards learning English language in Affective domain shows that, 13.83% of the students have high level; 75.67% of the students have average level; and 10.50% of the students have low level.

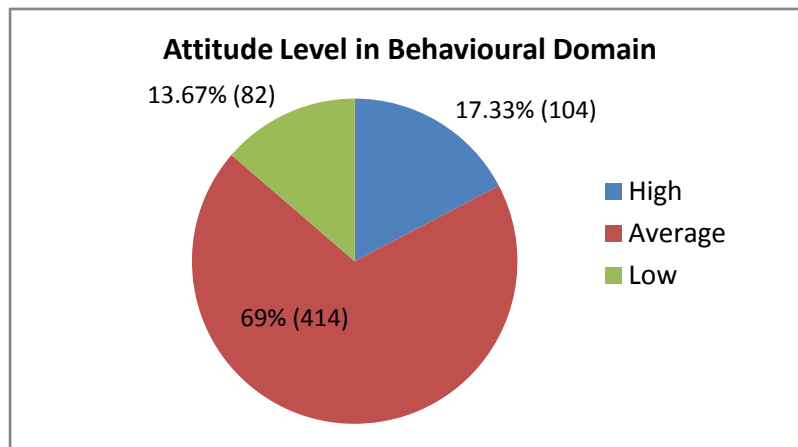
#### 4.1.3 Categorising Attitude level in Behavioural domain

As the norms for categorisation of attitude level in behavioural domain shown in Table 3.18 (Chapter-III), those students who obtained attitude raw score greater than 57 ( $>57$ ) were categorised as having high attitude level towards learning English language in behavioural domain, while those students who score between greater than 47 and lesser than 57 and ( $47 < \text{Raw Scores} < 57$ ) were categorised as having average attitude level towards learning English language behavioural domain. Those student who obtained lesser than 47 ( $<47$ ) were categorised as having low attitude level towards learning English language behavioural domain.

Table 4.5: Details of number (N) and percentage (%) of students in various attitude levels in Behavioural domain of learning English language

Sl. No.	Attitude Level (Behavioural Domain)	N	Percentage %
1	High	104	17.33
2	Average	414	69.00
3	Low	82	13.67
Total		600	100

Figure-4.5: Pie-chart showing number (N) and percentage (%) of students in various attitude levels in Behavioural Attitude of learning English language



From table 4.5 and Figure 4.5, the analysis of raw scores obtained by Mao Naga secondary school students shows that 17.33% of the students have high level, 69.00% of the students have average level and 13.67% of the students have low level of attitude towards learning English language in behavioural domain.

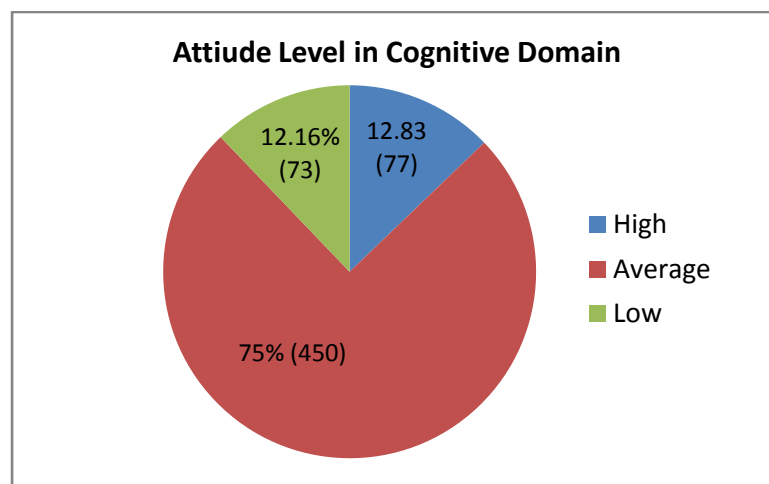
#### 4.1.4 Categorising Attitude level in Cognitive domain

As the norms for categorisation of attitude level in cognitive domain shown in Table 3.20 (Chapter-III), those students who obtained raw score greater than 50 (>50) were categorised as having high level; while those students who score between greater than 41 and lesser than 50 ( $41 < \text{raw scores} < 50$ ) were categorised as having average level; and those student who obtained lesser than 41 ( $< 41$ ) were categorised as having low level.

Table 4.6: Details of number (N) and percentage (%) of students in various attitude levels in cognitive domain of learning English language

Sl. No.	Attitude Level (Cognitive Domain)	N	Percentage %
1	High	77	12.83
2	Average	450	75.00
3	Low	73	12.17
Total		600	100

Figure-4.6: Pie-chart showing number (N) and percentage (%) of students in various attitude levels in Cognitive domain of learning English language



From Table 4.6 and Figure 4.6, the analysis of raw scores obtained by Mao Naga secondary school students shows that 12.83% of the students have high level; 75% of the students were found to have average level; and 12.17% of the students were having low level of attitude towards learning English language in cognitive domain.

#### **4.2 Descriptive Analysis of items in Secondary Student's Attitude towards Learning English Language Scale (SSALELS)**

**Objective-2:** To analyse the responses of Mao Naga secondary school student's attitude towards learning English language

**Research Question-1:** What are the responses of Mao Naga secondary school student's attitude towards learning English language?

The 'Secondary Student's Attitude towards Learning English Language Scale' item-wise were analysis based on the percentage of responses. The analysis was done to further understand the Mao Naga Secondary school student's level of attitude towards learning English language. The analysis was done domain-wise in order of affective, behavioural and cognitive respectively as follows:

##### **4.2.1 Percentage Analysis of SSALELS items in Affective Domain**

Firstly, the percentage analysis of Mao Naga secondary school student's attitude towards learning English language responses to the items in affective domain was analysed.

Table 4.7: Showing percentage analysis of Mao Naga secondary School student's attitude towards learning English language responses to the items in affective domain

Sl. No	Items	SD (%)	D (%)	U (%)	A (%)	SA (%)
1	I am interested in studying English language	0	2 (0.3)	9 (1.5)	302 (50.3)	287 (47.9)
2	I like to participate in English conversation outside the classroom	5 (0.8)	73 (12.2)	123 (20.5)	310 (51.7)	89 (14.8)
3*	I lose my interest automatically the moment I see my English text book.	187 (31.2)	331 (55.2)	51 (8.5)	25 (4.1)	6 (1.0)
4*	I feel uneasy to speak English in front of other students.	63 (10.5)	221 (36.8)	76 (11.2)	233 (38.8)	16 (2.7)
5*	I do not like studying English	319 (53.2)	245 (40.8)	23 (3.8)	6 (1.0)	7 (1.2)
6	I feel excited when I communicate with others in English	9 (1.5)	46 (7.7)	95 (15.8)	319 (53.2)	131 (21.8)
7	Studying English is enjoyable	6 (1.0)	18 (3.0)	30 (5.0)	341 (56.8)	205 (34.2)
8*	I feel shy to speak English in front of my classmates.	130 (21.7)	279 (46.5)	58 (9.7)	122 (20.3)	11 (1.8)
9	I wish to speak English fluently	10 (1.7)	21 (3.4)	18 (3.0)	169 (28.2)	382 (63.7)
10*	I get anxious when I have to reply a question in English	49 (8.2)	207 (34.5)	101 (16.8)	217 (36.2)	26 (4.3)
11*	I prefer to stay away from friends who speaks only in English to me	244 (40.7)	265 (44.2)	36 (6.0)	42 (7.0)	13 (2.1)
12*	I do not like to speak English because my friends make fun of me	179 (29.8)	286 (47.7)	42 (7.0)	77 (12.8)	16 (2.7)
13	I prefer to participate in the activities conducted in English	15 (2.5)	56 (9.3)	102 (17.0)	304 (50.7)	123 (20.5)
14	I would prefer to speak in English rather than my dialect	27 (4.5)	95 (15.8)	134 (22.4)	216 (36.0)	128 (21.3)

Note: “\*” indicates unfavourable items, ‘SD’ = Strongly Disagree, “D” = Disagree, “U” = Undecided, “A” = Agree and “SA” = Strongly Agree

From table 4.7, it was found that Mao Naga secondary students were interested in studying English language and they would like to participate in any English conversation outside the classroom as much as they do inside the classroom. If not for lack of opportunity to speak, or else, Mao students seems to be excited to speak in English to other English speakers and shows that they find it very enjoyable to learn. Not surprisingly, majority of the Mao students wish to learn English proficiently, even if it is not happening now. With majority of them preferring to participate in the activities conducted in English; which points to the notion that students were willing to learn from any opportunities that could boost their English language. Moreover students prefer English as a medium over their dialect.

On the other hand, the students clearly demonstrated that their interest to learn rises on seeing the English text book. Almost 50% disagreeing to the item and a little more of 40% agreeing to the item 'I feel uneasy to speak English in front of other students' could be taken as that many students were introverts, who were not ready to open up freely. However, majority of the student likes to study English and does not show shyness to speak in English, rather they sound more confident and willing to share in front of their classmates. With almost half of students not comfortable to reply back in English; it could be due to lack of confidence or less interest on the language. It was found that most of the students were keen to make friends with those English speakers instead of staying away from them; and they were not deterred by any adversities. They want to continue speaking English even at the expense of friends making fun of them for not speaking correctly.

#### **4.2.2 Percentage Analysis of SSALELS items in Behavioural Domain**

Firstly, the percentage analysis of Mao Naga secondary school student's attitude towards learning English language responses to the items in behavioural domain was analysed.

Table 4.8: Showing percentage analysis of Mao Naga secondary School student's attitude towards learning English language responses to the items in behavioural domain

Sl. No	Items	SD (%)	D (%)	U (%)	A (%)	SA (%)
15	Learning English language helps me to improve my personality	6 (1.0)	2 (0.3)	7 (1.2)	201 (33.5)	384 (64.0)
16	I try to consult my English teacher whenever I face any problem while learning English language	18 (3.0)	96 (16.0)	118 (19.7)	290 (48.3)	78 (13.0)
17	I ask my teachers to repeat, if I do not understand while teaching	17 (2.8)	74 (12.3)	69 (11.5)	338 (56.4)	102 (17.0)
18	I like to practice speaking English the way native speakers do	10 (1.7)	21 (3.5)	37 (6.2)	270 (45.0)	262 (43.6)
19*	I do not want to learn English because it is a very difficult subject	342 (57.0)	231 (38.5)	21 (3.5)	4 (0.7)	2 (0.3)
20	I try to read more as much as possible to learn English language	3 (0.5)	29 (4.8)	50 (8.3)	356 (59.4)	162 (27.0)
21	I converse in English with my classmates to help myself learn English language	4 (0.7)	33 (5.5)	51 (8.4)	406 (67.7)	106 (17.7)
22	I always take note of the feedbacks given by my teacher to improve my English language	11 (1.8)	86 (14.3)	95 (15.8)	334 (55.7)	74 (12.4)
23	I listen attentively to English language speakers whenever I get a chance to listen	8 (1.3)	57 (9.5)	48 (8.0)	305 (50.8)	182 (30.4)
24*	I need to stop learning English because it doesn't motivate me to learn other important subjects	351 (58.5)	209 (34.9)	20 (3.3)	15 (2.5)	5 (0.8)
25	I am very alert when English is taught in the class	8 (1.3)	65 (10.8)	96 (16.0)	346 (57.7)	85 (14.2)
26	Even though I am not good in English language, I prefer to speak in English with my friends	4 (0.7)	11 (1.8)	18 (3.0)	291 (48.5)	276 (46.0)
27*	I give less importance on my English homework than other subjects	106 (17.7)	317 (52.8)	71 (11.8)	87 (14.5)	19 (3.2)

Note: “\*” indicates unfavourable items, ‘SD’ = Strongly Disagree, “D” = Disagree, “U” = Undecided, “A” = Agree and “SA” = Strongly Agree

From Table 4.8, it was found that majority of the students feels that learning English language helps them to improve their personality. With that, it could be

understood that English language not only helps them communicate with other English speakers, it even shapes their personality. Enthusiasm to learn English could be seen in the students as they tried to consult their English teacher whenever they face any problem related to learning English language though few students disagreed to the item. It may be noted that, those students who do not consult their teachers even if they might have doubts could be because of fear, shyness and introvert nature. They would require suitable approaches from teachers. Majority of them were ready to ask teachers to repeat any lesson which they failed to understand while a few of them do not feel the need. It could be either way, one, they understood everything or they do not dare to raise questions. The yearning to be proficient in speaking skills among the students can be noted as most of the students like to practice speaking English like the native speakers speak. Majority of student's tried to read more apart from classroom learning to attain English language proficiency. Not only that, they tried to converse in English to their classmates to help themselves improve. And while majority of the students take note of the feedbacks given by their teachers to improve their language proficiency, there were around 15% students disagreeing to the item. This could be due to their laziness, negligence or lack of motivation to take notes. If not, more or less, most of the students were found to listen attentively to English language speakers whenever they get opportunity. The high percentage of students showing their attention to listen to English speakers clearly shows that they were giving their maximum effort. On their alertness in English class, it was seen that most of the students were active and alert in the English class. Apart from negligible few, students preferred to speak in English with friends even if they were not really good.

Well, it could be their strong interest or motivation that they find English subject to be easy subject. Majority of them disagreed that English was a difficult subject. They also refused to agree that learning English failed them to motivate in learning other core subjects. Thus, it clearly shows that learning English language motivates them to learn other subjects. Again, their attitude towards English homework was high as most of them do not agree with the item 'I give less importance on my English homework than other subjects'. This clearly indicates that they work diligently and were very obedient students.

### 4.2.3 Percentage Analysis of SSALELS items in Cognitive Domain

Firstly, the percentage analysis of Mao Naga secondary school student's attitude towards learning English language responses to the items in cognitive domain was analysed.

Table 4.9: Showing percentage analysis of Mao Naga secondary School student's attitude towards learning English language responses to the items in cognitive domain

Sl. No	Items	SD (%)	D (%)	U (%)	A (%)	SA (%)
28	Studying English helps me to create new knowledge	4 (0.7)	9 (1.5)	11 (1.8)	283 (47.2)	293 (48.8)
29*	I study English just to pass the exams	244 (40.7)	295 (49.2)	16 (2.7)	34 (5.6)	11 (1.8)
30	I understand my dialect better with the help of English language	16 (2.7)	65 (10.8)	96 (16.0)	333 (55.5)	90 (15.0)
31	By studying English language I am able to communicate with teachers effectively	7 (1.2)	23 (3.8)	30 (5.0)	347 (57.8)	193 (32.2)
32	By learning English language, I can connect information to previous knowledge	13 (2.2)	36 (6.0)	56 (9.3)	373 (62.2)	122 (20.3)
33*	I find hard to learn English language because it is difficult	153 (25.5)	308 (51.4)	50 (8.3)	77 (12.8)	12 (2.0)
34	By studying English language I am able to concentrate better in other subjects	2 (0.3)	29 (4.8)	34 (5.7)	310 (51.7)	225 (37.5)
35	Given a chance, I am ready to learn English in future to increase my knowledge in various aspects	9 (1.5)	9 (1.5)	46 (7.7)	242 (40.3)	294 (49.0)
36	I think studying in English medium is better than mother-tongue	6 (1.0)	15 (2.5)	60 (10.0)	212 (35.3)	307 (51.2)
37	By learning English language I am able to overcome the problem of difficulty in learning a language	4 (0.7)	31 (5.1)	54 (9.0)	348 (58.0)	163 (27.2)
38*	I don't want to study English because it consumes lots of time to learn	339 (56.5)	224 (37.3)	22 (3.7)	10 (1.7)	5 (0.8)

Note: “\*” indicates unfavourable items, ‘SD’ = Strongly Disagree, “D” = Disagree, “U” = Undecided, “A” = Agree and “SA” = Strongly Agree

From Table 4.9, it was found that almost all the students believed that studying English helps them to create new knowledge. Cognitively, students agreed



that English language helps them to understand their mother tongue better. From this point of view, it can be noted that that learning English language adds more meaning to their dialect. Though a handful of the students disagreed that English language help them to communicate with teachers effectively, majority agree that it does so much. It was like a link between the students and teachers intellectually. Even in term of their knowledge expansion, students believes that learning English language expand their horizon connecting with previous knowledge and concentrate well in various subjects. Majority of the students were ready to learn English language if given a chance keeping in mind that it will expand their knowledge further. Most of the students also think that studying in English medium would be more appropriate than in mother-tongue as it proves more beneficial and vital in higher education. On the statement that learning English language could enable them to learn another language with less difficulty, most of them agreed as they've build their confidence and the acquisition process would be rather similar at any point.

With majority of the students disagreeing that they do not just study English to pass exams; it can be concluded that they were focusing to learn for life and not just passing exams. Most of the students think that learning English is not difficult. Therefore, it can be understood that, as long as willingness and motivation drives them to learn, it is never going to be difficult. Again, majority disagreed that they might give up learning English language as it may be time consuming. They were rather spirited and further agreed that time was never a factor that would deter them from learning English language.

On the overall 38 items, it was found out that 12.84% of the students strongly disagreed, 19.38% Disagreed, 9.05% undecided, 37.25% agreed and 21.45% strongly agreed to the items. It was found out that only 1.48% strongly disagreed, and 6.68% disagreed; while 9.91% were undecided; and majority of the students (50.30%) agreed and 31.62% strongly agreed to the 25 favourable items. On the other hand, 34.69% of the students strongly disagreed and 43.82% disagreed whereas, 7.41% were undecided; and 12.16% agreed and 1.91% strongly agreed to the 13 unfavourable items. The higher percentage of 'Strongly Agree' and 'Agree' on favourable items and higher percentage of 'Strongly Disagree' and 'Disagree' on the unfavourable items clearly indicates that the students have favourable attitude

towards learning English language. Hence, it was found that the Mao Naga secondary students have positive, favourable attitude towards learning English language based on the analysis of the items.

All in all, it was found that most of the students wish to speak English fluently and that learning English shape their personality. They also think that studying in English medium is better than studying in mother-tongue. Even in future they were ever ready to bounce on the opportunity as it keeps creating new knowledge for them. However, it has to be worth finding out as to why there were quite a good number of students who were unable to decide on the participation of activities conducted in English, their excitement to speak to other speakers, anxiousness to reply in English and preference to speak either in English or mother-tongue. Not forgetting on the large number of student's inability to consult their teachers to clear their doubts and failure to ask teachers to repeat the lesson.

#### **4.3. Chi-Square Test of Association**

**Objective-3:** To examine if there is any significant association in the attitude of the Mao Naga secondary schools student's towards learning English language with regard to their gender (boys and girls) and type of management (Government and Private) of the schools.

Chi-Square test of independence was conducted on each items (as each item has 5 categories of response such as 'SD' = Strongly Disagree, "D" = Disagree, "U" = Undecided, "A" = Agree and "SA" = Strongly Agree) of Secondary Student's Attitude towards Learning English Language Scale and their gender (2 categories such as boys and girls) and type of management (2 categories such as government and private) to find out if there exist any statistically significant association between the category responses and demographic variables. Accordingly, using SPSS software chi-square was treated on the scores and the analysis were given as follows:

**Hypothesis-2:** There is no significant association between the Mao Naga secondary school student's responses on the attitude towards learning English language and their gender (Boys and Girls)

**Hypothesis-3:** There is no significant association between the Mao Naga secondary school student's responses on the Attitude towards learning English language and their type of management (Government and Private)

Table 4.10: Showing the Secondary Student's Attitude towards Learning English Language Scale items (in Affective domain), Chi-Square values and p-values of gender and type of management

Item No.	Items (SD, D, U, A, & SA)	Gender		Type of Management	
		Chi-Square	P-Value	Chi-Square	P-Value
1	I am interested in studying English language	4.632	0.201@	21.87	0.000*
2	I like to participate in English conversation outside the classroom	13.571	0.009*	28.05	0.000*
3	I lose my interest automatically the moment I see my English text book.	9.227	0.056@	3.86	0.425@
4	I feel uneasy to speak English in front of other students.	14.254	0.007*	4.631	0.327@
5	I do not like studying English	6.201	0.185@	19.700	0.001*
6	I feel excited when I communicate with others in English	11.467	0.022*	8.921	0.091@
7	Studying English is enjoyable	7.232	0.124@	23.036	0.000*
8	I feel shy to speak English in front of my classmates.	5.826	0.212@	6.829	0.145@
9	I wish to speak English fluently	8.830	0.065@	7.484	0.112@
10	I get anxious when I have to reply a question in English	1.464	0.883@	1.449	0.836@
11	I prefer to stay away from friends who speaks only in English to me	19.016	0.001*	18.352	0.001*
12	I do not like to speak English because my friends make fun of me	16.153	0.003*	1.708	0.789@
13	I prefer to participate in the activities conducted in English	33.022	0.000*	15.267	0.004*
14	I would prefer to speak in English rather than my dialect	23.614	0.000*	9.395	0.052@

Note: "\*" Indicates Significant at 0.05 levels

"@" Indicates not significant at 0.05 levels

From the Table 4.10, it was found that, out of the 14 items in affective domain, there was no statistically significant association with gender on seven items;

where in three (i.e. 1, 7 and 9) items were favourable items and four (i.e. 3, 5, 8 and 10) were unfavourable items. It was found that secondary school boys and girls were interested in studying English language and they find it enjoyable. They also wish to speak English fluently. The students disagreed to the unfavourable items. They do not lose their interest on seeing the English text books neither do they feel shy to speak in front of their classmates. The students were ready to reply in English and all of them like studying English.

Further, seven items in affective domain were found to have statistically significant association with gender. Four (i.e. 2, 6, 13 and 14) items were favourable while three (i.e. 4, 11 and 12) items were unfavourable. It was found that girls prefer to participate in activities conducted in English as well as converse outside the classroom. They were more excited and prefer to speak in English more than their dialect. Most girls disagreed that they felt uneasy in front of their classmates and stay away from friends who speaks to them in English alone. Girls were not more prepared to face any peer pressure in the process of acquiring English language.

In the affective domain, there is no statistically significant association in the responses of students from government and private secondary schools on eight items. Three (i.e. 6, 9 and 14) items were favourable and five (i.e. 3, 4, 8, 10 and 12) items were unfavourable among them. All agreed that they were excited to communicate in English to others and wish to speak fluently. They also opined that they would prefer to speak in English then their mother-tongue. On the other hand, they disagreed that they will 'lose interest on seeing English text' and 'stop learning on being mocked by friends for speaking broken English'. They were rather no shy, uneasy and anxious to speak or reply in English anytime required.

Six items in the Affective domain were found to have statistically significant association between the student's responses and their type of management. Four (i.e. 1, 2, 7 and 13) items were favourable while two (i.e. 5 and 11) items were unfavourable. It was found that students from government schools were keener to study English and participate in activities conducted both inside and outside the classroom related with English language. Students from government schools were more enthusiastic towards learning English and they were found to be enjoying more

than the private school students. When it comes to communication among the peer-group in English, students from private schools were found to be more confident.

Table 4.11: Showing the Secondary Student's Attitude towards Learning English Language Scale items (in Behavioural Domain), Chi-Square value and p-value of gender and type of management

Item No.	Items (SD, D, U, A & SA)	Gender		Type of Management	
		Chi-Square	P-Value	Chi-Square	P-Value
15	Learning English language helps me to improve my personality	6.790	0.147@	10.917	0.028*
16	I try to consult my English teacher whenever I face any problem while learning English language	6.407	0.171@	40.140	0.000*
17	I ask my teachers to repeat, if I do not understand while teaching	5.488	0.2412@	5.917	0.205@
18	I like to practice speaking English the way native speakers do	3.040	0.551@	5.171	0.270@
19	I do not want to learn English because it is a very difficult subject	5.600	0.231@	1.304	0.861@
20	I try to read more as much as possible to learn English language	10.484	0.03*	10.471	0.033*
21	I converse in English with my classmates to help myself learn English language	9.725	0.045*	6.647	0.256@
22	I always take note of the feedbacks given by my teacher to improve my English language	2.630	0.662@	2.958	0.565@
23	I listen attentively to English language speakers whenever I get a chance to listen	5.599	0.231@	15.520	0.004*
24	I need to stop learning English because it doesn't motivate me to learn other important subjects	16.396	0.003*	10.886	0.028*
25	I am very alert when English is taught in the class	0.080	0.99@	3.338	0.503@
26	Even though I am not good in English language, I prefer to speak in English with my friends	13.956	0.007*	6.162	0.187@
27	I give less importance on my English homework than other subjects	7.209	0.125@	1.774	0.777@

Note: "\*" Indicates Significant at 0.05 levels

"@" Indicates not significant at 0.05 levels

From the Table 4.11, it was found out that, in the behavioural domain, nine items were found to have no significant association with gender. Seven (i.e. 15, 16, 17, 18, 22, 23 and 25) items were favourable while two (i.e. 19 and 27) items were unfavourable. Majority of the students agreed that learning English helps them to improve their personality and they like to practice speaking English as the native speakers do. Students were active participants in the teaching learning process. Their responses shows that they were always alert; takes note of the feedbacks; consult their teachers and request to repeat in any case they don't understand. On the unfavourable items, their responses shows that they were willing to learn English and give due importance to their home assignments.

Four items in the behavioural domain were found to have statistically significant association with gender. Three (i.e. 20, 21 and 26) items were of favourable attitude towards learning English language. Girls were more inclined to work harder than boys in trying to acquire English language. On the unfavourable item (i.e. 24), girls were strongly disagreeing to the item that they should cease to continue English for lack of motivation towards other subjects.

In the behaviour domain, eight items were found to have no statistically significant association with type of management. Among them, seven (i.e. 17, 18, 21, 22, 25 and 26) items were favourable and two (19 and 27) were unfavourable items. It was found that students from both government and private schools were giving similar effort to learn English as much as they can. They were ready to pose their problems to teachers, take note of the feedbacks and practice their skills like the native speakers do. They were attentive and often trying their best to learn. They don't agree that it was a difficult subject nor do they agree that they were reading to pass grades.

Again, in the behaviour domain, there were five items where there was statistically significant association with type of management. Four (i.e. 15, 16, 20 and 23) items were favourable and one (i.e. 24) item was unfavourable. It was found that students from government schools were reading more and listen attentively to English lessons; besides consulting teachers to clear doubts and agreed that proficiency in English shape their personality at large. They also strongly opposed to the item related to giving less importance to English language.

Table 4.12: Showing the Secondary Student's Attitude towards Learning English Language Scale items (in Cognitive Domain), Chi-Square value and p-value of gender and type of management

Item No.	Items (SD, D, U, A & SA)	Gender		Type of Management	
		Chi-Square	P-Value	Chi-Square	P-Value
28	Studying English helps me to create new knowledge	3.903	0.419@	10.386	0.034*
29	I study English just to pass the exams	7.872	0.096@	2.970	0.563@
30	I understand my dialect better with the help of English language	7.963	0.093@	4.447	0.349@
31	By studying English language I am able to communicate with teachers effectively	5.124	0.275@	6.968	0.138@
32	By learning English language, I can connect information to previous knowledge	4.408	0.345@	24.121	0.000*
33	I find hard to learn English language because it is difficult	7.297	0.21@	3.203	0.524@
34	By studying English language I am able to concentrate better in other subjects	10.845	0.028*	10.184	0.037*
35	Given a chance, I am ready to learn English in future to increase my knowledge in various aspects	21.293	0.000*	2.409	0.661@
36	I think studying in English medium is better than mother-tongue	6.684	0.154@	6.278	0.179@
37	By learning English language I am able to overcome the problem of difficulty in learning a language	9.704	0.046*	7.051	0.133@
38	I don't want to study English because it consumes lots of time to learn	1,569	0.814@	3.712	0.446@

Note: "\*" Indicates Significant at 0.05 levels

"@" Indicates not significant at 0.05 levels

Based on Table 4.12, it was found out that, in the cognitive domain, eight items suggest that there was no statistically significant association with gender. Five (i.e. 28, 30, 31, 32 and 36) items were found to be favourable and three (i.e. 29, 33 and 38) items were unfavourable. Both boys and girls agreed that English helps them to create new knowledge and even understand their dialect better. They think that

learning in English medium is more benefiting and they could also communicate with teachers effectively. They were of the position that they learn English not to just pass term end examination and disagreed that they don't find hard to learn English. They were rather willing to study English even if it consumes more time.

In the cognitive domain, three (i.e. 34, 35 and 37) favourable items were found to have statistically significant association with gender. Girls were found to be more poised and enthusiastic on the opportunity to learn English language. They seem more confident than boys on the impact of learning English language in their life.

Eight items in Cognitive domain were found to have no statistically significant association with type of management. Five (i.e. 30, 31, 35, 36 and 37) items were favourable and three (i.e. 29, 33 and 38) items were not favourable. Students from both government and private schools were ready to learn English future as they think it helps them to understand their dialect better, communicate effectively with teachers and boost confidences even to learn new language. They also made their stance that they were studying English for life and in no point giving up for thought of difficulty or time constraint.

Again, in the cognitive domain, there were three (i.e. 28, 32 and 34) items which have statistically significant association with type of management and all of the items were favourable. It was found that students from government schools agree more that learning English helps them to create knowledge and connect previous knowledge. On the other hand students from private schools were agreeing more that learning English helps them to concentrate better in other subjects as well.

Finally, from the Table 4.10, Table 4.11 and Table 4.12, Hypothesis-2: There is no significant association between the Mao Naga secondary school student's responses on the attitude towards learning English language and their gender (Boys and Girls) was accepted on 24 items (i.e. 1, 3, 5, 7, 9, 10, 15, 16, 17, 18, 19, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, 36 and 38) and not accepted on 14 items (i.e. 2, 4, 6, 11, 12, 13, 14, 20, 21, 24, 26, 34, 35 and 37)

Further, the Chi-Square test p-values of boys and girls of secondary school students shows similar responses towards 24 items (i.e. 1, 3, 5, 7, 9, 10, 15, 16, 17, 18, 19, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, 36 and 38) out of the 38 attitude items towards learning English language. The Chi-Square p-values of gender towards the



items were greater than the set p-value 0.05. Hence, there is no statistically association found between the gender and the above mentioned 24 items.

The Chi-Square test p-values between the boys and girls of secondary school students showed that they have different responses towards 14 items (i.e. 2, 4, 6, 11, 12, 13, 14, 20, 21, 24, 26, 34, 35 and 37) out of the 38 attitude items towards learning English language. The Chi-Square p-values of gender and the items were lesser than the set p-value 0.05. Hence, there is statistically significance association found between the gender and the student's response on 14 items.

Thus, it may be concluded that Mao Naga secondary school student's responses on the attitude towards learning English language and their gender were independent as more that 63 % of the items suggests that there is no significant association with gender. Hence, Mao Naga secondary school student's attitude towards learning English language and gender were not dependent on each other, rather they were independent.

Again based on the Table 4.10, Table 4.11, and Table 4.12, Hypothesis-3: There is no significant association between the Mao Naga secondary school student's responses on the Attitude towards learning English language and their type of management (Government and Private) was accepted on 24 items (i.e. 3, 4, 6, 8, 9, 10, 12, 14, 17, 18, 19, 21, 22, 25, 26, 27, 29, 30, 31, 33, 35, 36, 37 and 38) and not accepted on 14 items (i.e. 1, 2, 5, 7, 11, 13, 15, 16, 20, 23, 24, 28, 32 and 34).

Further, the Chi-Square test p-values of 24 items (i.e. 3, 4, 6, 8, 9, 10, 12, 14, 17, 18, 19, 21, 22, 25, 26, 27, 29, 30, 31, 33, 35, 36, 37 and 38) suggest that government and private secondary school students have similar responses out of the 38 attitude items towards learning English language. The Chi-Square p-values of type of management towards the items were greater than the set p-value 0.05. Hence, there is no statistically significant association found between the type of management and the above mentioned 24 items.

The Chi-Square test p-values between the government and private secondary school students showed that they have different responses towards 14 items (i.e. 1, 2, 5, 7, 11, 13, 15, 16, 20, 23, 24, 28, 32 and 34) out of the 38 attitude items towards learning English language. The Chi-Square p-values of type of management towards the items were lesser than the set p-value 0.05. Hence, there is statistically

significance association found between the type of management and the student's response on 14 items.

Thus, it may be concluded that Mao Naga secondary school student's responses on the attitude towards learning English language and their type of management were independent as more than 63 % of the items suggests that there is no significant association with type of management. Hence, Mao Naga secondary school student's attitude towards learning English language and type of management were not dependent on each other, rather they were independent.

#### 4.4. Differential Analysis

**Objective-4:** To find and compare if there is any significant differences in the attitude of the Mao Naga secondary schools student's towards learning English language with regard to their gender (boys and girls) and type of management (Government and Private) of the schools.

Independent sample t-test was conducted on the mean scores obtained from the tool 'Secondary Student's Attitude towards learning English Language Scale' using SPSS to find out any significant difference between gender and type of management.

Table 4.13: Showing descriptive statistics such as Mean, Median, Mode, Standard Deviation, Range, Minimum and Maximum scores

1	Total number of students (N)	600
2	Mean (M)	152.62
3	Median	153.00
4	Mode	154
5	Std. Deviation (S.D)	12.513
6	Range	87
7	Minimum	102
8	Maximum	189
9	Skewness	-0.269
10	Kurtosis	0.302

From the table 4.13, the total number of secondary students (N) was 600, mean of the score was 152.62, Median was 153, Mode was 160 and Standard Deviation was 12.13. The minimum score obtained by them was 102, and maximum score was 189 with a Range of 87. The skewness and kurtosis were found to be -0.269 and 0.302 respectively. Since the values obtained for the skewness and kurtosis lies between 1.0 and -1.0, the distribution is almost symmetrical. The data was normal since the measures of central tendencies were approximately equal. Graphical representation of the distribution is given below:

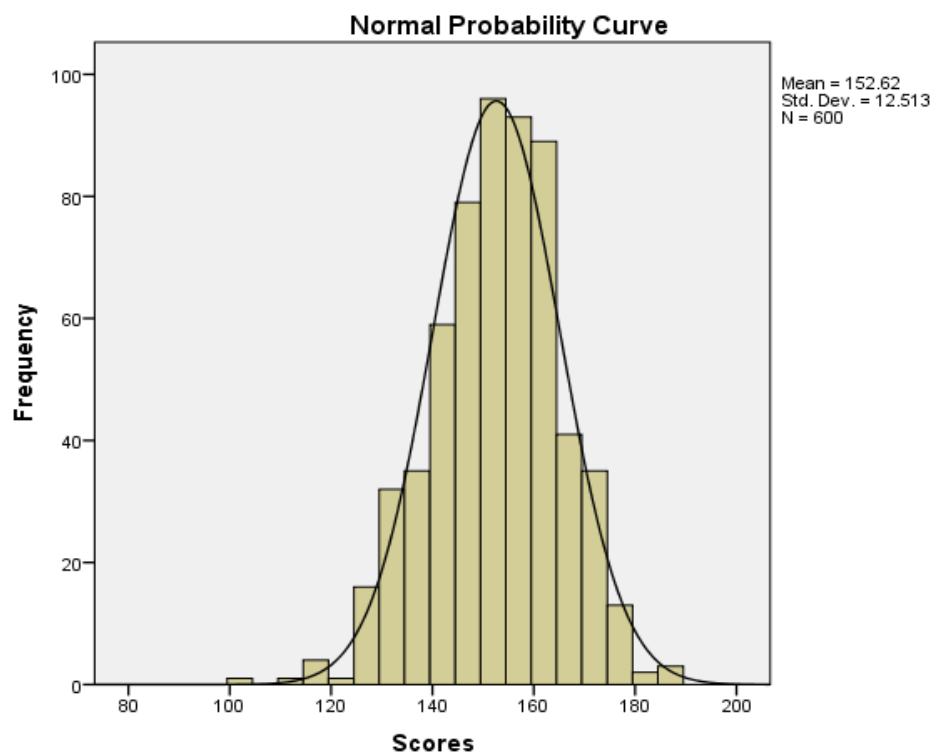


Figure 4.7: Normal probability of scores for Mao Naga secondary school student's attitude towards learning English language

**Hypothesis-4:** There is no significant difference in the mean scores of attitude towards learning English language between boys and girls of Mao Naga secondary school students.

Table 4.14: Means, SDs, and t-value of secondary school student's Attitude towards learning English language with regard to gender

Attitude	Gender	N	Mean	Std. Deviation	t-value	p-value
Affective Domain	Male	300	53.33	5.901	4.834	0.000*
	Female	300	55.54	5.263		
Behavioural Domain	Male	300	51.95	5.381	2.265	0.011*
	Female	300	53.06	5.185		
Cognitive Domain	Male	300	44.96	4.428	4.083	0.000*
	Female	300	46.39	4.146		
Overall Attitude	Male	300	150.24	12.612	4.735	0.000*
	Female	300	154.99	11.969		

Note: “\*” Indicates Significant at 0.05 levels

From table 4.14, in affective domain, it was found that there was statistically significant difference in the mean scores for the boys (Mean = 53.33, SD = 5.90) and girls (M = 55.54, SD = 5.263;  $t(600) = 4.834$ ,  $p = 0.000$ , two tailed). The calculated value  $0.000 < 0.05$ ; therefore, there was statistically significant difference between the two groups. Thus, it was found that the Mao Naga secondary school girl's attitude towards learning English language in affective domain was more favourable than that of the boys.

In behavioural domain mean scores, it was found that, there was statistically significant difference in the mean scores for the boys (Mean = 21.95, SD = 5.381) and girls (M = 53.06, SD = 5.185;  $t(600) = 2.265$ ,  $p = 0.011$ , two tailed). The calculated value  $0.011 < 0.05$ ; therefore, there was statistically significant difference between the two groups. Thus, it was found out that the Mao Naga secondary school girl's attitude towards learning English language in the behaviour domain was more favourable than the boys.

In cognitive domain attitude mean scores, it was found that, there was statistically significant difference in the mean scores for the boys (Mean = 44.96, SD = 4.428) and girls (M = 46.39, SD = 4.16;  $t(600) = 4.083$ ,  $p = 0.000$ , two tailed).

The calculated value  $0.000 < 0.05$ ; therefore, there was statistically significant difference between the two groups. Thus, the Mao Naga secondary school girl's attitude towards learning English language in cognitive domain was more favourable than boys.

In the overall attitude mean scores, it was found that there was statistically significant difference in the mean scores for the boys (Mean = 150.24, SD = 12.614) and girls (M = 154.99, SD = 11.969;  $t(600) = 4.735$ ,  $p = 0.000$ , two tailed). The calculated value  $0.000 < 0.05$ ; therefore, there was statistically significant difference between the two groups. Hence, the null hypothesis 'there is no significant difference in the mean scores of attitude towards learning English language between boys and girls of Mao Naga secondary school students' was not accepted. It can be concluded that there was significant difference in the overall attitude towards learning English language between boys and girls of Mao Naga secondary school students.

Thus, it was found that, the Mao Naga secondary school girls were having more favourable attitude towards learning English language than boys. In the studies conducted by Bajpai (1986); Al-Sohbani (1997); Husien et al. (2009); Shan & Li (2020) it was found that there was no significant difference between male and female students among the students towards English language learning. However, studies done by Kharmalki (1999); Bamon (2000); Gajalakshmi (2013); Kesgin & Arslan (2015); Munir & Rehman (2015); Dominique (2016); Chandrashekar (2016); Eshghinejad, (2016); Abu-Snoubar (2017); Huwari (2021) found that there was significant difference between male and female students in learning English language. Studies conducted by Kharmalki (1999); Kumari (2000); Abidin et al. (2012); Kesgin & Arslan (2015); Munir & Rehman (2015); Dominique (2016); Chandrashekar (2016); Eshghinejad, (2016); Abu-Snoubar (2017); Huwari (2021) found that female have higher attitude than the male towards learning English language. On the other hand, Gajalakshmi (2013) found boys have higher attitude than girls towards learning English language.

**Hypothesis-5:** There is no significant difference in the mean scores of Mao Naga secondary school student's attitude towards learning English language between Government and Private schools.

Table 4.15: Means, SDs, and t-value of secondary school student's Attitude towards learning English language with regard to Type of management

Attitude	Type of Management	N	Mean	Std. Deviation	t-value	p-value
Affective Domain	Government	93	55.29	4.715	1.581	0.114@
	Private	507	54.28	5.847		
Behavioural Domain	Government	93	54.44	4.307	3.867	0.000*
	Private	507	52.15	5.237		
Cognitive Domain	Government	93	46.46	4.310	3.091	0.002*
	Private	507	45.44	4.315		
Overall Attitude	Government	93	156.68	11.524	3.437	0.001*
	Private	507	151.87	12.554		

Note: “\*” Indicates Significant at 0.05 levels

“@” Indicates not significant at 0.05 levels

From Table 4.15, in affective domain mean scores, it was found that there was not statistically significant difference in the mean scores for the Government (Mean = 55.29, SD = 4.715) and Private (M = 54.28, SD = 5.847;  $t(600) = 1.581$ ,  $p = 0.114$ , two tailed). The calculated value  $0.114 > 0.05$ ; therefore, there was not statistically significant difference between the two groups. Therefore, both government and private Mao Naga secondary students have same attitude towards learning English language in the affective attitude domain.

In Behavioural domain mean scores, it was found that, there was statistically significant difference in the mean scores for the Government (Mean = 54.44, SD = 5.307) and Private (M = 52.15, SD = 5.237;  $t(600) = 3.867$ ,  $p = 0.000$ , two tailed). The calculated value  $0.000 < 0.05$ ; therefore, there was statistically significant difference between the two groups. Thus, the Mao Naga secondary school students from Government schools were found to have more favourable attitude towards learning English language in behavioural domain than their counterparts.

In cognitive domain mean scores, it was found that there was statistically significant difference in the mean scores for the Government (Mean = 46.95, SD = 4.310) and Private (M = 45.44, SD = 4.315;  $t(600) = 3.091$ ,  $p = 0.002$ , two tailed).

The calculated value  $0.002 < 0.05$ ; therefore, there was statistically significant difference between the two groups. Thus, it was found that, the Mao Naga secondary school students from Government schools were found to have more favourable attitude towards learning English language in cognitive domain than those in private schools.

In the overall attitude mean scores, it was found that there was statistically significant difference in the mean scores for the Government (Mean = 156.68, SD = 11.524) and Private (M = 151.87, SD = 12.554;  $t(600) = 3.437$ ,  $p = 0.001$ , two tailed). The calculated value  $0.001 < 0.05$ ; therefore, there was statistically significant difference between the two groups. Thus, the null hypothesis 'There is no significant difference in the mean scores of Mao Naga secondary school student's attitude towards learning English language between Government and Private schools' was not accepted. It may be concluded that there was significant difference in the overall attitude and two of its domain mean scores of Attitude towards learning English language between government and private school of Mao Naga secondary school students. In the affective domain, there was no significant difference in the mean scores of Attitude towards learning English language between government and private school of Mao Naga secondary school students.

Thus, those Mao Naga secondary school students from Government schools have more favourable attitude towards learning English language than those in private schools. The study was similar with Gajalakshmi (2013) where students from Government schools were found to have higher attitude towards learning English language than the students from private schools.

#### **4.5. Difficulties, Problems and Challenges of Teaching English Language**

**Objective-5:** To find out difficulties, problems and challenges of English language teachers while teaching English language to Mao Naga secondary schools.

**Research Question-2:** What are the difficulties, problems and challenges faced by English language teachers in teaching English language to Mao Naga secondary schools students?

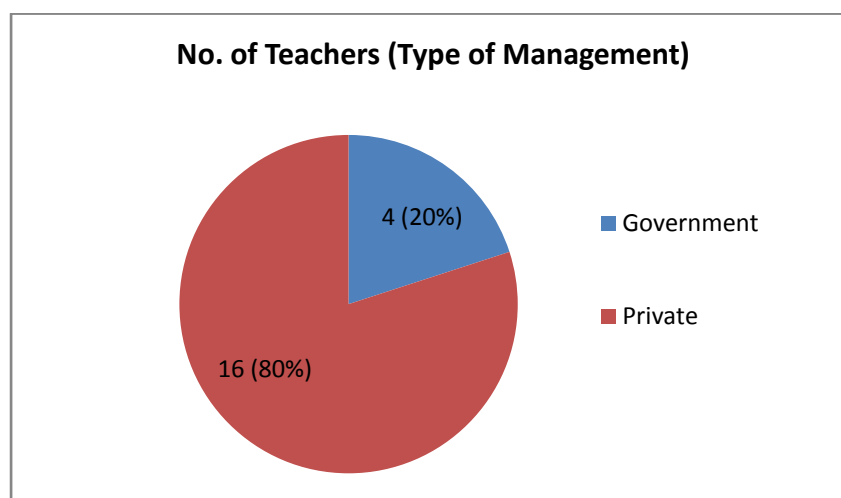
With the Semi-Structured Interview Schedule (SIS) for teachers on difficulties, problems and challenges of teaching English language, the researcher tried to examine the various difficulties, problems and challenges prevailing among

the English language teachers in Mao Naga areas. The interview was taken successfully on 20 English teachers across various schools inclusive of Government and private schools. Some of the important demographic variables were highlighted as follows:

Table 4.16: Number of secondary school English teachers according to gender and type of management for interviewing

Gender	Type of Management		Total
	Government	Private	
Male	1	8	9
Female	3	8	11
Total	4	16	20

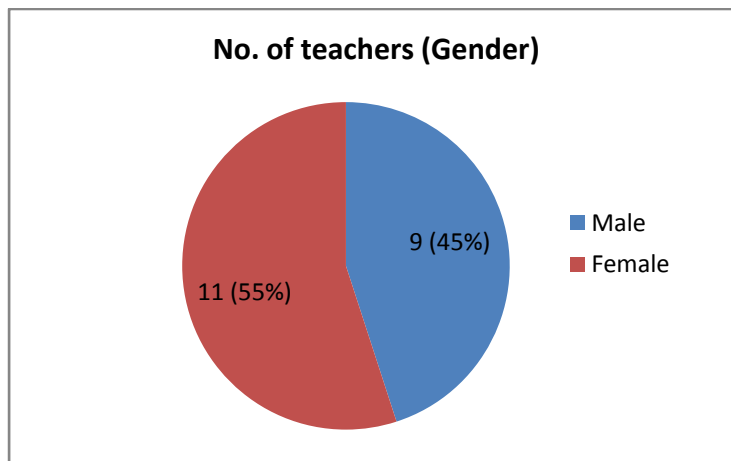
Figure 4.8: Pie-chart showing the number of teachers from government and private schools and its percentages



From figure 4.8, it was found that 80% (16) of the English teachers were from private schools while 20% (4) of the English teachers were from government schools. As justified earlier, the composition of sample English teachers from government schools were comparatively lesser than the private schools. However, the researcher has put effort to interview them in-depth in detail.



Figure 4.9: Pie-chart showing the number of male and female English teachers and its percentages



From figure 4.9, it indicates that 45% of the English language teachers were male and 55% of the teachers were female. Majority of English teachers teaching in Secondary schools in Mao Naga areas were found to be female.

The age of teachers range from 25-40 years, with majority of them were between 30-40 years group. Only few teachers have Master of Arts (M. A.) in English as their highest qualification; while one of them has only Pre-University (P.U.) degree. Twelve teachers have completed the requisite qualification for elementary teaching Diploma in Elementary Education (D. El. Ed); seven teachers (4 from government schools and 3 from private) have Bachelor of Education (B. Ed) qualification. One each of the teacher holds Master of Arts in Social Work (MSW); Bachelor of Arts (B.A.) in Sociology and Bachelor of Commerce (B.Com.). Among them, only one teacher has completed six-month basic computer course. The teaching experience of the teachers varies from 1-18 years; with 9 teachers having ten or more teaching experience. Except for three teachers, the rest of the English teachers belong to Mao community.

The data collected from teachers through semi-structured interview schedule were meticulously analysed and put together under different themes. Firstly, the notes, voice record and checklist were coded and compiled together. Then, secondly, the coded data were group into sub-themes followed by integrating into main theme. With sub-theme put together in to main theme, it gives a meaningful understanding of the study. Finally, the data were placed under broader or main theme.

Thus, taking due account on each interviewee records and notes taken during the interview, the data were put together under the following broad themes relating to difficulties, problems and challenges of teaching English language:

#### **4.5.1 Aims and Objectives of teaching English language**

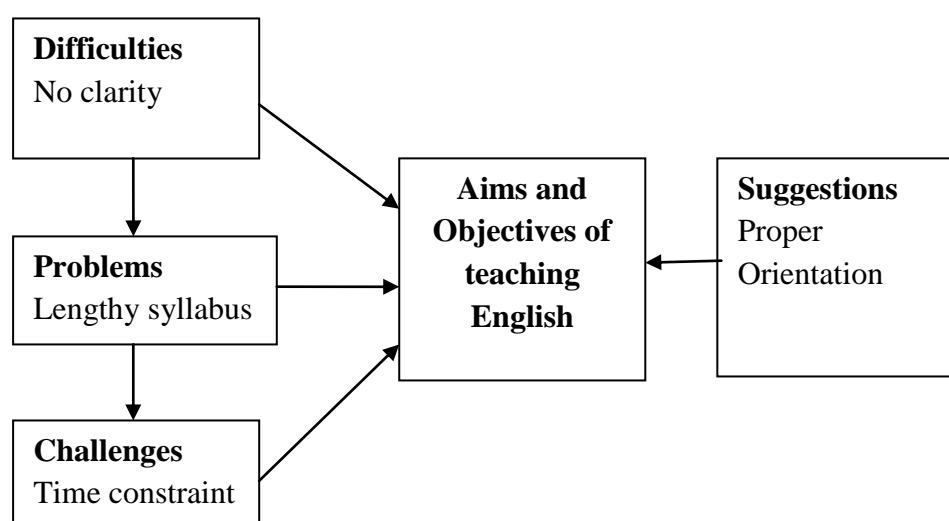
In every teaching and learning activity, aims and objectives of teaching have to be introduced to the learners. Only when learners understood the objectives, effective teaching can be expected. In regard to objectives of teaching English language, most of the teachers responded positively that they were on the right track. Most of the teachers expressed that implementing comes as a difficulty. Generally, students were from poor background in terms of economic and education. Moreover, environmental factors play a considerable role. Most of teaches arguably pointed that students were pushed up to the higher grades without proper mastery of basics. This situation, in turn simply becomes a burden for teachers as to whether to teach them again or just continue without giving much concern.

Teachers were put in a situation between the right choices. If they were to repeat the teaching of basic skills and grammar in secondary level there would not be enough time to complete the syllabus. On the other hand, the passive response on the part of students made the task of teachers challenging. While the pressure was on to cover up the syllabus, to achieve the objective of teaching English become difficult. Large numbers of students have less or no knowledge of taking English education in schools. They were just studying English language aimlessly. Students were just focus on scoring good grades as that was emphasised in the initial stages of learning. This led to less seriousness on language acquisition. Giving such an environment, teachers vent out that their position as English teachers was critical. Most of the teachers were in the profession for long and they felt that to put an end to the old system was quite challenging and requires more time. Eventually, over-emphasis on the coverage of syllabus and pressure to led students secure good grades distance the very objective of teaching English. Teachers were found to bother least on the objectives of language learning rather focus on the text.

The mother tongue *Maola* was often used by local teachers as many students struggles to understand. This situation compels teachers to teach in bi-lingual method. The teachers were rather confused how to answer about their position as

English teachers. In most of their expressions, they were confident of their capacities as teachers but on an in-depth interviewing, they were found struggling to manage the students. Their focus was on the syllabus coverage, instead of building language competency and proficiency.

Figure 4.10: Flowchart of difficulties, problems and challenges related to aims and objectives of teaching English language



#### 4.5.2 Teaching Learning Materials

The availability of teaching learning materials related to teaching English language was a major concern. Minimal learning material was available for teachers in all the schools as expressed by teachers. Some teachers said, ‘it was manageable for time being’. They supposed to mean that for the existing social situation, they could not expect much. On a deeper analysis, some important aspects related to teaching learning materials were deciphered.

Firstly, teachers were not very happy with the prescribed text books. They complained of lengthy lessons, exercises and activities prescribed for an academic session. It was difficult for them to run around for teaching aids for every lesson. Time constrained was another challenge for teachers to prepare the lessons with proper aids. It was difficult on their part to dwell into every detail, lest they would not be able to cover the syllabus in time. However, their focus was always on completing the syllabus. It was found that ‘teachers would proceed to next lesson if

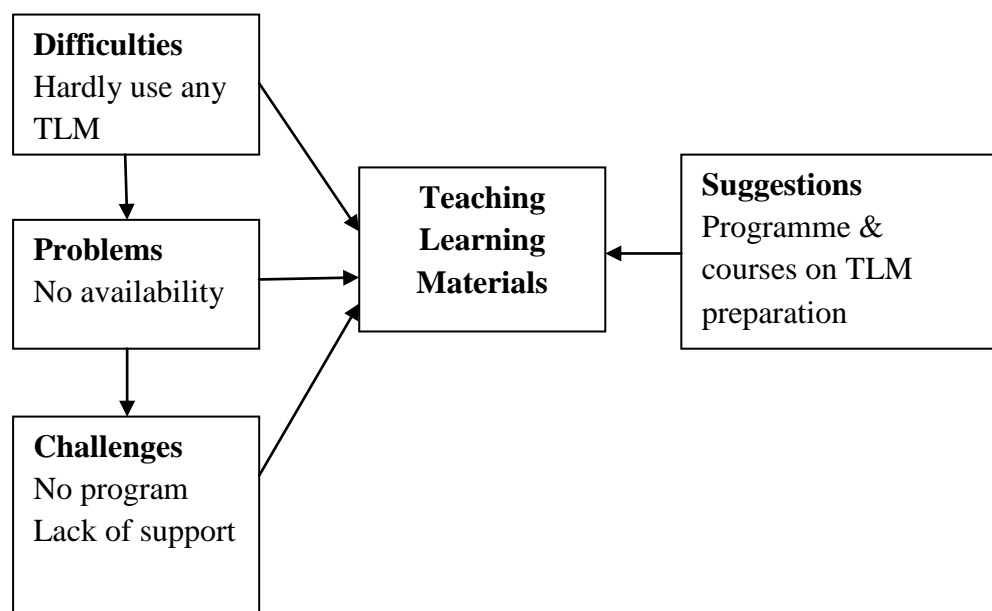
majority of the students understood'. This leaves few students unattended and this trend has been going on for years.

Secondly, there was no good library source in all the schools. Teachers were expected to manage on their own expenses. They look out for internet browsing and surfing. Even for this outsourcing through internet, it often got interrupted due to poor connectivity and electricity. Some of the teachers, especially from the private deliberated on the financial constraints. They find hard to manage from meagre salary. To prepare low-cost teaching materials was also difficult. They need time and resources to prepare. In the end, they have to be complacent with the text books alone. This leaves a little space for effective teaching process. Majority of the teachers admitted that 'they hardly use any teaching aids'. One of the teachers even expressed that 'I teach grammar, and I feel I don't need any extra teaching aids'. Such was their conditions and they sincerely apologised that they were helpless.

One teacher used personal laptop to show videos related to the lesson. This helps in capturing maximum attention of the students and was very productive. However, the teacher reiterated that since the screen of the laptop was small, arrangement has to be made by dividing the number of students in to smaller groups. This led to unnecessary time wastage. If there was a projector, the situation may be less problematic though. It was with the teacher's sheer interest to make the students understood and fair well, such initiative were undertaken. The sad problem for teachers in some schools was restricting them from using smart phones within the campus as well deterring them from any quick references. It was noted by majority of the teachers that students seem to enjoy the class and learns better with teaching aids. Sadly, that was difficult on the part of the teachers for daily lesson. The availability of basic facilities such as language lab, good libraries, projectors and internet facilities was still a far dream.

It was found during the interview that teachers were not familiar in handling with information and communication technology (ICT) tools. Therefore, even in the event of availability of such technology, it would be difficult to inculcate in the classroom teaching.

Figure 4.11: Flowchart of difficulties, problems and challenges related to teaching learning materials



#### 4.5.3 Teaching proficiency in English

Proficiency of teaching is developed through experience over the years. It does not developed instantly. Though everyone looks for efficient and proficient teacher in every school, which is not possible. To even measure the proficiency would involve a long process. Often, certain leniency is observed and compromised on certain aspects. In a rural setting, we cannot expect so much of standard. The duty of teacher is always overloaded and packed. Going by the responses during the interview, the difficulties, problems as well as the challenges were highlighted in the following paragraph.

In dealing students coming for different backgrounds with different capacities, it was not at all an easy task for teachers. They tried their best to manage the students in accommodating in the class. Teachers felt it was difficult on many occasions to understand and tend each student individually. It required patience, tolerance and consistency in order to accommodate their abilities. On the fluency of ‘language flow’, most of the teachers felt they failed to keep up the flow. ‘We are imperfect and still learning; we often push to work harder for our students’ said one of them. They run out of vocabularies sometimes to explain it explicitly and lucidly.

Moreover, keeping up with grammar was difficult. This could be for every non-native teacher all over.

Regular in-service training and orientation would boost the teachers in many ways. For this matter, many teachers wish to go for further advancement. However, most of them responded that it was not easy for them to go for any further training as their hands were fully loaded with heavy syllabus, evaluation process, and maintaining student's portfolios. Time constraint, financial constraint and lack of opportunities were other obstacles to further trainings. If only they have time, they teachers wanted to improve their English language teaching especially phonetic course. However, as mentioned earlier, financial constraints and time management would be barrier as most of them were bread-earner and holds responsibilities apart from teaching. They even admitted that, sometimes they have to teach without any preparation as they are engaged in home responsibilities.

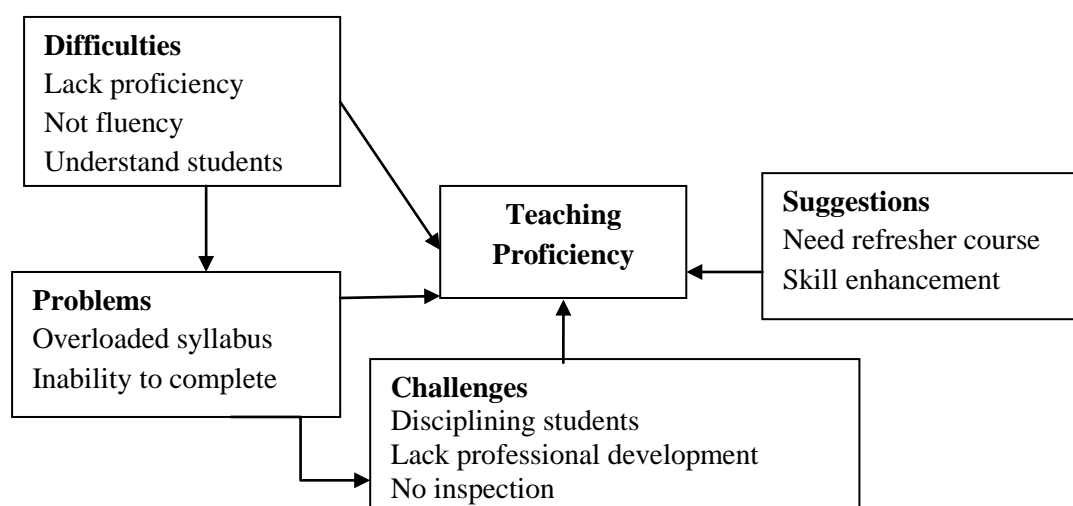
Teaching prose was easy for all the teachers, however when it comes to teaching poetry, sometimes, they find it difficult to explain abstract thoughts to students. In regard to further trainings, non-availability of orientation or refresher courses in nearby vicinity leaves them to rely on their experiences alone. Courses were offered elsewhere, yet, teachers were not in the position to afford the exorbitant amount in a distant location. Interestingly, English teachers were assigned to teach other subjects. This was like extra burden for them. Nevertheless, for lack of adequate teachers, many were compelled to adjust with the situation. Another problem was taking continuous class for different grades. This condition makes teachers tired, exhausted and monotonous often leading to less effective teaching.

Majority of the students use *Maola* as mother tongue. Seeing the difficulty of the students to understand, in many situations teachers have carry on teaching in mother-tongue. This was unavoidable though, teachers tried their best to use only English language. Once again, many teachers felt that they were not proficient to teach and inefficient in their teaching. Yet, they have to continue teaching for one reason or the other. In some private schools, it was like as long as they can manage somehow, they were asked to continue. On the other hand, in government schools, those available teachers have to manage different subjects including science and mathematics. This led to another conclusion that there was no specific recruitment

rules and regulation prevailing in the state. Teachers were not selected based on merit and subject expertise. The fallout of this faulty recruitment would be on the students. It could impact on the student's motivation and performance in the long run. Teachers coming from different streams without proper background face extremely difficult to teach different genre of literature. They have to put extra effort to teach the students.

In regard to management of students, teachers from private schools complained that students transferred from government schools were usually weak, forcing them to spend extra time to get them in line. It becomes inconvenient sometimes to manage these weaker students with good students. Inside the classroom, disturbance by unscrupulous, rebellious, manner less and naughty students often breaks the flow of teaching. Moreover, in private schools, there was less flexibility for teachers to take independent decisions. They were controlled by administrative heads and managing committee. With less liberty, it affects the efficacy of teaching. Teachers were coerced to follow protocols and adhered to strict rules and regulations. They have to forego their independency. Again, to verify the teaching process, inspection or visitation of experts hardly happens except in government schools for some official works. It seems like their proficiency was just sufficient for local context, as compared to urban settings. There were orientation programme organised by Private schools association in the area but it does not include subject- specific trainings.

Figure 4.12: Flowchart of difficulties, problems and challenges related to teaching proficiency



#### **4.5.4 Job Satisfaction and Salary**

To interview this particular theme was rather sensitive and difficult to bring out the exact situation. However, an attempt has being made successfully and the reports were for further deliberation. Most of the teachers revealed that, they joined the private schools initially as assistant teachers. They were slowly accommodated as full time and decided to keep working despite of all inadequate conditions. Many teachers felt teaching was a very satisfactory profession and they were ready to commit their life teaching English. They pointed out that tackling different students with different learning capacities was difficult at times when one lacks previous experiences.

One of the teacher shared, ‘If you are an English teacher you have to be proficiency in every aspect of English language and I cannot keep up this people’s expectation all the time’. Though English teachers give their best in teaching English, expectations from public was never enough. Sometimes while trying to suit their expectation teachers were left in depressed state. Teachers expressed that ‘their contentment were focussed on student’s good performance, obedience and well-behaviour’. While the private teacher’s poor payment remains unresolved over the years, Government teachers were happy with the pay. However, they find disappointment with the performance of the students and small number of enrolment in the school. When it comes to work load, private school English teachers were not happy with the numerous allotment of subject. It gives them less time to deliver justice to students. Their weakness in grammar often leaves teachers felt unsatisfied and dejected.

Teachers employed in private schools were rather reluctant to speak about their salary while teachers from the Government schools do not have any problem in disclosing openly. The government teachers were just happy with the monthly payments. Meanwhile, as seen from their reaction, teachers in private schools were found to be poorly paid. There was no other source of income from teaching apart from the fixed monthly salary in most cases. One of the teacher’s monthly salary who has worked for more than 15 years as an English teacher in private school was just equivalent to not even half of the government teacher’s salary presently. In some context, when poorly qualified teachers were paid more than seniors and well



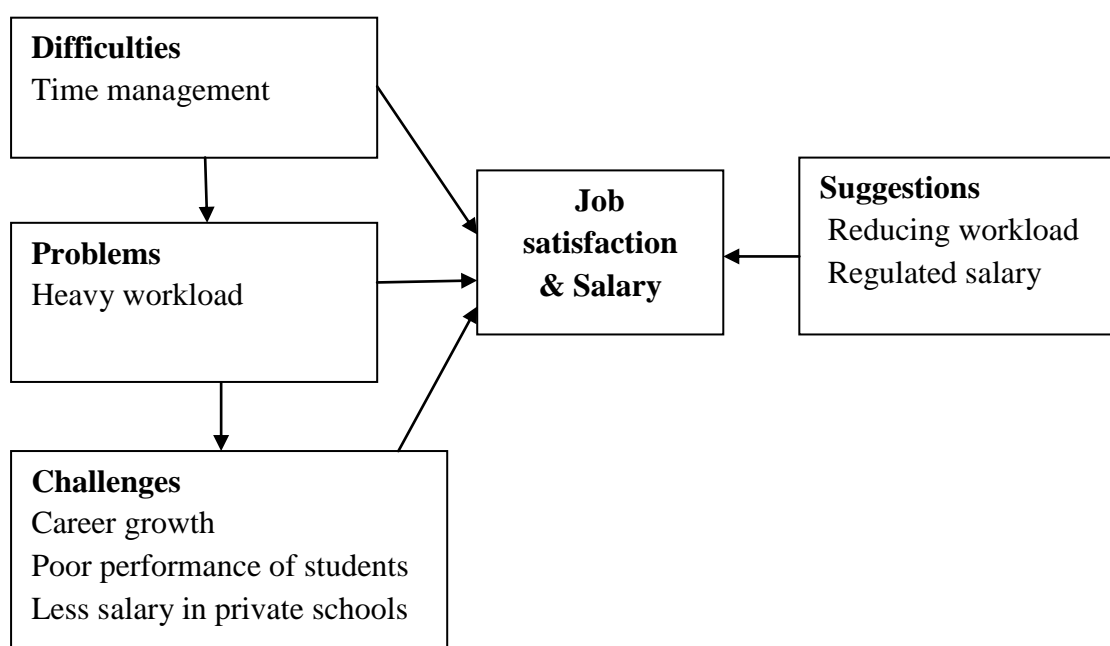
qualified teachers, they feel discouraged and disappointed. Sometimes, there used to be communication gap between the administrators and teachers creating uneasiness. Such condition was prevalent in more or less all the privately managed schools. In such given situation, one can just imagine the deplorable conditions of the teachers. Despite the fact that their salary was meagre, most teachers continue to teach with professionalism. All of them express that salary was not their concern as long as they get something. Their contentment was rather inclined more towards the student's achievement than salary. However, it was observable that they were struggling to manage their daily expense.

There was hardly any career growth opportunity or promotion as such in private schools. There was no guarantee to teach as long as they want in one particular school until and unless the particular teacher has an extraordinary relation with the managing board. Their meagre payment was not well-regulated as there was no any systematic increment policy. Private school neither has uniform pay scale nor recruitment policy. It was revealed that teachers were paid differently based on their subject's allocation and responsibilities. At some point, teachers felt less important when such arrangements were prevalent. However, eventually they have to adjust as there was lack of Science and Mathematics teachers in the area which led to such arrangement. In some private schools, the practice of giving extra incentives to mathematics and science subject teachers if the students performed well in HSLC exam; but not for English subject teachers. As humans, survival becomes more important than profession. Teachers do get discouraged, depressed and frustrated in the process of stressful workplace and unresolved pressure. Most of the private schools were bound by their terms and conditions; leaving no much autonomy and flexibility. The authorities or the owner were more interested in good management and administering as observed from the context of the teacher's perception. Private owners often overlooked the issues of teacher's welfare. Teachers felt it was natural to receive more workload with low payment in return in private institutions.

Teachers from private schools admitted that the salary package was always discouraging and frustrating. However, young, eager learners light up their spirit to continue teaching. As English teacher, people expect them to be proficient in every aspect on English which often they cannot keep makes them felt bad at times.

Moreover, it was always challenging to keep up the overall aspect of teacher in holding the moral principle and code of ethics. There used to be few English teachers in a school; and resting all the responsibility was burdensome. From the number of years they have served as teachers, it was clear that despite of all the odds, teachers were content, happy and consistent in bringing up the best over the years.

Figure 4.13: Flowchart of difficulties, problems and challenges related to job satisfaction and salary



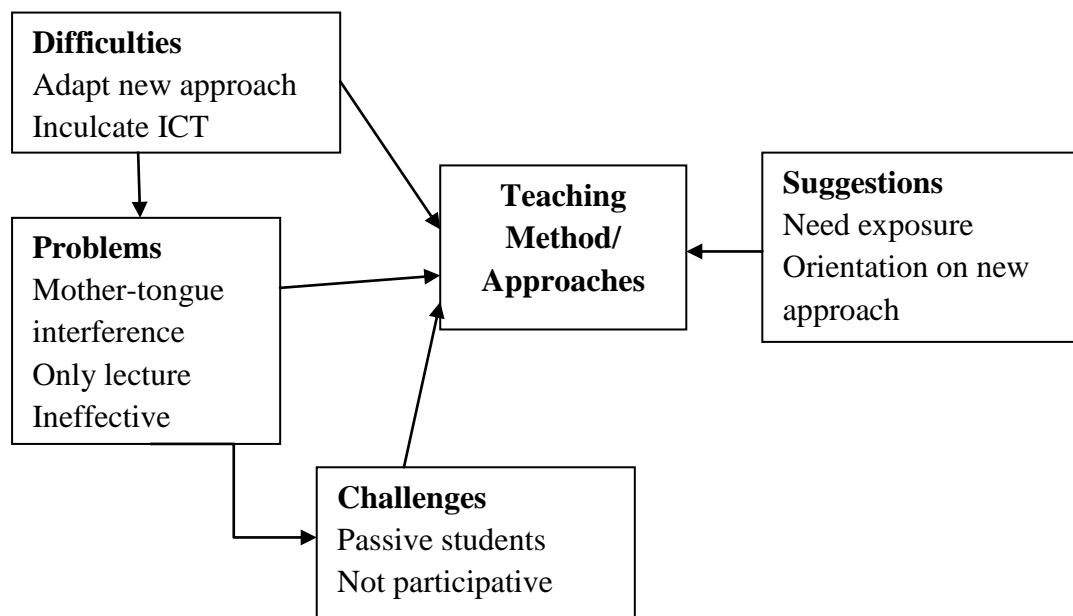
#### 4.5.5 Teaching Methods

As the interviewing goes by, the teaching method used in the schools were discussed. It was found that the teachers were not using any particular fixed or definite method. Each teacher was using mixture of methods whichever suited best for the students as well as the given situations. In most of the situations, using mother-tongue along with English was prominent. It can be said that sort of bi-lingual method was prevalent. This keeps teachers away from focus on the language skills consistently. And teachers conveyed that in the process of translation, mother tongue i.e. *Moala* dominates the class. So, literally, teachers were spoon feeding every detail in mother tongue. The translation process consume more time, which puts pressure on the teachers.

Teachers have to constantly motivate students to focus on the learning process. This task was rather difficult as students were inactive and non-participative. Teachers often have to compel students to participate lest they remain irresponsive and mute. Just to close a lesson, it takes turn for teachers to repeatedly seek student's response. Moreover, to keep the students attentive was a challenging task. Not all the students were cool, attentive and smart; a lot of them were naughty, mischievous and dull. Meanwhile, the weaker students bear the crush when strict imposition of exclusive English was in force; and in case of where the English teacher was non-local. The concerned teachers have to put extra effort to teach them till they understood. Therefore, teachers require more time and different strategies to teach weak students.

Again, it was found that most of the teachers were not exposed to latest method of teaching as well as the various approaches introduced. This being the case; it was partly their personal failure and partly that of situational. There was no access to any information and communication technology assistance in the classroom. Moreover, the information always reaches late. Lecturing, queries on the studies in between, giving notes and assignment were just enough to complete a lesson. Some teachers tried to inculcate using mobile phones to show videos, but it was not very feasible as well as the institute does not permit in most schools. Teachers find lecture method alone was not sufficient but with no availability of resources; and lack of innovation and creativity made the whole process more challenging and tough.

Figure 4.14: Flowchart of difficulties, problems and challenges related to method of teaching



#### 4.5.6 Infrastructure and Facilities

From the observation and inspection of different secondary schools, the research could not find any school with all the adequate infrastructure and facilities. Every school was lacking on one thing or the other. It was nowhere near to any ideal schools in urban settings; however, it was very much composite for rural setting. In almost all the schools, they do not have a library, ICT lab and language lab, forgetting about well-furnished classroom and spacious campus. Some schools do have book library but with few books. It was found that, in most schools, computers were available but it was only meant for computer practical classes. The aged chalk and blackboard aids were in used, except few uses marker and white board. Projector, smart board, smart classroom were nowhere to be seen in any schools. Teachers were rather uneasy to talk about the facilities and infrastructure.

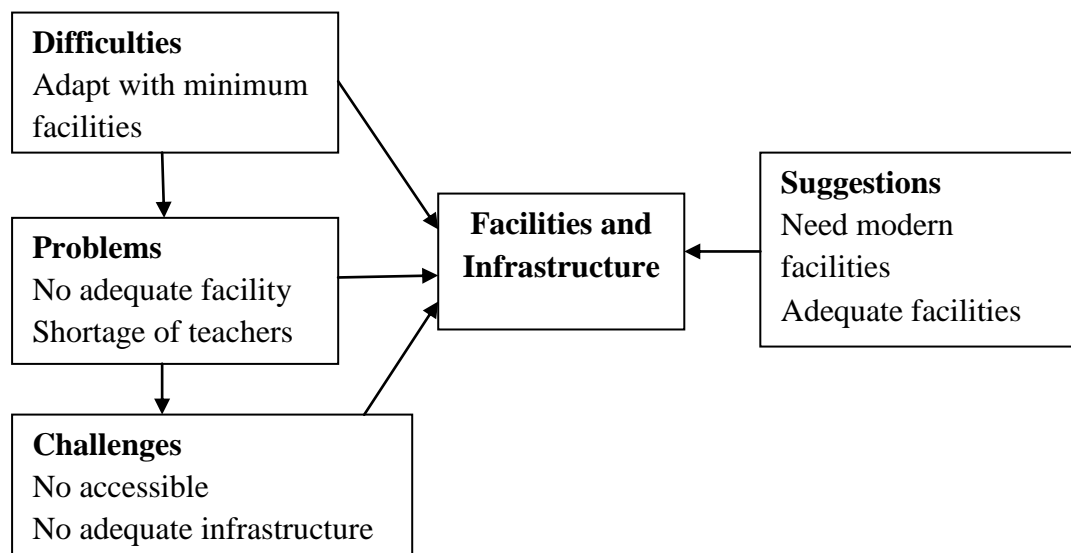
With regard to physical buildings, some schools were constructed on temporary basis where there was no ceiling or proper ventilation. It was not meant for all weather classrooms for sure. Classrooms were not suitable for loud reading as the division of two classes were makeshift type of arrangement in many schools. It would disturb one another if loud reading were held in the classroom. The next classroom can hear almost everything the other classroom conducts. This definitely

would be disturbing the next class and the attention of students in next classroom would be put out automatically. Many of the furniture in the class were worn-out and not well-maintained. As mentioned earlier, on being enquired upon, most teachers prefer to keep silent on this matter and simply reply that it was manageable. The conditions of both government and private schools were similar in all except one or two were more students friendly. Despite the mismatch information between what was observed and responded by teachers, both lead to an understanding that it was not up to the satisfactory level.

On the inquiry on sufficiency of teachers, they have spoken on proxy teaching in the absence of teachers and confirmed that inadequacy of teachers was prevalent. Teachers felt they were overburdened by such arrangement as it takes away their little free hours. Moreover, unexpected or sudden resignation of teachers occurring in private institutions was to be manned by the remaining teachers until suitable candidate fills the gap. This situation increases the workload and heavy burden on the teachers, sometimes it goes on for months. In government schools, sudden transfer of teachers or utilisation elsewhere without instant replacement create extra burden on the available teachers. In some schools, there were not actually assigned English teachers. In addition to what has been discussed in the interview, shortage of qualified teachers was clearly visible. A few of those teachers who manages all the section -literature, prose and grammar all alone reported that it was very difficult to manage in time and they were always under pressure.

Any supervision or inspection was expected only from the managing board or proprietor in private schools leaving less chance to improve. In such conditions, the quality of the result could be counterproductive; and the pressure on teachers were rather overloaded. Having no one to guide or supervise them in their subject concern, every teacher has to work out on their own for any improvement in most cases.

Figure 4.15: Flowchart of difficulties, problems and challenges related to facilities and infrastructure



#### 4.5.7 Assessment and Evaluation

Assessing and evaluating the students on regular basis helps teachers keep pace of their teaching strategies. Assessment can be done in various forms keeping in mind what it intend to assess. Likewise, evaluation could be conducted to ascertain the performance of both students and teachers. As per the prescription of the common system, there should be three exams and class tests at regular interval. For term end exams, most schools follow almost the same pattern. But, class test were conducted as per the convenience of individual schools. Teachers deliberated that there were many problems related to examinations. When exams were conducted excessively, it was just adding burden to the students as well as teachers.

In most cases, questions for any test were set as per the discretion of the teachers following some prescribed norms by the board. It has been found that teachers have not undergone any training on how to set questions nor evaluate. They simply heavily depend on the questions found in the exercises. In the process, focus on knowledge based learning was only emphasised, neglecting the application and psychomotor domain. Teachers were expected to set the questions utilizing their own resources. They were often asked to submit both in written and soft copy by the administration in some schools. No technical assistance or any support from the institution in most institutes.

Teachers expressed that there were not enough time to give proper feedback because of time constraint. Their focus often were directed towards making the students score better marks. Though conducting tests often helps in diagnosing the problems of students, it was not very feasible to conduct exclusively. In most cases, it was conducted just to check the preparedness of students leaving no time for deeper analysis.

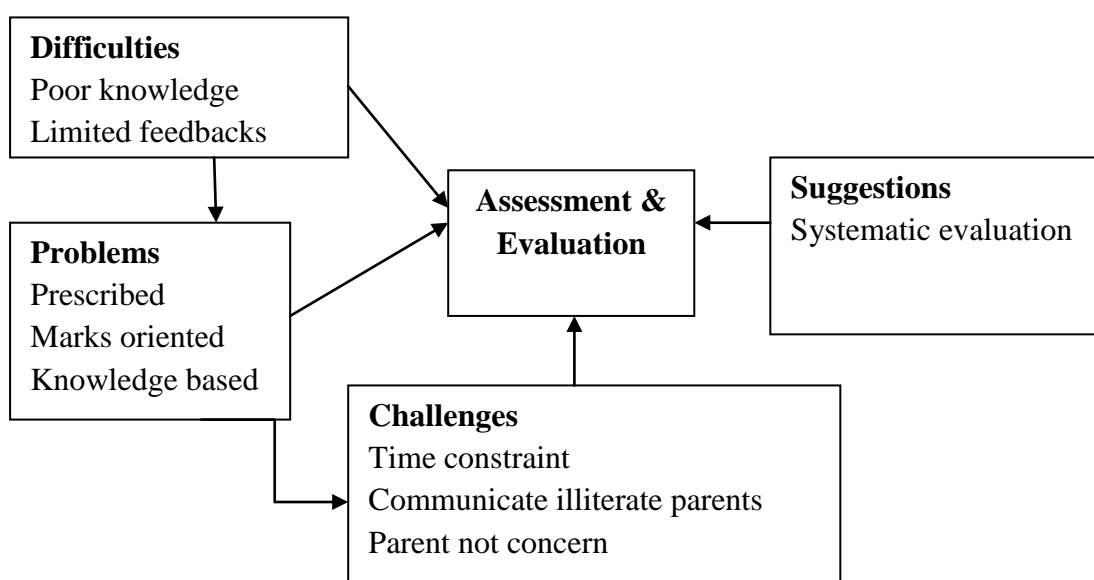
The challenge of giving reports about the performance to parents was the communication gap. The local teachers who can speak *Maola* could manage the many illiterate parents, while non-local teachers struggle to explain them explicitly. Sometimes teachers faced challenge in regard to evaluation on the complaints from parents especially in private institutions. There were cases of parents taking up the matter very abruptly. Teachers become the victim in most cases. Meanwhile, in government schools, parents were not really serious about their children's performance. They were just left at the justification of the teachers. For instance, in one of the school, the headmaster wrote an 'explanation call letter' to the parents of around 15 students after the first term examination to deliberate on the poor performance and necessary feedbacks. Ironically, thereafter neither the students nor their parents show up in the school again despite repeated appeals.

Teachers were of the opinion that conducting tests regularly was essential. Nonetheless, setting questions, evaluating the responses and giving feedbacks consumes lots of time. It becomes difficult for them to manage. They have noted that student's handwriting need improvement. Some teachers noted that the examination system was rather crude and orthodox. Students were caught trying to cheat and there was tendency among them. With a heavy workload, it was really impossible to assess all the skills.

As mentioned earlier, frequent conduct of exam adds pressure on the teachers. They could not give cent percent attention to conduct meticulously. The practice of setting different sets of question adds more complication to teachers. Time and again most of the teachers highlighted the lack of speaking skills among the students. However, to start giving emphasis on all the skills in higher classes was not possible as important activities require more focus. Basic communication skills has been emphasised but not up to the extent of excellent proficiency.

Another extreme challenge was handling many subjects for different class at a time. Evaluation for each class requires lot of effort and time. Even maintaining discipline and congenial classroom environment was challenging as well as giving proper attention to each individual. Despite of all the shortcomings, most of the school authorities imposed on conducting regular exams as a means of evaluating the progression. Teachers were left with no choice but to abide by the rules and regulations. To keep pace with the modern means of evaluation and inculcating technologies would take a longer route as there were no such visionary activities so far yet.

Figure 4.16: Flowchart of difficulties, problems and challenges related to Assessment and Evaluation



#### 4.5.8 Syllabus and Curriculum

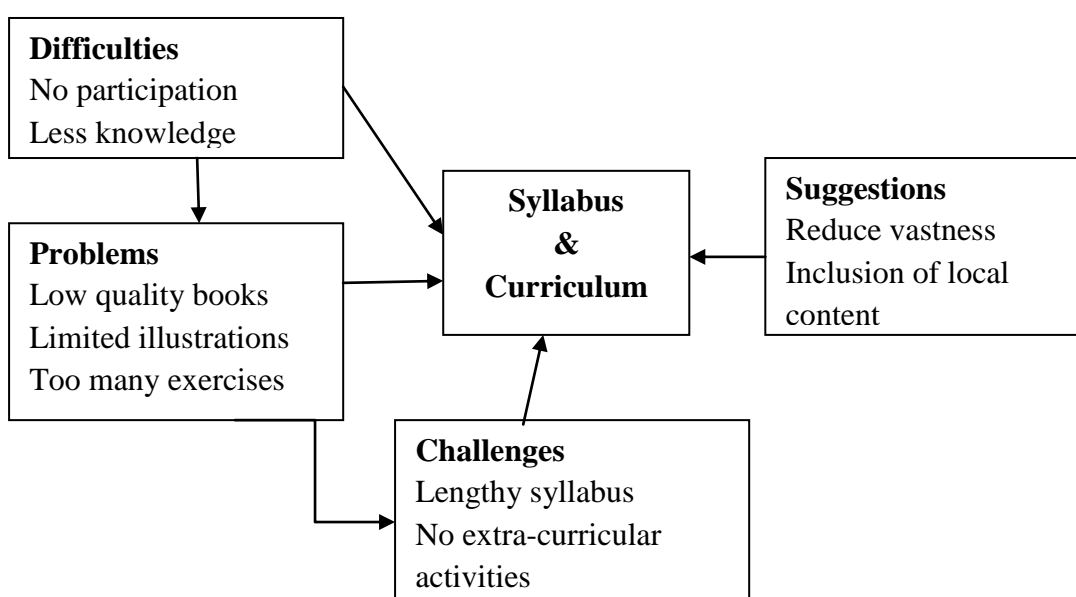
Curriculum sets the learning keep running. It was found that teachers were just content teaching what was prescribed by the board. There were not very enthusiastic takers related to curriculum. One of the either could be true-they were disinterested or they do not know about the importance of curriculum. Almost all the teachers pointed out that the prescribed syllabus could not be covered extensively for the academic session. They have to skip certain portion or exercises to complete in time. Teachers found certain text to be abstract; making them difficult to deliver it to students.



With little illustration or no pictorial representation, the aesthetic value cannot be related to students. While some fiction remains unreal, some were too fictitious. There were only few local context, the rest comprises of majority culture. Though they wish to be part of the curriculum construction, most of the teachers were not aware of curriculum development. Teachers felt that the quality of the book was poor and there were lots of erroneous text. As teachers here were never part of the curriculum framers, they were not very sure when the curriculum was revised last.

On a pragmatic approach, it was not very suitable to teach without any practical activity, which makes the class boring and monotonous. Phonetics and linguistics syllabus take a back seat in the present syllabus. Most teachers face difficulty to relate abstract, foreign and distant context to local arena. Some teachers were stuck in between; as to whether they should focus on completion of syllabus or proper attention to students. While the increased in quality of books might incurred more burden to parents, the sub-standard books hold no much value to the students. Exam oriented curriculum also adds pressure and extra load to teachers.

Figure 4.17: Flowchart of difficulties, problems and challenges related to syllabus and curriculum



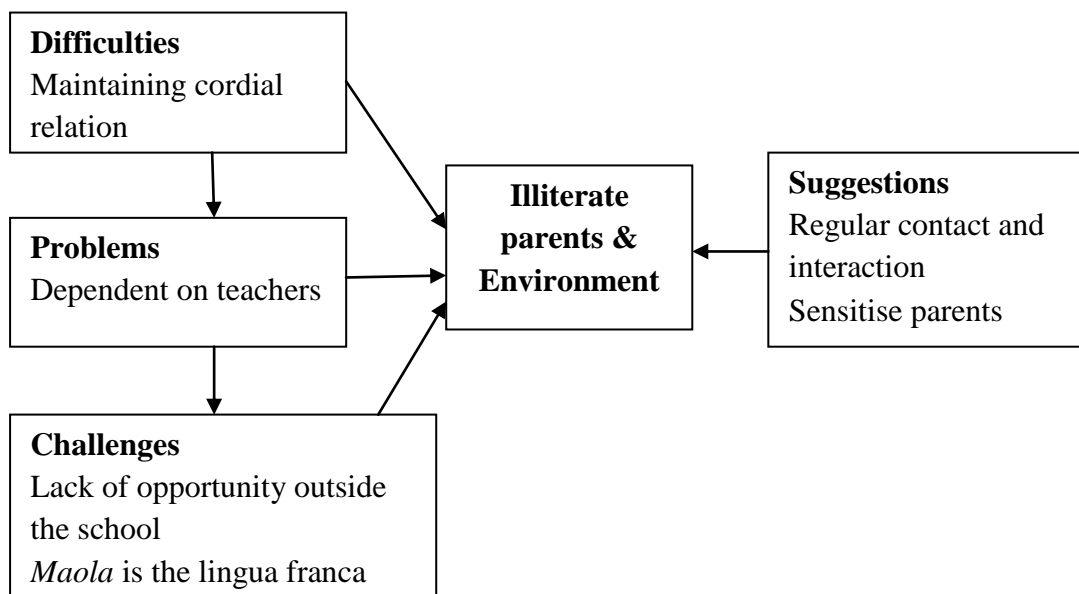
#### **4.5.9 Parents and Environment**

Other related problems include dealing with illiterate parents, environmental issues and linguistic variation apart from other related issues. It was just another challenging task to build a cordial relationship with illiterate parents. Most learners were either first or second generation learners adding more weight on teachers to deal appropriately. Moreover, English is not widely spoken once students moved out of the institutions. This could be another reason why students do not really give due importance.

However, the dominance of English in social media spheres and almost all the aspects of goods and commodities compel students to learn. The popularity of Mao language could be seen only for communication purposes in the area. Needless to say, ample opportunity could be availed while exploring the language. The over-dependency on teachers was another challenge for teachers. Teachers cannot keep spoon-feeding in higher section for which the student often lose track of their progress.

Environment also plays an important role in learning language. Though the attitude towards learning English may be high; with less opportunity to explore the language, students often lose their motivation. Many students have to walk from long distance with no proper roads. There was no opportunity to develop their English language skills in their villages. In the absence of proficient teachers or trainers to train teachers and regular orientation programme, the learning system is likely to remain stagnant. It could also lead to undergrowth in the fast changing scenario of the competitive world. Comparatively, it would be easier to teach in urban areas with all the facilities then in rural with no adequate facilities.

Figure 4.18: Flowchart of difficulties, problems and challenges related to Illiterate parents & Environment



#### 4.5.10 ‘One Nation One language’

On the ‘one nation, one language’ slogan which began to widely spread with the present ruling government, most teachers countered it as impractical, unnecessary and misplaced in a diversified country. Hindi was like another foreign language to the people in this part of the country. It was uncommon and does not hold much significance in everyday life. On the larger context, English was more worthy of learning. All the while, many teachers fears imposition would create misunderstanding among different linguistic groups. It would also diminish the importance of minority language. Given the opportunity to learn in different language exemplify the unity in diversity. Not only that, it promotes the language of minorities at large from extinction. Most teachers feel diversification should be celebrated and encouraged from every angle.

In conclusion, English is the subject taken for granted the most among the students. The focus was on passing the grades rather than proficiency. This has led to giving over-emphasis on the writing skill alone over the years. Since writing skills was given emphasis, rote memory dominates the process resulting in poor creativity and mastery of the language skills. Going by the trend in recruiting English teachers, it was observed that any graduate from English medium was eligible to teach

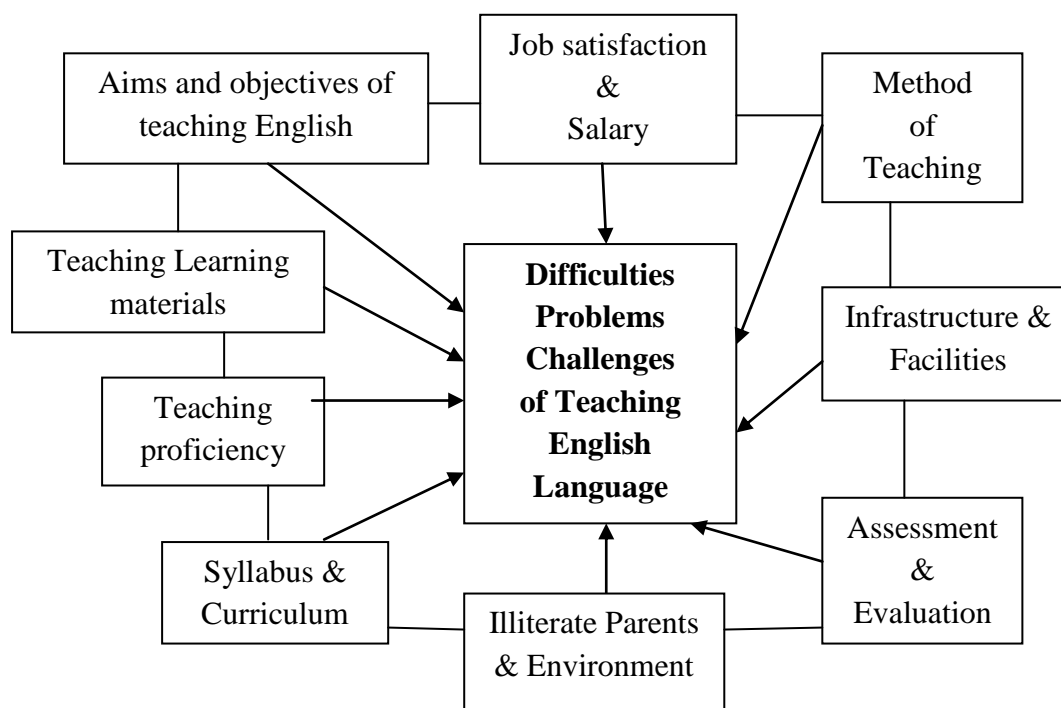
English. This basis of recruiting teachers creates pedagogical gap where the focus is on rewarding good marks. Most of the teachers were not aware of the methodology of teaching English. They were found to simply following some manner passed on to them while they were students. Phonetics syllabuses were left out in the present curriculum. The emphasis on prescribed syllabus or rather bookish knowledge solely has put a mental block on innovative and creative learning in acquiring the language.

Many teachers observed that students should be taught correct Standard English. Omission of grammatical rules, mispronunciation, wrong vocabulary and irregular intonation would lead to a serious communication disaster. Not every student was given proper orientation on the importance of English language adding more difficult to confide them in the later part.

As per the observation of many teachers and school heads, it may be noted that Mao students were generally shy, reserved and reverential to elders. These characteristics leave them to question less on the authority of teachers as well as they prefer to keep quiet. It has both positive and negative impact. Students were found to be comparatively disciplined and well-mannered while they remain irresponsive and simply do not open up freely. Though students were orthodox and rigid in their respective home town, as per the observation of teachers, students were very adaptive when placed far away from home.

The flowchart of difficulties, problems and challenges of teaching English language based on the various themes were shown in figure 4.19.

Figure 4.19: Flowchart of difficulties, problems and challenges of teaching English language



#### 4.6. Difficulties, Problems and Challenges of Learning English Language among the students

**Objective-6:** To find out difficulties, problems and challenges of English language learners while learning English language in Mao Naga secondary schools.

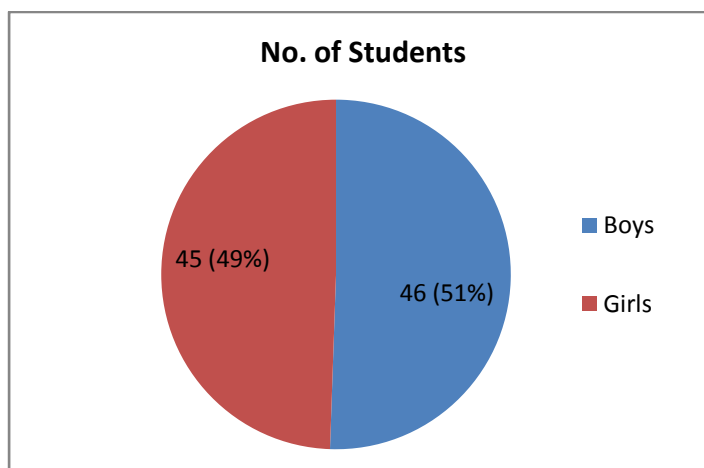
**Research Question-3:** What are the difficulties, problems and challenges faced by Mao Naga secondary school students in learning English language?

Using qualitative technique of data collection i.e. Focus Group Discussion (FGD) for students on Difficulties, Problems and Challenges of Learning English Language, the researcher tried to discuss the various difficulties, problems and challenges prevailing among the learners of English language in Mao Naga areas. The process of conducting the group discussion and materials used to collect the data was described in previous chapter. The number of students (both boys and girls) participated in the group discussion are shown in the given Table 4.16 and figure 4.19.

Table 4.17: Number of Mao Naga secondary school students according to gender for FGD

Gender		
Male	Female	Total
46	45	91

Figure 4.20: Pie-chart showing the number of boys and girls of secondary school students of Mao Naga and its percentages



From figure 4.20, it indicates that 51% (46) of the samples were boys and 49% (45) of the samples were girls. The number of boys and girls sample were not exactly equivalent as the number of students in the group discussion was varying. Nevertheless, twelve groups of six each for boys and girls were grouped for conducting the discussion. The data collected through notes, audio-video records along with the checklists were coded and analysed into various themes related to difficulties, problems and challenges of learning English Language.

The analysis on 12 separate Focus group discussion conducted on the students of various schools consisting of both boys and girls were clamped into the following themes as follows:

#### **4.6.1 Aims and Objectives of learning English language**

From the discussion it was found out that most of the students did not have a clear understanding about the aims and objectives of learning English language. Their simply frank and naive answers were that 'we have been studying since its part

of our syllabi'. They did try to understand on their own but that were not sufficient. Some of them has expressed that they did not give enough effort to understand the objectives, nor did they try to seek help. As the teacher teaches, they were just focussed on learning the contents. Few students said that they did not pay enough attention on the aims and objectives of learning English language being taught at times by teachers and authorities. Students felt that they were not guided and taught properly about the aims and objectives of learning English language. Most teachers would just rush to complete their syllabus. Most of them felt that lack of proper awareness and proper motivation about the aim and objectives has led them to waver all through these years. Most of the focus was on achieving such good score.

Students were left to find on their own to understand the aims and objectives of learning English language. They simply know that learning English was good and they should try to learn well but did not really understand where they should set their priorities. It was a challenge for students trying to seek knowledge on their own. Students looked out for anyone who was willing to give them a clear understanding so that they can keep focussed. Simply having some proficiency in speaking seems to have less impact on their overall progress as English language learners.

#### **4.6.2 English language Teacher**

To raise any questions relating to credibility on elders by younger ones whether it is right or wrong was often treated as a gesture of disrespect among the Mao Nagas. These being the practice, in most cases the young ones were obedient, meek and humble without much interference in the elder's discussion. They young ones remain passive and as observer. This might in turn have a negative impact on their learning process. The students were hesitant to talk about their teachers in the first place during the discussion. They simply fear someone might report to the concerned teacher if they speak any weakness about the teacher. Thus, it was difficult to find out any problem related to the teachers. Nevertheless, after taking into confidence, the researcher could fish out some related problems about teachers they faced in the process of learning English language. Their difficulty starts with- they 'simply fear teachers' meaning fear for no reason. These fears eventually disallow them to utter anything. They just prefer to keep quiet. Therefore, their doubts were never clarified. Other difficulty was shyness. Only few of them said that

they could ask their doubts. The rest of the students shy away from teachers and friends. They just try to understand by themselves and if they could not, they just leave it. Students also discussed that they felt bored with monotonous lecture, leaving them disinterested and less motivated.

Their problem with teachers arises when teachers do not use any innovative or practical method of teaching and they do not understand properly what is being taught. Often they find teachers rushing to cover up the syllabus instead of giving proper attention as to whether they have learned the lesson well or not. As pointed out earlier, students were not very comfortable to point out the mistakes of the teachers nor do they want to request the teacher to change the method used. The teacher's taking for granted that if few bright students understand, leaves the remaining students unattended. Students have this reservation of being looked down if they put across some previous doubts and also feels they might disturb the flow of the class.

To overcome the fear of teachers comes as challenge to them. They were always in a tense to either clarify their doubts and be called a fool or remain ignorant. Without an exposure to proficient teacher with good fluency as that of native speakers, with motivating, creative methods incorporated in daily class, it would remain a big challenge for students struggling just to pass the exams by rote memory.

#### **4.6.3 Teaching Methods**

During the course of discussion, students could not spoke much on the method of teaching used by their teachers. They were rather not sure what method or approach was used. They said, 'teacher reads out the lesson line by line and then explain the meaning of the lines'. What can be drawn from here was that no definite method was used in teaching English language. It was a combination of various approaches and methods. In almost all the schools English was made the medium of teaching, which make English mandatory in all aspects within the institution. Going by rule of the institute, the direct method was supposed to be the method. However, use of mother tongue was extensive and mixture of approach was used. Most students were found to be weak in grammar as well as speaking. As most of the students prefers to keep quiet and converse mostly in mother tongue, their speaking



skills in English was poor. The difficulty for them props in as they were less motivated by the teaching methods of the teachers. Not only that, lack of proper attention led them to have less enthusiasm in learning.

Since there was this option of rote memorising, most students took for granted and do not take mastering the language seriously. In Government schools, students were predominantly dependent on teaching in mother tongue which gives them little space to improve. Girls' students were more confident in speaking out in English than the boys in private schools. They also speak more proficiently than boys. As students were not familiar with the methods used, they were just swallowing what teachers offered them. In some schools, with large number of students, they discussed that the class size needs to be reduced to avoid indiscipline; and in that way proper attention could to be given individually.

Students were of the opinion that not everything in the syllabus was being taught however, questions in the exams could be asked from any of the portion. Teachers could not complete the syllabus as well but expect students to prepare for examination. With no other material used apart from the text book, white board or blackboard and marker or chalk, the students find it ineffective and their struggle was more challenging.

#### **4.6.4 Teaching Learning Material**

Teaching learning materials form an important entity in the learning process. This includes the learning how to use in an effective way. Students discussed that text book was the only material used for teaching. They learn from what the teacher lecture the whole time. They felt it would have been easier for some lesson if more concrete activity or physical teaching was presented. Students have poor basic background in lower classes, therefore to cope that in higher class, they do not have enough time to re-learn. Now, in secondary stage when abstract thoughts were being taught, they find hard to understand the context in English.

There was no excuse to learning without cent percent effort. The only learning material i.e. textbook was found to have so many deficiencies. Firstly, it comes in poor quality. Beautiful pictorial representation comes in black and white leaving the means to understand meaningless. On top of that, teachers hardly use any other learning materials. Hence, there was no other alternative for them to catch up.

Secondly, the contexts in the text were taken from a foreign perspective mostly which was not very easy to understand from a local setting. To make learning language effective, communication does matter most. The enthusiasm and energy to express dies with dull and bored lengthy lectures. The need for more aids to support the learning process was the much talked among the students.

#### **4.6.5 Evaluation and Assessment**

Evaluation was done continuously as the present system of learning was found to be exam-oriented. Students discussed that tests were conducted frequently apart from terminal examination. The difficulty they faced with frequent tests was that they do not have enough time to prepare since they have to give equal importance to other subjects. Usually tests conducted were ‘cognitive based’ leaving aside the affective and psychomotor domains. This directly led to rote memory system of learning. Time for the test and types of question were set by the teacher without any proper set of rules. This contributes to ineffective assessment of the students.

English subject in secondary level was meant to acquire proficiency in language academically. It was not based on communicative social competence. Therefore, only written performance was only taken in to consideration for mastery. Students felt that it was easy to pass the subject forgetting about mastering the various aspects of language acquisition. Since written examination was over-emphasised and more weight was put in there, the other skills-speaking, reading and listening were ignored. This results in the wide gap, wherein students were not able to speak or read correctly.

Many students felt that, learning all the subjects at a time puts them to a difficult situation to focus solely on English language. On the other hand, in the lower classes, they failed to master the basics which put extra burden in the secondary level where everything becomes more vast and complicated.

#### **4.6.6 Internal Factors**

Those personal factors affecting the growth of learning English language were placed under this internal factor. Students were rather more frankly in speaking out their weaknesses and share where they wish to improve for themselves. It was found out that students tend to disobey their teachers which include indiscipline, not

paying proper attention and laziness. They failed to practice their lesson outside the classroom. As language acquisition requires constant practice, they failed their duty to master the language in the given time. Lack of confidence to speak out their difficulties, fear of being ridiculed by friends and reprimanded by teachers deterred their spirit to learn English language proficiently.

They struggle to find some passionate teachers who can satiate their trouble. Grammatical error, spelling error and poor vocabulary continues to be their biggest struggle at the secondary level. Sometimes they were not able to follow the vocabulary of the teachers and expect to translate it to mother tongue. Interestingly, students were of the conclusion that they were not given enough flexibility and liberty. Most of the time, the teacher controls or dictate the class excessively which led to more strained relation with the teacher.

Proficiency requires tremendous effort from the learners and constant support from all ends. Therefore, it was not easy for students to be proficient overnight. It continues to pose as a challenge for them every day in trying to improve and put their best effort.

#### **4.6.7 Facilities**

Taking a tour around the schools and observing the classes taken bring to a definite conclusion that, a lot of improvement was required to manage the schools smoothly. Just a room to sit, a teacher to teach was not sufficient to develop a child anymore. It may to a certain level, but that is nowhere enough to fit in for certain category. As in the previous case of reluctance to speak about teachers in earlier discussion, students were reluctant to speak about the weakness of their institute either. For that matter, no one wants to share about their weakness despite of all the struggles. Thus, the researcher has to employ care and tact to delve in. It was found that only few schools have decent classrooms with requisite furniture, though not up to the best standard. Some schools were a little overcrowded. The solution to this was not going to be easy as the number of students keep increasing. Students were simply satisfied with the facilities as they have less exposure to good institution; though they wish their schools to be modelled.

Libraries were available only in some schools. However, unlike in higher educational institutions, there was less luxury here. There was no burrowing facility

from schools, one has to read only during library hours and very limited books were available. Language lab was a new term for almost all the students. Learning language using technology was something that makes them exciting but they have not experienced so far. There were computers in some schools but they were not used for teaching English language.

Learning with minimal facilities was natural for everyone here. It would become easier only when the mass awaken their spirits and the standard of living rises. Though less complains has being made by the students, one can clearly see from their expression. The learning process system here needs a facelift to be par with the rest of the world.

#### **4.6.8 External Factors**

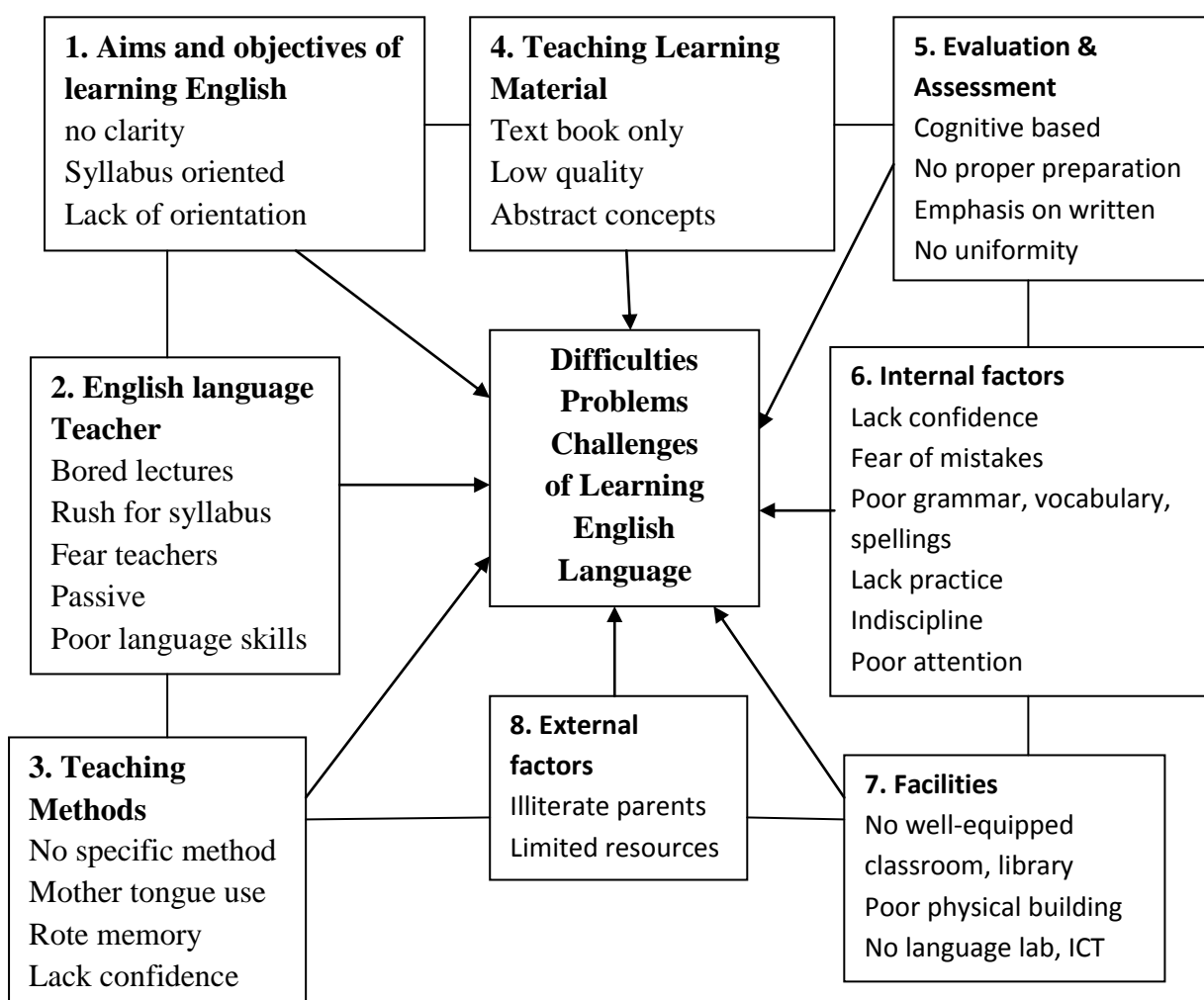
There were external factors affecting the process of learning English language among the secondary school students of Mao Naga tribe. First and foremost, most of the parents were either semi-educated or illiterate. Their parents hardly or never converse with them in English. Not only that, they do not really motivate them to study, exception for some few parents. Most of the students were on their own; and there were walking into the educational institutes aimlessly. Their difficulty starts on the day they step into the school where English was mandatory.

While most parents were dependent on agriculture with no other source of income, they often take their children for work too. This often disturbs the flow of learning. It was difficult to put into how the education system should function in rural setting like this one. The educational institution happens to be the only place where they could converse in English giving them little scope to explore further for time being. With limited resource and opportunities, students put up their best to learn as much as possible to face the world of English. Some students did mention that transportation facilities were pathetic and they have to walk for long distance to reach the school.

In conclusion, the lists of difficulties, problems and challenges of student in the process of learning English language may keep varying with time. It may vary from inadequacy in infrastructure to non-availability of learning materials to lack of proper orientation on the purpose of learning English language. Timely intervention would save the situation from worst. Written oriented assessment adds more woe to

the learning process in the long run. The effect of taking for granted the teaching of English language in lower section creates difficulties in higher section. Most of the students may perform well in the promotional examination; however, they were not proficient enough to be in the present grade. This ultimately results in multiple problems causing difficulty in mathematics, science and social sciences. Though English was foreign to the Mao Naga tribe, it forms an essential language which poses as a great challenge for every young learner.

Figure 4.21: Flowchart of difficulties, problems and challenges of learning English language



## **CHAPTER-V**

### **SUMMARY, FINDINGS, DISCUSSION, AND CONCLUSION**

The present chapter focus on the summary, findings of the study, discussion, educational implication of the study, suggestions for further research, recommendation and conclusion of the study.

#### **5.1. Introduction**

The early inception of English language teaching in Mao Naga hills was evident between the late eighteen century and early parts of nineteen century. Prior to that, the dynamic *Morung* system was prevalent wherein almost all the necessary social, cultural and educational values were imparted. The introduction of English education was undoubtedly the work of Christian missionaries (Nepuni, 2010; Poji, 2011). It was with the gradual spread of Christianity, the growth of education took place alongside. But, stiff resistance and opposition to the spread of new religion have affected the growth of education. It could be worth gratifying for those early Christians who face all persecution and struggles sow seeds of persistence, sacrifice and hard work; the result of which today education has help the Mao in manifold. However, only little documentation was available for research and limited research was conducted so far.

The mass awakening of teaching English in Mao Naga hills was seen only towards the middle of nineteen century. Before that, though formal education has already taken shapes, there was no remarkable progress. With majority of the community dependent on agriculture, the whole annual affair was confined in the process. Education was least concern as opportunity was unseen those days. The paradigm shifts of English education among the Mao Nagas took place towards the end of nineteen century. There was massive awakening with private schools mushrooming rapidly. It may be mentioned that, in the early 1950's the government schools were the only existing schools and they have hold high reputation. However, the repute went down due to various reasons such as inadequate teachers, irregularity, lenient administration and too much of liberty especially the lackadaisical attitude of the government of Manipur towards government schools.

Soon, the private schools have taken over in terms of infrastructure, quality education and overall-performance. It was heartening to note that almost every village, if not within a close range, private high schools especially run by missionaries existed in the Mao Naga hills easing the community to access education. It has reduced the expenditure on education and mental pressure of the parents at large. But, sadly the poor infrastructure; inadequate teaching and non-teaching staff, low salary and outdated system in private schools stealthily pull away from the glorious days. On the other hand, the government schools were still struggling to regain its lost pride. The Government of Manipur has recently launched '*School Fagathansi*' programme to revive and improve the conditions of Government schools. There could be a ray of hope as Government has begun to revitalise the government schools.

The importance of English language teaching and learning has spread across the globe. The Mao Naga tribe also upholds the importance of English language since its introduction to the present day. Despite of the fact that English language has been introduced a long time ago, only handful of research has been conducted. There were hardly any study on the attitude and problems of the learners toward learning English language. Studies on attitude and problems of learning English language has received due consideration from language researcher already.

Critically examining the context on how English language has been taught among the Mao Naga Tribe was rather quite interesting. There was no systematic method implemented or any proper planning. Various methods seem to be implemented at any interval on the convenience of teachers to complete the prescribed syllabus. English language was introduced to Mao students as early as in their nursery level or Kindergarten.

The Kothari Commission has aptly called English as the 'library language' as knowledge was specifically stored in English language. With understanding and comprehensibility in English language, learners have access to different source of scientific and technological advancement. It was like a window to the modern world where English has an indomitable presence. With that context, English language was a tool of education. With the acquisition of language, the learner could fathom to further research and innovations, the watch word of 21<sup>st</sup> century exploration.

Language cut-across different subjects enabling the language learner to use the content of the subject to learn language. In the course of learning, the subject is understood through the language. Language across the curriculum is understood as course that allows student to use the knowledge of English or any foreign language to understand other subjects. NCF 2005 suggests ‘language across-the-curriculum approach’ that could break the barriers between English and other subjects to English and other languages. NCF 2005 reiterates that multilingualism constitutes the ‘identity of a child’ and unique feature of Indian linguistic landscape, which can be used as a resource, classroom strategy and goal by teachers. Thus, the space developed from multilingualism could be used as springboard to produce creative multilingual children.

English acts as a medium for learners in the process of gaining knowledge. For students, through the comprehension of English language they could understand learning materials. There were just few materials available in local language for learning. This situation adds more concern on the parents to give importance to learn English as quick as possible. English was taught as a subject giving the students the notion that one just has to keep scoring better marks. In the process, language was acquired sub-consciously though no definite approach was used. NCF 2005 emphasised on a mechanism where ‘English as subject’ and ‘language as medium’ moved towards a common system of blend between ‘teaching a language’ and ‘using language as a medium of instruction’.

Thus, with the teaching and learning English language continual growth among the Mao Naga tribe, it poses greater challenges to both teachers and learners. The fact that English language was introduced among the Mao tribe carries less weight when one look into the quality, infrastructure and competencies of the teacher. A study on teaching and learning English language would bring to light the various issues and challenges faced by both the teachers and learners. The present study would highlight the attitude of Mao Naga Secondary school students towards learning English language; and various problems in teaching and learning English language. These findings would further help the curriculum framers, stakeholders and researchers in understanding the reality of prevailing situations in the area.



## 5.2. Statement of the Problem

The present study was entitled as:

***“A Study on Attitudes and Problems among the Mao Naga towards Teaching and Learning of English Language in Secondary Schools of Manipur”***

### **(i) Dependent Variable:**

**a) Attitude:** Attitude of secondary school student's towards learning English language would be the dependent variables. The attitude of the students would varies based on independent variables such as gender and type of management of schools

**(ii) Demographic Variables:** Independent demographic variables such as gender and type of management of schools would be the independent variables to determine the attitude of students towards learning English language.

## 5.3. Objectives of the Study

The objectives of the study were as follows:

- 8) To study the levels of Mao Naga secondary school student's attitude towards learning English language.
- 9) To analyse the responses of Mao Naga secondary school student's attitude towards learning English language
- 10) To examine if there is any significant association in the attitude of the Mao Naga secondary schools student's towards learning English language with regard to their gender (boys and girls) and type of management (Government and Private) of the schools.
- 11) To find and compare if there is any significant differences in the attitude of the Mao Naga secondary schools student's towards learning English language with regard to their gender (boys and girls) and type of management (Government and Private) of the schools.
- 12) To find out difficulties, problems and challenges of English language teachers while teaching English language to Mao Naga secondary schools.
- 13) To find out difficulties, problems and challenges of English language learners while learning English language in Mao Naga secondary schools.
- 14) To provide appropriate suggestions to overcome the problems faced by the teachers and learners while teaching and learning English language in Mao Naga secondary schools.

#### **5.4. Hypotheses of the study**

The hypotheses of the present study were as follows:

1. The Mao Naga secondary school student's attitude towards learning English language level is same.
2. There is no significant association between the Mao Naga secondary school student's responses on the attitude towards learning English language and their gender (Boys and Girls)
3. There is no significant association between the Mao Naga secondary school student's responses on the Attitude towards learning English language and their type of management (Government and Private)
4. There is no significant difference in the mean scores of attitude towards learning English language between boys and girls of Mao Naga secondary school students.
5. There is no significant difference in the mean scores of Mao Naga secondary school student's attitude towards learning English language between Government and Private schools.

#### **5.5. Research Questions of the Study**

The research questions of the present study were as follows:

4. What are the responses of Mao Naga secondary school student's attitude towards learning English language?
5. What are the difficulties, problems and challenges faced by English language teachers in teaching English language to Mao Naga secondary schools students?
6. What are the difficulties, problems and challenges faced by Mao Naga secondary school students in learning English language?

#### **5.6. Operational Definitions for Key terms of the study**

- i) English language teaching: English language teaching refers to the teaching of English to Mao Naga tribal students whose first language is not English.
- j) Learning English language: Learning English language refers to the learning of English by Mao Naga tribal students whose first language is not English.
- k) Attitude: Attitude here refers to the attitude of Mao Naga secondary school student's towards learning English language. In the present study, 'attitude' is the combination of three domains viz. Affective Domain, Behavioural

Domain and Cognitive Domain, as measured through the 'Secondary Student's Attitude towards Learning English Language Scale'.

- l) Secondary school students: Secondary School students refer to the students of classes IX & X belonging to the Mao Naga Tribe.
- m) Mao Naga tribe: One of the Naga tribal groups under Manipur state.
- n) Difficulties: 'Difficulties' here refers to the difficulties faced by teachers and students in the process of teaching and learning of English language. It could be further understood as the state of inability to perform their task as teacher and learner pertaining to the personal issues in the process of teaching and learning English language.
- o) Problems: 'Problems' here refers to the problems faced by teachers and students in the process of teaching and learning of English language. It could be further understood as any obstruction disrupting teachers and learners from smooth teaching learning process.
- p) Challenges: 'Challenges' here refers to the challenges faced by teachers and students in the process of teaching and learning of English language. It could be further understood as any problems beyond the control of teacher and learners in the process of teaching-learning.

In the present study, difficulties, problems and challenges of English language teachers was with special reference to understanding of aims and objectives of teaching English language, teaching methods, usage of teaching learning materials, English language proficiency, job satisfaction and salary related, infrastructure and facilities, assessment cum evaluation, syllabus and curriculum, etc measured through Semi-structured Interview Schedule.

Likewise, in the present study, difficulties, problems and challenges of English language learners with the selected parameters viz. understanding of aims and objectives of learning English language, teacher and teaching related, teaching learning materials, evaluation, facilities for learning English, internal or personal factors and external factors, etc measured through Focus Group Discussion.

### 5.7. Delimitations of the Study

The present study was delimited in the following manner:

- f) The study was delimited to secondary schools students of Mao Naga Tribe residing in Mao Nagas dominated areas of Senapati District, Manipur State.
- g) The study consists of only secondary schools students' of Classes IX and X.
- h) While studying the difficulties, problems and challenges of teaching English language, only English teachers of Class IX and X from various secondary schools in Mao Nagas dominated areas of Senapati District, Manipur were interviewed.
- i) The study used descriptive method with limited statistical techniques.
- j) The study on the attitude towards learning English language was confined only to Mao Naga secondary schools students. The study does not include the attitude of teachers towards teaching and learning of English language.

### 5.8. Overview of Literature Review

**Getie (2020)** found that the attitudes of students towards learning English were positive. However, it was found that students have negative attitudes towards English teachers and English learning situations, the way English is taught; size of classroom and arrangement of seats in the classroom. It was also found that, large number of students were not competent with English language use. It was the result of poor background in the lower sections; fear of making mistakes; and lack of good English models in the schools. **Dincer & Dariyemez (2020)** found that self practice was one factor that helps learners to be proficient in speaking. It also includes-exposure to proficient and direct contact with native English speakers and 'out –of class-technology use' that helps students to be proficient in English. **Pamei (2020)** found that students faced problem such as learning many languages simultaneously for communication as well as academic, mother tongue influence and practices which gave considerable reverence to teachers. The study found that students coming from villages have poor basic knowledge of English language. Lack of parental support, lack of facilities, lack of practices and weak in spellings, vocabularies, pronunciation and grammar were some of the common problems faced by students as revealed by teachers. Moreover, students revealed that they were not taught all the language skills and they find difficult to cope with the teaching style and syllabus.

Based on the reviews, studies on the attitude of students towards learning English language were conducted on various groups and level of students across the globe using varied research methods and research tools. It brings to an understanding on the essence of having good attitude towards English language. It was seen in different research studies, various difficulties, problems and challenges related to teaching and learning of English language were found to be prevalent in large scale. The present study examined the prevailing conditions and positions of teaching and learning English language among the Mao tribal groups at large.

Researchers have used both quantitative and qualitative method of study. For measuring the attitude, Likert type scale was most preferred and the data were analysed quantitatively. However, qualitative data collection and analysis were also conducted in many studies. Survey method including interviews and focus group discussions were employed to find out difficulties, problems and challenges of teaching and learning English language in most of the studies. Besides, secondary source were extensively used to collect information and data. Most of the studies replicates with the previous studies enabling the continuity of research over the years. Considering all the reviews, the present study focussed on the level of attitude and problems of teaching and learning English language among Mao Naga Secondary school students and teachers.

### **5.9. Research Design**

Mixed method research design was used for the study. In mixed method research design, both quantitative and qualitative research was involved for data collection. The ‘Convergent mixed methods’ design was used for the present study. Under this design, the researcher would collect data in a single-phase approach where data were collected qualitatively and quantitatively and analysed separately. The results collected from both the data were compared and integrated for further understanding (Creswell & Creswell, 2018).

### **5.10. Research Method**

In the present study, the researcher used descriptive method. Koul (2016) defines that descriptive research studies are designed to obtain pertinent and precise information relating to current status of phenomena and draw conclusions. Descriptive research are not limited to fact finding, rather includes finding solution

to various problems happening in the universe. Best & Kahn (2012) says that descriptive study is primarily concerned with the present, although it often considers past events and influences as it relates with the present conditions. The present study described the attitude and problems of teaching and learning English language among the Mao Naga secondary school students.

#### **5.11. Population of the Study**

For the present study, the population consists of Mao Naga secondary school students studying in Classes IX and X; and those teachers teaching English to Class IX and X in Senapati District.

#### **5.12. Sample and Sampling**

Using the simple random sampling, a total of 600 Mao Naga secondary school students studying in classes IX and X were selected for attitude measurement. The students were from 12 secondary schools, out of which 9 schools were privately managed and 3 schools were managed by government.

For collection of qualitative data, 20 English teachers from 13 secondary schools in Mao Naga hills were selected through purposive sampling for interviewing on difficulties, problems and challenges of teaching English language. Again, 91 Mao Naga secondary school students were selected purposively from 7 schools for focus group discussion on difficulties, problems and challenges of learning English language.

#### **5.13. Research Tools used for the Study**

For the present study, three self- developed research tools were used. They were:

##### **5.13.1. Secondary Student's Attitude towards Learning English Language Scale (SSALELS)**

The present attitude scale i.e. SSALELS was constructed based on Likert type method with five point scale-Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A) and Strongly Agree (SA). The scale consists of 38 items with 25 favourable statements and 13 unfavourable items. There were 14 items in affective domain, 13 items in behavioural domain and 11 items in cognitive domain. The scoring order was given in the order-Strongly Disagree (SD) as '1', Disagree (D) as

‘2’, Undecided (U) as ‘3’, Agree (A) as ‘4’ and Strongly Agree (SA) as ‘5’ for the favourable statement and they are reversed for the unfavourable statements.

#### **5.13.1.a. Pilot study**

Pilot study was conducted on 100 Mao Naga Secondary school students. For further item selection, the 27% of the higher score and 27% of the lower score obtained from pilot study were coded and analysed. The purpose of item analysis was to select those items which were very reliable and consistent. From the SPSS output result, those items whose t-value was less than 1.96 were eliminated.

#### **5.13.1.b. Reliability**

For reliability of the tool, Cronbach’s Alpha reliability tests and Split Half (Odd-Even) reliability tests was conducted. Cronbach’s Alpha reliability was found to be 0.845, which was good and found to be reliable scale. The Split-Half (Odd-Even) gives a result of 0.805 (p-value  $0.00 < 0.01$ ) which was found to be positive correlations at the 0.01 level

Further, the Correlations (Internal consistency) between the three dimensions were also analysed. There was a positive correlations of 0.488 (p-value  $0.00 < 0.01$ ), 0.523 (p-value  $0.00 < 0.01$ ) and 0.578 (p-value  $0.00 < 0.01$ ) at the 0.0 level between the three domains-cognitive, behavioural and affective.

#### **5.13.1.c. Validity**

For establishing concurrent validity, the ‘Attitudes of EFL Secondary School Students towards Learning English Language’ developed by Abidin et al. (2012) was used. The Secondary Student’s Attitude towards Learning English Language Scale (SSALELS) and Attitudes of EFL Secondary School Students towards Learning English Language were found to have a significant positive correlation of 0.794 (p-value  $0.00 < 0.01$ ) at the 0.0 level.

#### **5.13.1.d. Norms**

For the present tool, a norm was established based on the standard (Mean  $\pm$  Standard Deviation) method. The Mao Naga Secondary school student’s attitude towards learning English language was categorised into three level viz. High Level, Average Level, and Low Level. Those students scoring more than Mean + Standard Deviation {Raw Score  $>$  (Mean + Standard Deviation)} as having High Level and those scoring between Mean + Standard Deviation and Mean – Standard Deviation

$\{(\text{Mean} - \text{Standard Deviation}) < \text{Raw scores} < (\text{Mean} + \text{Standard Deviation})\}$  as having Average Level and those students scoring less than  $\text{Mean} + \text{Standard Deviation}$   $\{\text{Raw Score} < (\text{Mean} + \text{Standard Deviation})\}$  as having Low level of attitude towards learning English language respectively.

### **5.13.2. Semi-structured Interview Schedule for teachers on Difficulties, Problems and Challenges of Teaching English language**

The semi-structured interview schedule is a qualitative research approach which consists of a set of pre-determined questions prepared by the researcher to interview the teachers; and besides that, the researcher will have the liberty to supplement questions during the interview. For the present study, the Semi-Structure Interview Schedule for teachers on Difficulties, Problems and Challenges of Teaching English language questions were related to aims and objectives; teaching learning materials; teaching proficiency; job satisfaction and salary, teaching methods; infrastructure and facilities; assessment and evaluation; syllabus and curriculum related to teaching English language. The researcher conducted interview on twenty English language teachers teaching across 13 secondary schools in Mao Naga areas for the present research purpose.

### **5.13.3. Focus Group Discussion for Students on Difficulties, Problems and Challenges of Learning English language**

Focus Group Discussion is a qualitative research approach whereby a group of individuals are selected to discuss together, in a focussed and moderated manner on a particular area of research undertaken. The present Focus Group Discussion questions on difficulties, problems and challenges of Learning English Language for secondary students were focussed on aims and objectives of teaching English language; teaching and teaching methods; teaching learning materials; evaluation process; internal and external factors.<sup>12</sup> focus group discussion consisting of 6-10 students each from 7 secondary schools were conducted for the study.

### **5.14. Statistical Technique used**

Percentage, mean, standard deviation, independent sample t-test, and chi-square were used to analyse the data collected from students using ‘Secondary



Student's Attitude towards Learning English Language Scale' with the help of SPSS software treatment.

The data collected using 'Semi-structured Interview Schedule for teachers on Difficulties, Problems, and Challenges of Teaching English Language' and 'Focus Group Discussion for students on Difficulties, Problems and Challenges of Learning English language' were analysed based on thematic approach.

### **5.15. Major Findings of the Study**

The major findings of the present study were presented in the following three parts:

a.) Findings related to Mao Naga Secondary School Student's Attitude towards Learning English Language

b.) Findings related to Difficulties, Problems and Challenges of Teaching English Language

c.) Findings related to Difficulties, Problems and Challenges of Learning English Language

#### **5.15.1. Findings related to Mao Naga Secondary School Student's Attitude towards Learning English Language**

##### **(i) Levels of Mao Naga Secondary School Student's Attitude towards Learning English Language**

1. The study found that 70.83% of the Mao Naga secondary school students have Average level of attitude towards learning English language whereas only 14.17% have high level and 15% of the secondary students have low level of attitude.

2. In the Affective domain of Secondary student's Attitude towards learning English language, it was found that 75.67% of the Mao Naga secondary students have Average level of attitude, 13.83% have high level of attitude and 10.50% of the students have Low level of attitude.

3. In the Behavioural domain of Secondary student's Attitude towards learning English language, it was found that 69.00% of the Mao Naga secondary students have Average level of attitude, 17.33% have high level of attitude and 13.67% of the students have Low level of attitude.

4. In the Cognitive domain of Secondary student's Attitude towards learning English language, it was found that 75.00% of the Mao Naga secondary students have Average level of attitude, 12.83% have high level of attitude and 12.17% of the students have Low level of attitude.

**(ii) Findings based on Percentage analysis**

**a) Affective Domain**

1. It was found that 98.2% of the students were interested in learning English language.

2. It was found that 66.5% of the students like to participate in English conversation outside the classroom. However, 20.5% of the students were confused whether to participate in English conversation.

3. Most of the students (i.e. 92.4%) were interested to study English after seeing their English text books.

4. It was found that 47.3% of the students do not felt uneasy to speak English in front of other students.

5. It was found that most of the students (94%) like to study English language.

6. It was found that majority (75%) of the students felt excited to communicate in English to other speakers; however, 15.8% of the students were unable to decide.

7. It was found that most of the students (91%) feels studying English was enjoyable.

8. It was found that most of the students (68.2%) do not feel shy to speak English in front of their classmates.

9. It was found that majority (91.9%) of the students wished to speak English fluently.

10. It was found that 42.7% do not feel anxious to reply any question asked in English; however, 36.2% were anxious to reply in English; and 16.8% were unable to decide.

11. It was found that majority of the students (84.9%) prefer to make friends with those who would speak to them in English.

12. It was found that most of the students (77.5%) like to speak in English even if their friends make fun of them.

13. It was found that 71.2% of the students prefers to participate in various activities conducted in English; however, it was found that a good number of students (17%) were unable to decide on the participation of activities conducted in English.

14. It was found that 57.3% of the students prefer to speak in English rather than their mother tongue; however, a large number of the students (22.4%) were undecided on the preference to speak either in English or mother-tongue.

#### **b) Behavioural Domain**

1. It was found that majority (97.5%) of the student's personality were shaped with the help of learning English language.

2. It was found that 51.3% of the students tried to consult their teachers to resolved problems related to English language; however, it was found that large numbers of students (19%) were not able to consult their teachers.

3. It was found that majority of the students (73.4%) used to ask their teacher to repeat if they do not understand any part of the lesson; however, 15.1% of the students were not able to do so.

4. It was found that majority (88.6%) of the students would practice speaking English like the way native speakers speaks.

5. It was found that majority (95.5%) of the students want to learn English language.

6. It was found that majority (86.4%) of the students tried to read more as much as possible to learn English language.

7. It was found that most of the students (85.4%) would converse in English with their classmates to help themselves learn English language.

8. It was found that 68.1% of the students used to always take note of the feedbacks given by the teacher to improve their English language; however, 16.1% were not taking feedbacks given by teachers.

9. It was found that majority (81.2%) of the students listen attentively to English language speakers whenever they get a chance.

10. It was found that most of the students (93.4%) would continue learning English as it keeps motivating them to learn other core subjects as well.

11. It was found that most of the students (71.9%) were very alert when English was taught in the class.

12. It was found that majority of the students (94.5%) prefer to speak in English to their friends even if their English was not good.

13. It was found that most of the students (70.5%) give importance to English homework as well as to other subjects.

### **c) Cognitive Domain**

1. It was found that majority (96%) of the students were ever ready to bounce on the opportunity of learning English as it keeps creating new knowledge for them.

2. It was found that majority of the students (89.9%) were studying English not just to pass the exams alone.

3. It was found that most of the students (70.5%) were able to understand their dialect better with the help of English language; however, (16%) of the students were not able to decide.

4. It was found that majority (90%) of the students were able to communicate with teachers effectively through English.

5. It was found that most of the students (82.5%) were able to connect information to previous knowledge through English language.

6. It was found that majority of the students (76.5%) do not find English to be difficult to learn.

7. It was found that majority (89.2%) of the students were able to concentrate better in other subjects through English language.

8. It was found that most of the students (89.3%) were ready to learn English in future to increase their knowledge in various aspects.

9. It was found that most of the students (86.5%) think that studying in English medium was better than studying in mother-tongue.

10. It was found that, majority of the students (85.2%) were able to overcome the problem of difficulty in learning language through English.

11. It was found that majority (93.8%) of the students would continue to study English even it consumes lots of time to learn.

### **(iii) Findings based on Chi-Square Test of Association**

#### **a) Gender and Attitude towards learning English language**

1. From the Chi-Square analysis, it was found that Mao Naga secondary school student's attitude towards learning English language does not have association with gender (boys and girls); as out of the 38 items, the Chi-Square p-values of 24 items were greater than the set p-value at 0.05 level. It was found that both the Mao Naga secondary school boys and girls have similar responses towards the attitude items.

2. However, it was found that girls prefer to participate in activities conducted in English as well as converse outside the classroom.

3. It was found that girls were more excited and prefer to speak in English more than their dialect.

4. It was found that most of the girls were found to be less uneasy in front of their classmates.

5. It was found that most of the girls felt more comfortable to get along with those who speak only in English than boys.

6. It was found that girls were more prepared to face any peer pressure in the process of acquiring English language.

7. It was found that girls were more inclined to work harder than boys in trying to acquire English language. Moreover, girls were in more favour that studying English motivate them to study other subjects.

8. It was found that girls were more poised and enthusiastic on the opportunity to learn English language.

9. It was found that girls were more confident than boys on the impact of learning English language in their life.

#### **b) Type of Management and Attitude towards learning English language**

1. From the Chi-Square analysis, it was found that Mao Naga secondary school student's attitude towards learning English language does not have association with type of management (Government and private); as out of the 38 items, the Chi-Square p-values of 24 items were greater than the set p-value at 0.05 level. It was found that both the Mao Naga secondary school students from government and private have similar responses towards the attitude items.

2. However, it was found that students from government schools were keener to study in English and participate in activities conducted both inside and outside the classroom in regard to English language.

3. It was found that students from government schools were more enthusiastic towards learning English.

4. It was found that students from Government schools enjoying more than the private school students.

5. It was found that students from private schools were found to be more confident and ready to communicate among the peer-group in English.

6. It was found that students from government schools were reading more and listen attentively to English lesson.

7. It was also found that students from government schools were consulting teachers more than students from private schools to clear doubts; and they were more favoured that proficiency in English shapes their personality at large.

8. It was found that students from government schools thinks learning English help them to create knowledge and connect to previous knowledge.

9. It was found that students from private schools thinks learning English help them to concentrate better in other subjects as well.

#### **(iv) Findings based on Differential Analysis**

##### **a) Differential Analysis between Mao Naga Secondary school Boys and Girls**

1. Based on the Independent sample t-test, it was found that there was statistically significant difference between the boys and girls of Mao Naga secondary school student's overall attitude towards learning English language at 0.05 levels. The secondary school girls were found to have more favourable attitude towards learning English language than the boys based on their mean score.

2. It was found that there was statistically significant difference between the boys and girls of Mao Naga secondary school student's attitude towards learning English language at 0.05 levels in affective domain. The Mao Naga secondary school girl's attitude towards learning English language in affective domain was more favourable than that of the boys at the secondary level.

3. It was found that there was statistically significant difference between the boys and girls of Mao Naga secondary school student's attitude towards learning English language at 0.05 levels in behavioural domain. The Mao Naga secondary school girl's attitude towards learning English language in behavioural domain was more favourable than the boys at secondary level.

4. It was found that there was statistically significant difference between the boys and girls of Mao Naga Secondary school student's attitude towards learning English language at 0.05 levels in cognitive domain. The Mao Naga secondary school girl's attitude towards learning English language in cognitive domain was more favourable than the boys in secondary level.

**b) Differential Analysis between Mao Naga Secondary school students from Government and Private**

1. Based on the independent sample t-test, it was found that there was statistically significant difference between the Government and Private Secondary school student's overall attitude towards learning English language at 0.05 levels. The Mao Naga secondary school students from government secondary schools were found to have more favourable attitude than those students from private secondary schools.

2. It was found that there was no statistically significant difference between the Government and Private secondary school student's attitude towards learning English language at 0.05 levels in affective domain. Both government and private secondary students have similar attitude towards learning English language in affective domain.

3. It was found that there was statistically significant difference between the Government and Private Secondary school student's attitude towards learning English language at 0.05 levels in behavioural domain. The Mao Naga Secondary school students from Government schools were found to have more favourable attitude towards learning English language in behavioural domain than those in the privately managed schools.

4. It was found that there was statistically significant difference between the Government and Private Secondary school student's attitude towards learning English language at 0.05 levels in cognitive domain. Those Mao Naga secondary

school students from Government schools were found to have more favourable attitude towards learning English language in cognitive domain than those in private secondary school.

#### **5.15.2. Findings related to Difficulties, Problems and Challenges of Teaching English Language**

##### **a) Aims and objectives of teaching English language**

1. It was found that many teachers were not thorough with the aims and objectives of teaching English language.

2. It was found that teachers were unable to teach all the exercises and activities prescribed in the text book for lack of materials and time constraints.

##### **b) Teaching Learning Materials**

1. It was found that teachers hardly use any teaching aids. It was mentioned that the learning material were not easily available.

2. It was found that teachers do not have enough time to prepare as well as face financial constraints to prepare.

3. It was found that many teachers were not familiar with handling Information and Communication Technology (ICT) tools. Moreover, the facility was not available in all the institution.

4. It was found that there were no proper orientation and support from the institution as well.

##### **c) Teaching proficiency in English**

1. It was found that teachers still face difficulties to understand and tend them despite of having many years in the field of teaching.

2. It was found that most of the teachers were not fluent in speaking and they were not ready to go for any further training as their hands were full with loaded syllabus, evaluation process, etc.

3. It was found that English teachers were allotted multiple classes for different grades continuously and even assigned to teach different subjects.

4. It was found that, in government schools English teachers have to manage different subjects including science and mathematics.

5. It was found that many teachers felt that they were not proficient to teach and inefficient in their teaching.



6. It was found that many teachers were from different streams of study without proper background finds it difficult to teach different genre of literature.

7. In private schools, it was found that there was less flexibility for teachers to take independent decisions as they were controlled by administrative heads and managing board.

8. It was found that in most of the private school there is no any inspection or verification of their performance from any external. Whereas, in Government schools, only on matters related to official works, there used to be inspection.

9. It was found that orientation programme organised by Private Schools association does not include subject-specific trainings.

#### **d) Job Satisfaction and Salary**

1. It was found that most of the teacher's first choice was not teaching English. They were absorbed to full time after joining as assistant teachers initially to help the schools managed by private.

2. Many teachers felt teaching was a very satisfactory profession and they were ready to commit their life teaching English

3. It was found that most of the teacher's contentment was on seeing students performed well, obedient and well-behaved.

4. It was found that private school teacher's were poorly paid while Government teachers were happy with their pay. Private school teachers were reluctant to speak about their salary.

5. It was found that government teachers were disappointed with the performance of the students and small number of enrolment in their schools.

6. It was found that some teacher's monthly salary who has worked for more than 15 years as an English teacher in private school was not even half of the government teacher's salary presently.

7. It was found that most of the private school teachers were struggling to maintain their daily expenses.

8. It was found that, there was hardly any career growth opportunity or promotion as such in private schools.

9. It was found that teachers sometimes fell discouraged, depressed and frustrated in the process of stressful workplace and unresolved pressures.

#### **e) Teaching Methods**

1. It was found that teachers were not using any particular fixed or definite method; each teacher was using a mixture of methods whichever suited best for the students at the given situations.

2. It was found that using mother-tongue along with English was prominent during the class.

3. It was found that students were non-participative, irresponsive and mute making teacher's task more difficult.

4. It was also found that most of the teachers were not exposed to latest method and approached of teaching.

5. It was found that teachers were not accessible to Information and Communication Technology (ICT) assistance in the classroom.

6. It was found that Lecture method dominates in most of the teaching-learning process.

#### **f) Infrastructure and Facilities**

1. It was found that most of the schools lack adequate infrastructure and facilities such as library, ICT lab, language lab, well-furnished classroom and spacious campus.

2. It was found that some schools do have book library but with few limited books.

3. It was also found that, in most schools computers were available but it was only meant for computer practical classes.

4. It was found that most of the schools used chalk and blackboard, except few uses marker and white board.

5. It was found that in almost all the school, there was no projector, smart board and smart classroom.

6. It was found that some school physical buildings were constructed on temporary basis where there were no proper ceiling, no proper ventilation and well-furnished.

7. It was found that most of the classrooms were not suitable for loud reading and drilling.

8. It was found that many of the furniture in the class were worn out and not well-maintained. However, on being enquired upon, most teachers prefer to keep silent.

9. It was found that most of the schools were not student-friendly as they were congested and dilapidated.

10. It was found that teachers felt they were overburden by regular proxy teaching.

11. It was found that in government schools, frequent transfer of teachers and utilisation without instant replacement cause inconvenience to remaining teachers. Sometimes, the situation went unattended for years.

12. It was found that there was shortage of qualified English language teachers.

13. It was found that, it was difficult for English teachers to manage all the three separate section-literature, prose and grammar in secondary level by just one teacher alone.

#### **g) Assessment and Evaluation**

1. It was found that in secondary level, teachers focused on the prescribed common system of examination by the Board of Secondary Education Manipur.

2. It was found that most of the questions were set as per the discretion of the teachers without undergoing any training or orientation. They were found to simply heavily depend on the previous question papers where knowledge-based learning were emphasised, neglecting the application and psychomotor domain.

3. It was found that teachers were not giving enough time for proper feedback to students because of time constraint.

4. It was found that most of the teacher's focuses on students were directed towards scoring better marks.

5. It was found that teachers find hard to deal with illiterate parents to make them understand the performance of the students.

6. It was found that, in government schools parents were not really serious about their children's performance.

#### **h) Syllabus and Curriculum**

1. It was found that teachers were just content teaching with what was prescribed by the board. Moreover, there were not enthusiastic takers related to curriculum.

2. It was found that, the prescribed syllabus could not be covered extensively for the academic session; therefore, teachers have to skip certain portion or exercises to complete in time.

3. It was found that the text book content have limited illustration, pictorial representation and fewer local contexts.

4. Most of the teachers were not aware of curriculum development as they were never part of the curriculum framers. Moreover, they were not very sure when the curriculum was last revised.

5. Most of the teachers felt that the quality of the book was poor and there were lots of erroneous contents.

6. It was found that phonetics and linguistics syllabus was not part of the present syllabus.

#### **i) Parents and Environment**

1. It was found that teachers find hard to build a cordial relationship with illiterate parents.

2. It was found that most learners were either first or second generation learners.

3. It was found that English was not widely spoken outside the school institutions.

4. It was found that *Maola* language was the only lingua franca in the area.

5. It was found that students were over-dependent on teachers.

6. It was found that there was no opportunity to develop English language skill in their villages.

7. It was found that there were not teachers training institute available nearby for any in-service and orientation programme.

#### **j) 'One Nation One language'**

1. It was found that English teachers were de-motivated by the slogan. They called the policy as impractical, unnecessary and misplaced in a diversified country.

2. It was found that Hindi was uncommon and does not hold much significance in the area.

3. It was found that many teachers fears imposition would create misunderstanding among different linguistic groups and it could diminish the importance of minority language.

4. It was found that many teachers feel diversification should be celebrated and encourage from every angle.

### **5.15.3. Findings related to Difficulties, Problems and Challenges of Learning English Language**

#### **a) Aims and objectives of learning English language**

1. It was found that, most of the students do not have a clear understanding about the aims and objectives of learning English language.

2. It was found that they were just focussed on the syllabus.

3. It was found that there was lack of orientation and guidance on the aims and objectives of learning English language.

#### **b) English language teacher**

1. It was found that students simply fear teachers for no reason.

2. It was found that students prefer to sit quiet instead of clearing their doubts.

3. It was found that most of the classes were usually monotonous lectures and they were less motivating.

4. It was found that most of the teachers rush to complete the syllabus all the time without giving proper attention.

5. It was found that many teachers were not proficient in language skills, pronunciation and teaching.

#### **c) Teaching methods**

1. It was found that no definite method was used in teaching; rather combination of approaches was implemented.

2. It was found that in most of the classes use of mother tongue was extensive.

3. It was also found that rote memorising was emphasised.

4. It was found that in Government schools, students were predominantly dependent on teaching in mother tongue.

5. It was found that girls' students were more confident in speaking out in English and speak more proficiently than boys.

#### **d) Teaching Learning Material**

1. It was found that text book was the only main material used for teaching.

2. It was found that students were finding hard to understand abstract content in the secondary level presented in lecture method.

4. It was found that the text books were of poor quality and the literatures were mostly foreign in context.

#### **e) Evaluation and Assessment**

1. It was found that evaluation was done continuously without enough time to prepare.

2. It was found that tests conducted were mainly 'cognitive based' with hardly affective and psychomotor based domains.

3. It was found that there was no uniformity of conducting tests across the schools.

4. It was found that English subject was taught for academic competence; and accordingly evaluating was based on written performance mostly. It may be noted that written examination was over-emphasised.

#### **f) Internal Factors**

1. It was found out that some students tend to disobey their teachers which include indiscipline, not paying proper attention and laziness.

2. It was found that many students fail to practice the lesson being taught inside the classroom and they were non-consistent.

3. Most of the student's lack confidence to speak out freely.

4. It was found that students fear of being ridiculed by friends and reprimanded by teachers deterred their spirit to learn English language proficiently.

5. It was found that most of the students have grammatical error, spellings and poor vocabulary.

6. It was found that students were not satisfied with the teacher-centric classroom and sought for more flexibility and liberty.

#### **g) Facilities**

1. It was found that students prefer to speak less on the poor infrastructure and facilities provided in their schools.
2. It was found that many of the classroom furniture, school building and campus were not cosy and conducive for learning.
3. It was found that those available libraries were in disarray while most of the schools have no library facilities.
4. It was found that Language lab and ICT enhanced classroom were not available in any schools. However, computer education was conducted in few schools.

#### **h) External Factors**

1. It was found that majority of the student's parents were illiterate.
2. It was found that most of the parents in government schools including private schools do not keep track of student's performance except for some parents in private schools.
3. It was found that student's parents were dependent on agriculture for food and income,
4. It was found that students were often taking for agricultural work by parents.
5. It was found that there was little scope to explore outside the school and limited resource to access.
6. It was found that there were no proper transportation facilities. Therefore, many students have to cover long kilometres to reach the school.

#### **5.16. Discussions of the Study**

The discussions of the study were categories in the following:-

- a) Discussion on Secondary Student's attitude towards Learning English Language
- b) Discussions on Difficulties, Problems and Challenges of Teaching English Language
- c) Discussions on Difficulties, Problems and Challenges of Learning English Language among the students

### **5.16.1 Discussion on Secondary Student's attitude towards Learning English Language**

Based on the analysis of Mao Secondary school student's attitude towards learning English language, 70.83% of the students were categorised to have average level of attitude. It was in behavioural domain, the percentage of High Level of attitude was concentrated the most (17.33%) and the lowest was in affective domain (13.83%). Affective domain has the lowest low level of attitude (10.50%) whereas, behavioural domain accounts for high percentage of low level of attitude (13.67%) towards learning English language. The cognitive domain has average percentage (High=12.83%; Average=75%; Low=12.17%) in all the three level of attitude towards learning English language. The findings was similar to the study conducted by Huwari (2021), where it was found that secondary students have medium level of attitude towards learning English language. Contrastingly, studies conducted by Kesgin & Arslan (2015) and Choudhury (2021) found that secondary students have high attitude towards English language learning as second language and foreign language.

Studies conducted by Fatiha et al. (2015) and Eshghinejad (2016) shows that the secondary students were found to have positive attitude toward learning English language. Further, Hashwani (2008) and Alotaibi, (2020) also found that high school students have high attitude towards English language learning; and Chandrashekar (2016) found that the Dalits have high positive attitude towards English language. Most of the studies showed that students have high attitude towards learning language. However, the Mao Naga secondary school students were found to have average level of attitude. This could be due to various difficulties, problems and challenges highlighted in the present study. The study revealed that most of the students wish to speak English fluently and that learning English shape their personality. Students think that studying in English medium was better than studying in mother-tongue. Even in future they were ever ready to hold on to the opportunity as it helps them in creating new knowledge.

It was found that there was no significant association between the Mao Naga secondary school student's responses on attitude towards learning English language on their gender (Boys and Girls) as well as on their type of Management



(Government and Private). This could be understood that attitude towards learning English language might not necessarily depend on gender and type of management. There could be other variables associated with attitude towards learning English. Moreover, the items used for the attitude might not have incorporated all the items related to attitude towards learning English language.

Further, the Mao Naga secondary school girls were found to have more favourable attitude towards learning English language than the boys. Even in all the three domains i.e. affective, behavioural and cognitive, girls were found to have more favourable attitude towards learning English language. The findings were similar with the studies conducted by Kharmalki (1999); Bamon (2000); Abidin et al. (2012); Kesgin & Arslan (2015); Munir & Rehman (2015); Dominique (2016); Chandrashekar (2016); Eshghinejad, (2016); Abu-Snoubar (2017) and Huwari (2021) where they found female have more favourable attitude towards learning English language than the male. It was only in the study conducted by Gajalakshmi (2013) that boys were found to have more favourable attitude towards learning English language than girls

The more favourable Mao Naga secondary schools girl's attitude towards learning English language could be attributed to their preference to participate in activities conducted in English as well as converse outside the classroom. They were more excited and prefer to speak in English than their dialect. They do not felt uneasy in front of their classmates; and they do not stay away from friends who speak to them in English alone. Moreover, girls were more prepared to face any peer pressure in the process of acquiring English language. They were more inclined to work harder than boys in trying to acquire English language; and thinks that studying English motivate them to study other subjects. Girls were more enthusiastic on the opportunity to learn English language as well. They seem more confident than boys on the impact of learning English language in their life.

Again, the Mao Naga secondary school students from Government schools have more favourable attitude towards learning English language than those from the private managed schools. The study was similar with Gajalakshmi (2013) where students from Government schools were found to have higher attitude towards learning English language than those students from private schools. It could be

attributed to the behaviour of the students from government schools where they were found to be keener to study English; and participate in activities related to English language conducted both inside and outside the classroom. They were more enthusiastic towards learning English; and enjoying more than the private school students. They were found to be reading more and listen attentively to English lessons. Besides, they consulted their teachers to clear doubts; and also think that proficiency in English helps them in shaping their personality at large. They also think that learning English helps them to create knowledge and connect previous knowledge.

#### **5.16.2 Discussions on Difficulties, Problems and Challenges of Teaching English Language**

The present findings of the study on difficulties, problems and challenges of teaching English language was with special reference to understanding of aims and objectives of teaching English language, teaching methods, usage of teaching learning materials, English language proficiency, job satisfaction and salary related, infrastructure and facilities, assessment cum evaluation, syllabus and curriculum, illiteracy and environment.

##### **a) Aims and Objectives of teaching English language**

It was found that teachers were not thorough with the aims and objectives of teaching English language. Notably Kumar (2020) found that no clear cut policy on English education in India. Therefore, teachers were having little knowledge on the aims. Moreover, teacher from different discipline apart from English were not aware of new developments in English. Similarly, Begum (2016) found untrained teachers were not aware of the objectives and methods of teaching English. Kalia (2017) also found that no clear cut aims was set for teaching English language. Though teachers responded positively that they were on the right track, implementing becomes difficult as generally students were poor and considerably environmental factors play a big role.

Most of the teachers arguably pointed that students were pushed up to the higher grades without achieving the aims and objectives set in the previous grade. It may be noted that Asfaq mohammad khan (2014) found teachers lack awareness on the objectives of teaching English language. These findings could be relatable to

situation in Mao Naga areas as many English teachers were not from English background. Just as in the study of Rokhlina (2017) where teacher face challenges on the imposition of changing goal and ICT advancement. The same challenges along with passive students, pressure to complete syllabus, dominance of mother tongue and not well-defined objectives were some worth mentioning.

#### **b) Teaching Learning Materials**

It was found that teachers were not very happy with the prescribed text books. They were unable to teach all the exercises and activities prescribed for lack of materials and time constraints. With most of the schools with no good libraries and other facilities, even outsourcing through internet often got interrupted due to poor connectivity and electricity. Yang et al. (2019) found insufficient and inappropriate materials as problems to teaching while Aryaneyulu (2015) and Kalia (2017) pointed out the non-availability and inadequate teaching aids in teaching English.

Teachers pointed out that due to financial constraints it was a burden to prepare teaching aids as low-cost teaching materials weren't freely available. They admitted that they hardly use any teaching aids. It was not easy for teachers to arrange extra teaching aids on their end alone though students seems to catch up better in such cases. Studies conducted by Ariyamti et al. (2019) also pointed out that in the absence of teaching learning materials, students tend to lack motivation and were disinterested in learning English language. It was found during the interview that some teachers were not familiar with handling with Information and Communication Technology (ICT) tools. Moreover, it was not available and there were no orientation programmes within their reach.

#### **c) Teaching proficiency in English**

It was found that, even after many of years teaching, it was difficult for them to understand their students individually. Most of the teachers were not fluent in speaking and they were not ready to go for any further training as their hands were full with loaded syllabus and evaluation process. Even to undergo training, teachers face problems such as time constraint, financial constraint and family constraint. This problem was in line with the study by Hossain (2018) where it was found that there were lack of proficient teachers and it was attributed to economic constraints.

It was found that English teachers were assigned to teach other subjects creating extra burden. And in most cases, they were allotted multiple classes for different grades continuously. Even in the studies conducted by Xayat (2021) on Kurdish teachers, it was found that more classes were assigned to English Teachers. The need for further training in ELT, latest educational development and handling ICT were highlighted in the studies by Songbatumis (2017), Chuahan (2021) and Xayat (2021). Many teachers felt that they were not proficient to teach and inefficient in their teaching. However, they have to continue teaching for one reason or the other. Studies by Songbatumis (2017) and Kalia (2017) found lack of competent teachers and even lack training and proficiency. Singh (2018) found there was lack of teacher training facilities in Manipur for regular refresher. In some private schools, the situation was that as long as teachers can manage, no new teachers were recruited. In government schools, those available teachers have to manage various subjects including science and mathematics even.

Teachers coming from various streams without proper background were extremely finding difficult to teach different genre of literature. In private schools, there was less flexibility for teachers to take independent decisions as they were directly under the control of administrative heads and managing board. Inspection or visitation of experts hardly happens except in government schools for some official works. There were orientation programme organised by Private schools association in the area; however, it did not include subject-specific trainings. Asfaqmohammadkhan J (2014) found that faulty method, lack of proper training, poor supervision, and inability of teachers to resolve student's problem were problems related to teachers.

#### **d) Job satisfaction and Salary**

It was found that most of the teacher's first choice was not teaching English. They just joined initially as assistant teachers. It was found that many teachers felt teaching was a very satisfactory profession and they were ready to commit their life teaching English. However, their contentment was focussed on student's good performance, obedience and well-behavior. Xayat (2021) found that teachers were poorly paid and unsatisfied with more classes assigned to them. The situation of private school teacher was similar as poor payment remains unresolved over the

years. However, Government teachers were happy with the pay but disappointed with the performance of the students and small number of enrolment in their schools. Teacher's contentment was rather inclined more towards the student's achievement than salary. Nevertheless, it was observable that they were struggling to maintain their daily expense. There was hardly any career growth opportunity or promotion as such in private schools. In the process, teachers do get discouraged, depressed and frustrated from stressful workplace and unresolved pressure.

#### **e) Teaching Methods**

It was found that teachers were not using any particular fixed or definite method. They were using a mixture of methods whichever suited best for the students in given situations. As found in the studies by Kalia (2017), Shaniga & Ilankumaran (2020) and Kumar (2020) that defective strategies and faulty methods were problem to teaching English. In most of the situations, using mother-tongue along with English was prominent. This could be related to Dhillon & Wanjiru (2013) and Kumar (2020) studies where teachers have problem with local linguistics interference. On the other hand, in the process of translation, mother tongue dominates the class which eventually end up spoon feeding every detail by teacher. Similarly, Xayat (2021) found grammar being given more emphasis over language skills and preference on written test alone contributes to poor development in all the skills.

Singh (2018) found that lack of emphasis on spoken language as the problem for poor speaking. Students were found to be non-participative, irresponsive and mute which makes the task of teachers' difficult. Similarly, Barla (2013) and Ariyamti et al. (2019) found students unresponsive and not responsive to feedbacks as problems in teaching English. As in the studies by Akbari, (2015) student's negligence, and believes English as a set of grammar construct and percept it as chemistry, biology etc. creates problems for teacher to teach. Hossain (2018) found weak vocabulary, while Khan (2016) on over-dependent on teachers, fatigue and disinterested as the problems to teaching English. Again, it was found that most of the teachers were not utilizing latest methods and approaches including Information and Communication Technology (ICT) in the classroom. Lecturing method

dominates in most of the teaching-learning process. Yang et al. (2019) found that not enough class interactions were prevalent.

#### **f) Infrastructure and Facilities**

It was found that most of the schools lack adequate infrastructure and facilities such as library, ICT lab, language lab, well-furnished classroom and spacious campus. Singh (2018) also pointed out that lack of equipment and infrastructure were problems to teaching English in Manipur. Studies conducted Barla (2013), Aryaneyulu (2015), Hossain (2018), Yang et al. (2019) and Kumar (2020) found that insufficient and inappropriate materials; absence of language lab, audio visual aids and multimedia facilities; lack of sufficient materials in library; and no inspection as problems to teaching English language. Some schools do have book library, however, limited to few books. It was found that in most schools, computers were available. However, it was only meant for computer practical classes. It was found that most of the schools were not well-equipped with projector, smart board or smart classroom. Nandi (2021) pointed out that poor infrastructure which was not attractive for changing nature and psychological level of the students and absence of modern technology as some of the prevailing problems. Similarly, even the schools in Mao were not adequate and well-furnished.

#### **g) Assessment and Evaluation**

It was found that in secondary level, teachers focused on the prescribed common system by the Board of Secondary Education Manipur. Most of the questions were set as per the discretion of the teachers without undergoing any training or orientation. They simply depend on the previous question papers, where in most papers, knowledge-based learning were emphasised neglecting the application and psychomotor domain. Studies by Kalia (2017), Shaniga & Ilankumaran (2020) and Nandi (2021) found examination system faulty and not productive. While Kumar (2020) goes on to explain that the examination system was cramming and rote memory. Teachers admitted that there was not enough time to give proper feedback because of time constraint. Their focuses were often to produce students with good score. It was in line with Akbari (2015) who pointed that evaluation was not based on the real life situation but a mere testing of knowledge. Another big challenge for teachers was reporting about student's performance to

parents as most of their parents were illiterate. Moreover, in the government schools, it was found that parents were not really serious about their children's performance.

#### **h) Syllabus and Curriculum**

It was found that teachers were just content teaching what has been prescribed by the board and not very enthusiastic takers related to curriculum. They pointed out that the prescribed syllabus cannot be covered extensively in an academic session. They have to skip certain portion or exercises to complete in time. Teachers found that the content of the textbook lacks illustration and pictorial representation. It was also confined mostly to dominant community literature. Chuahan (2021) pointed out that the curriculum was urban centric. On the other, Dharmaji (2017) found no Indian setting and the textbooks were of minimum standard while Kuwar (2017) found that the text books were not learner friendly.

It was found that most of the teachers were not aware of curriculum development. It was because; none of them were part of the curriculum framers. Hence, they were not very sure when the curriculum was revised last. They felt that the quality of the book was poor and there were lots of erroneous contents. Phonetics and linguistics syllabus were not found in the present syllabus. Asfaqmohammadkhan (2014) found that exam oriented education system, lengthy, defective text book and curriculum contributes to the problems of teaching English. Kumar (2020) found text books and curriculum defective. Dhillon & Wanjiru (2013) pointed that teaching English was exam-oriented. Nandi (2021) further pointed that there is no scope for mastery over the language.

#### **i) Illiterate parents and Environment**

It was found that to build a cordial relationship with illiterate parents was very challenging for teachers. Most of the students were either first or second generation learners adding more weight on teachers to deal appropriately. Moreover, English is not widely spoken once students moved out of the institutions. This could be another reason why students do not really give due importance. However, English language have dominance in social media, internet; and in almost all the daily transactions goods and commodities. The popularity of Mao language could be seen only for communication purposes in the area. Needless to say, ample opportunity could be availed by exploring the language. The over-dependency on teachers was

another challenge for teachers. Similar problems can be found in the studies by Kalia (2017) and Shaniga & Ilankumaran (2020) where they pointed out the over-dependency and over-reliance on teachers as problems to teaching English.

Environment also plays an important role in learning language. Haokip (2012) and Singh (2018) found that socio-cultural problems, poor family economic background as contributing factor for teaching English language in Manipur. Likewise, Chuahan (2021) found poor social and cultural background, state government apathy towards rural education as problems in teaching English language. Though the attitude towards learning English may be high, but with less opportunity to explore the language, students often lose their motivation. Many students have to walk from long distance with no proper roads. There was no opportunity to develop their English language skills in their villages. In the absence of proficient teachers or trainers to train teachers and regular orientation programme, the learning system is likely to remain stagnant.

Most of the difficulties faced by teachers were confined to inability to adapt to changing trend of teaching; unable to give quality time to each individual; no good command over grammar and pronunciation; mother tongue interference; and inability to provide a room for students to open up freely. The problems of teaching faced by them were related to inculcating an appropriate method; conduct interactive activities; not well-furnished and well-equipped classrooms; conducting language skill tests and drilling; low salary for private school teachers; overloaded syllabus; average and not very enthusiastic students; and not relatable syllabus for local context. The challenges for teachers were poor facilities to augment their teachings; building rapport with illiterate parents; no accessible opportunity for exposures and trainings within their reach; not able to avail ICT aids; inadequate teachers or manpower; frequent test and evaluation.

### **5.16.3 Discussion on Difficulties, Problems and Challenges of Learning English Language**

The findings of the present study, difficulties, problems and challenges of learning English language was on the parameters viz. understanding of aims and objectives of learning English language, teacher and teaching related, teaching



learning materials, evaluation, facilities for learning English, internal or personal factors and external factors.

#### **a) Aims and objectives of learning English language**

It was found out that most of the students do not have a clear understanding about the aims and objectives of learning English language. Haokip (2012) found lack of proper orientation as the problem of learning English in Manipur. It was found that the focus were just on the completion of syllabus. Lack of proper orientation and guidance on the aims and objectives of learning English language was the main problem for their ignorance. Kuwar (2017) pointed out that no clear-cut purpose and specific policies of teaching and learning English language was found. This led to no proper divulging and dissemination about the purpose and its policies to the grass root level.

#### **b) English language teacher**

It was found that students simply fear teachers for no reason, and they prefer to sit quiet instead of clearing their doubts. Moreover, the monotonous lecture leaves students disinterested and less motivated. They were not able to interact with teachers properly as they were rushing to complete the syllabus all the time. Many teachers were not proficient in language skills, pronunciation and teaching however, they prefer not to pinpoint any of them. Even in the studies conducted by Tripathy (2006), it was found that most of the teachers were untrained and students lack systematic preparation.

#### **c) Teaching methods**

It was found that no definite method was used in teaching; rather combinations of approach were implemented. Though English was supposed to be mandatory in all the schools, use of mother tongue was rampant. Most of the students do not take English language seriously, as they could manage to pass exams with rote memorising. Tripathy (2006) found that students were not satisfied with teaching methods, as English was taught hurriedly to complete syllabus.

In Government schools, students were predominantly dependent on teaching in mother tongue. It was found that girls were more confident in speaking out in English and they speak more proficiently than boys. Mohammed (2018) found that the role of teachers, method, strategies of teachers and not using authentic materials

cause difficulties in the process of learning English language among the students. Begum (2016) also found that the classroom ambience was teacher-centric and students have fear to ask doubts and uses mother-tongue regularly. Dharmaji (2017) found that teachers used time consuming method. He further stressed that teachers requires in-service orientation and modern methods. On the hand, Kuwar (2017) found that teachers used unsuitable method; lack own research; and poor knowledge of handling ICT. These contributing difficulties and problems were found prevalent even in the secondary schools in Mao.

#### **d) Teaching Learning Materials**

It was found that text book was the only main material used for teaching. Dharmaji (2017) found that no basic teaching materials were available in schools. With poor basic knowledge about English language, students were finding hard to understand abstract content in the secondary level presented in lecture method. It was found that the text books were of poor quality and the literatures were foreign in context mostly. Kamble (1997) and Kuwar (2017) found lack of teaching aids as the problem to learning English language.

#### **e) Evaluation Related**

It was found that evaluation was done continuously with no enough time to prepare. Tests conducted were mainly ‘cognitive based’ with hardly affective and psychomotor based domains. There was no uniformity in conducting tests as well as frequency of conducting the tests. Often the tests are subjected only to assess written performance. Over-emphasis on writing has left massive gap on other skills-speaking, reading and listening. Kuwar (2017) also found that there was improper evaluation procedure for learning English language.

#### **f) Internal Factors**

It was found out that students tend to disobey their teachers which include indiscipline, not paying proper attention and laziness. Failure to practice the lesson being taught inside the classroom and non-consistency led to sluggish language acquisition process. Songbatumis (2017) and Hossain (2018) found students lack confidence and poor speaking skills, weak vocabulary, fear of being ridiculed by friends and reprimanded by teachers. These characteristics would deter their spirit to

learn English language proficiently. Haokip (2012) and Kuwar (2017) found lack of interest and confidence as the problems of learning English among the students.

Moreover, grammatical error, spellings and poor vocabulary continues to be their biggest struggle at the secondary level. Students were not satisfied with the teacher-centric classroom and sought for more flexibility and liberty. Khan (2016) found that problems of students related to learning English language were linked to ineffective learning habits, lack of motivation, poor linguistic skills and attitude towards English and teaching methods. Nuraeni (2019) found problem of grammar, pronunciation and writing academically were prevalent among the students. Ponmozhi & Thenmozhi (2017) found difficulty related to speaking, pronunciation, communication and writing in English language. Kamble (1997) found poor vocabulary, incorrect grammatical sentences, and weak in compositions as problems to learning English. Not only had those difficulties, students hardly asked doubts either.

#### **g) Facilities**

It was found that, despite of clear inadequacy related to learning English, students prefer to speak less on the poor infrastructure and facilities provided. From classroom furniture to school building and campus, nothing much of cosy and conducive environment could be presented. Libraries were in disarray with most of the schools without libraries. Language lab and ICT enhanced classroom were not found in any schools though computer education was given in some schools. Similarly in the study of Haokip (2012), poor infrastructure and absence of audio visuals were the contributing problems. Kuwar (2017) and Begum (2016) found limited and lack of exposure as one of the problem.

#### **h) External Factors**

Illiteracy of parents was a challenging situation for students as well as teachers in the learning process. Bairagya (2021) found lack of awareness on education; illiteracy and low income which was very much relevant with the situation in the present study. Kuwar (2017) found that lack of parental support was a challenge for students in their educational journey. Meanwhile, Raja & Selvi (2011) pointed out environmental factors as the cause of inconveniences and Begum

(2016) found poor socio-economic background as the problem to learning English language.

Parents hardly keep track of their children performance except for some few in private schools. With most of their parents dependent on agriculture for food and income they were more focussed in those activities even taking their children for work during the week days. Haokip (2012) found that poor family background, rural background, cultural, mother tongue influence, negative attitude of the people and government were some of the problems in the growth of language education among the tribal in Manipur. With little scope to explore outside the school and limited resource, students were on their own mostly. Transportation facilities were pathetic hence; they have to walk for distance to reach the school premises.

The findings related to difficulties faced by Mao Naga secondary students in learning English language were lack of confidence; unable to follow with the pace of teachers in their rush to complete syllabus; lack of commitment and consistency; and disinterest in abstract and complex texts. The findings related to problems faced by them were confined to exclusive use of mother tongue outside the classroom; no proper orientation on the aims and objectives of learning English language; teacher-centric classroom and bored lectures; pressure due to over-emphasis on getting good grades; lack of activities and opportunities in the form of extra-curricular events; and frequent exams with vast syllabus. The challenges faced by them were mostly confined to their inability to interact freely with teachers; studying prescribed syllabus with not much room for creativity; no opportunity outside the classroom; managing with minimum facilities available at home; simply fear of teachers; and walking for long distance to school, sometimes tired in the first hour.

#### **5.17. Educational Implications of the Study**

The educational implications from the study were given as follows:

5.3.a Implication of the study relating to Mao Naga secondary school student's Attitude towards learning English language

5.3.b Implication of the study relating to difficulties, problems and challenges of teaching English language

5.3.c Implication of the study relating to difficulties, problems and challenges of learning English language

### **5.17.a Implication of the study relating to Mao Naga Secondary School Student's Attitude towards learning English language**

i) In learning English language, having a favourable and positive attitude is a very important entity. The present study found most of the Mao Naga secondary schools with Average level of attitude. It implies that students were not well-motivated and focussed on the learning of English language. It indicates that students need proper orientation and due attention to improve their attitude. It can be further implied that, in the absence of favourable attitude towards learning English language, we cannot expect good progress.

ii) Accessibility and enrolment of girls in educational institute is usually lower than boys. Even in the outcome or performance of any learning assessment, girls come after boys. However, it was very encouraging to find from the present study that, the attitude of the girls were more favourable than boys. Though the enrolment of girls was low in the early introduction of English education in the Mao Naga hills, the eventual growth has motivated girls to take learning seriously. It was observed in all the activities related to learning English language that girls were more active and participative. The enrolment rate of girls was more than boys too in secondary schools as well. Girls were taking more interests and enthusiasm in learning English language. This has to be encouraged by teachers, parents and community to boost gender equality.

iii) Generally, boys were expected to have more favourable attitude as they received more opportunity in the earlier days of education. However, this was not the case in the Mao Naga secondary school boys presently. The study found that Mao Naga secondary boys were having less favourable attitude towards learning English language in comparison with girls. Though there was not very vast difference in the mean scores; boys were found to be behind girls. On a deeper understanding, boys were found to be less serious as well as disinterested in learning English language. Their behavioural attitude found that, they were not very active, willing and interested in activities conducted in English. More specific attention should be given to boys regarding learning English language.

iv) The government secondary schools student's attitude towards learning English language was found to be more favourable than those in privately managed

school. It was an interesting revelation that students from government schools were better than those in private schools. The students from government schools were more participative and eager to learn English language. They were also keeping up a good relationship with their teachers as they were less hesitant to seek teacher's help anytime they needed. Another significant implication could be the lesser number of students in government schools. There is a possibility of teachers giving maximum effort to the students that might have positive impact on the students. It may be also noted that teachers in government schools were mostly trained and qualified. Moreover, teachers are likely to give extra effort to bring out the best in the students when there are fewer students.

v) It was rather amusing to find that Mao Naga secondary students from private schools were having less favourable attitude towards learning English language as compared to those in government schools. As compared to government schools, private schools have better infrastructure, and they strictly monitor adherence to English in the school premises. However, it turned out that students from private schools were not having better attitude than those in government schools. This could imply that individual attention was not considered in the private schools as the number of students was comparatively larger. Moreover, it could be because students were de-motivated by frequent tests and assessments as the focus was always on scoring good marks. Whatever the cause it may be, it calls for further understanding of students in private schools to assess their attitude towards learning English language.

#### **5.17.b Implication of the study relating to Difficulties, Problems and Challenges of Teaching English language**

i) As far as the interview on the difficulties, problems and challenges of teaching English language was concerned, the study has found out important aspects to be considered. These problems pertaining to various factors of teaching English language have to be addressed from micro to macro level. The aimlessness of secondary students on learning English language is a very serious concern. It has to be dealt from primary level with the help of parents and other stakeholders. The situation made us think that all these years of teaching was without any purpose.

Teachers, parents and community were likely to be held accountable for this failure as all of them failed to give due attention initially.

ii) It was found that most of the teachers were finding difficult to prepare teaching aids due to time and financial constraint. This situation has been observed by many researchers in previous studies. However, it remains neglected despite of the fact that learners learn better with teaching aids. A series of discourse should involve in promoting the use of aids. It would help learners to understand easily and be motivated. The use of mother-tongue was unavoidable in many situations as students were not able to understand in English. Teachers have to use bi-lingual method or sometimes only in mother tongue to make students learn the lesson. The NEP 2020 has also emphasised on the use of 'home language' as long as possible. This calls for proper blending of the home language with English for smooth transaction of knowledge.

iii) Many teachers face problem of regular in-service training and orientation on new methods in the field of teaching second language. In the absence of such programmes and activities, teachers tend to remain stagnant affecting the student's performance. Teachers have to be exposed to various teaching approaches so as to facilitate students with wide range of opportunities to learn. Provision and hands-on training in using Information and Communication Technology (ICT) tools should be promoted and encouraged to meet the needs of 21<sup>st</sup> century students. The present trend of just feeding knowledge through lecturing is not going to benefit students in the long run. At the most, it is producing students with good grades but lacks practicability.

iv) English teachers were paid handsomely in foreign countries. However, in India, there is no such payment. Many teachers were demoralized by the tally of workload with the salary. Government intervention in regulating the pay of both government and private would be much appreciated for teachers. Even the infrastructure and facilities of the school need to be under constant surveillance and assessment by governing bodies of government to maintain the quality and standard. The passive attitude of government and community towards the quality of education has by far degraded the value to teachers as well as compromised the core values.

Initiatives from every stakeholder to participate and contribute to the overall development would be the only hope for future.

v) The present syllabus has put so much of unnecessary focus on written examination. This has led to rote memorising and cramming system of education. Moreover, teachers do not get enough time for proper feedbacks and remedial teachings. It has hampered a lot in the overall development of students. The situation would improve in the event of revamping curriculum that fits the present needs. The NEP 2022 would do justice in many learning problems.

#### **5.17.c Implication of the study relating to Difficulties, Problems and Challenges of Learning English Language**

i) The focus group discussion relating to difficulties, problems and challenges of learning English language was an eye-opener for many schools to have interaction with researchers. Though students were not familiar with the way such research activities were undertaken, out of their curiosity, some of the students were interactive while most of the students remain passive and do not wish to utter much. Active researching activities in schools would help teachers, parent and stakeholders alike in solving the many problems in teaching and learning. Research activities should be encouraged and promoted in every schools.

ii) The study has found that most of the students do not have clarity on the aims and objectives of learning English language. This was the result of no proper orientation and guidance by teachers and institution. This problem is affecting the whole process of learning English over the years. It will go on if proper measures are not taken into consideration at the earliest.

iii) Students felt that teacher's focus were always on completion of syllabus rather than mastery of the language. Not only that, students think lecturing alone is not enough from them to understand the concept. This system of cramming knowledge has been going for years, which eventually manifested in the higher level where students failed to acquire basic proficiency. Students do not blame the teachers for that matter, rather the complete system which has failed them. A lot of development in terms of infrastructure and facilities has to be taken into account. Even the examination system has to be learner oriented.



iv) Students were found to have problems in maintaining a good relation with teachers. They were not able to open up freely on the problems faced by them. Instead, they remained passive and fear teachers for no reason. Moreover, they have poor vocabulary, grammatical errors and weak in spellings. They also lack confidence to speak out their difficulties for fear of making mistakes. These problems are the accumulation of the past which were ignored for too long in the lower sections.

v) Apart from various problems and challenges in schools, students also face challenges at home. Most of their parents were illiterate and do not keep track of their performance. Moreover, parents often take their children to agricultural works to support the family. This has disturbed their flow of learning on many occasions. Not only that, there was none to practice with outside the school premise. They spoke extensively in *Maola* for any conversations.

#### **5.18. Suggestions for further Studies**

The present study can be expanded in the following areas:

1) The study on the attitude towards learning English language could be conducted on other demography such as age, class difference and general population.

2) The study on the attitude towards learning English language could also be conducted on larger population at different levels such as primary, undergraduate and post-graduate level.

3) Comparative study between different ethnic groups on the attitude towards learning English language would enable to understand more underlying problems and difficulties.

4) Not only on the attitude but proficiency, competency and aptitude studies would also bring more answers to many questions.

5) Phenomenology studies on English language among the Mao Nagas would add insights to further study.

6) In-depth studies on the linguistic aspects could be studied for more understanding between the first language and second language.

#### **5.19. Recommendations from the Study**

The recommendations were based from the analysis and findings of the study as well as suggestions for improvement highlighted by teachers and students; and

from various studies. The following recommendations could be considered to improve the attitudes and problems of teaching and learning English language among the Mao Naga secondary school students. The recommendations were as follows:

1. In order to improve the Mao Naga secondary school student's attitude towards learning English language, proper orientation on the importance of English language should be emphasised. At school level, orientation programme should be conducted every year in the form of debates, symposium and meeting with experts. There should be also parent-teachers meeting specially organised to discourse on the essence of having proper attitude and that parents should have good knowledge to support their children.

2. On the aims and objectives of teaching English, first and foremost, English language teachers have to be well-aware and well-informed of the aims and objectives of teaching English. This has to be ensured by the concern authorities and management while recruiting them. It then, should be followed by orientation and regular refresher programmes to invigorate the vitality. The same should be highlighted to the students for proper understanding and right motivation by teachers. It would be the bounded duty of teachers and administrators to monitor and mobilise resources in ensuring the students towards the goals of learning English language.

3. In regard to teaching learning materials, as long as the quality of the books is compromised, the end would be always disastrous. The concerned authority, Board of Secondary Education, Manipur (BOSEM) and Government should chalk out proper plan to ensure quality books at affordable price. In the interest of students to relate the content to real life, more literature pieces from locally available source should be accommodated. Teachers should be given regular workshops at minimal cost in the school premises to prepare low cost-innovative and creative teaching learning materials that can be used to aid in their teaching.

4. To ensure proficiency especially for young English teachers, conducting special courses at least three times, one at the beginning of the academic session, another during the course, and at the end of the session. In this way, teachers can evaluate their proficiency as well as maintain balanced growth. In between, there

should be provisions for exploration such as interaction with university professor in English, touring to English Language Teaching centres and conducting case studies at regular interval. It would be encouraging to form English language teachers association at micro level-within the school and macro levels-inter schools, district and state with activities to explore and support one another in building their capacities through regular deliberation discourses. Not forgetting the recruitment policies, the recruiting board or agency should not compromise the pre-requisite qualifications of a secondary school English teacher at any cost.

5. Teaching is a noble profession, however, in order to keep the teachers motivated, both government and private institute should tried to provide maximum facilities. Firstly, the school environment should be accommodative and well-organised. Secondly, in government schools, adequate teachers should be appointed. Teachers should not be engaged in secretarial works. Instead, appoint requisite non-teaching staff. It should avoid unnecessary transfer and utilisations and the monthly salary should be disbursed regularly. Likewise, in private schools, sufficient number of teachers should be appointed. There should be hike in the salary of teachers as well. Moreover, it should also reduce the workload of teachers. Thirdly, apart from monthly payments, provisions for pension scheme and contributed fund should be established in private schools as well as awards, commendations, incentives for good performance annually to motivate and encourage teacher to professional growth.

6. Pertaining to teaching method, it should not confine to one method alone but simplified to develop all the skills effectively. The move from teacher-centric to child-centric learning or student-oriented should be implemented in letter and spirit. There is urgent need for regular orientation and in-service trainings especially for senior teachers to acquaint latest methods and trends in teaching English language. Not only senior teachers but, even young English teachers should focus on incorporation of ICT in the teaching process. Just as one of the teachers said, ‘the more I teach, the more I learn, and the more I become interested in teaching’, teachers should open up for more collaboration and innovative exploration. The government should organise sensitisation programme to rural areas about any new educational policies and approaches introduced as early as possible.

7. The existing facilities and infrastructure were lagging far behind the ambit of providing good language education. Well-furnished classroom with proper ceiling and ventilation has to be provided in every school to avoid any incident. Every school should provide library facilities with easy accessibility to any materials related to teaching and learning English language. As far as possible, short term course or at least exposure to language laboratory to facilitate learning. Schools should provide audio-visual materials and encourage inculcation of Information and Technology Communication (ICT) tools in the teaching-learning process. Provisions to conduct inter-school literary meet and interaction programme for teachers and students should be mandated in every school to facilitate competitive spirit keeping in mind positive and healthy competition. Provisions to conduct panel of experts to review teaching proficiency among the teachers should be set up in each school. Forming peer-review team of intra or inter school to help one another in reviewing would be encouraging. Requisite human resource-both teaching and non-teaching staff should be well-balanced for smooth functioning of the schools.

8. It would be wise of governing board along with school management in orienting teachers on assessment and evaluation instead of allowing them to conduct any assessment without any proper procedure. The board should conduct short-term workshops on setting question papers, blueprint and allocation of marks as per the existing or revised pattern. The over-emphasis on writing skill alone has to be discouraged at all cost. For English language subjects, due emphasis should be taken into account on all the four skills-listening, reading, speaking and writing for any assessment and evaluation. With over-emphasis on writing, rote memory dominates the teaching process causing minimal growth in language education.

9. After conducting any assessment, giving proper feedbacks to students and parents should be made mandatory. It should be meticulously planned and implemented without affecting the other academic session. It should be noted that considerable time should be given for feedbacks as failure in this aspect so far has created a massive gap. In conducting any kind of tests and examination, flexibility should be provided to individual schools at their convenience and demands for the students. Provisions to inculcate technology based and modernised mode of assessment should be encouraged.

10. The present syllabus seems quite vast, lengthy and ends in encouraging rote learning. Minimizing and reducing the syllabus to the advantage of providing more time for learning, assessment and feedbacks would yield better results. As pointed by teachers and students, in most cases, the trend was always to complete the syllabus leaving fewer times for assessment and feedbacks. Apart from transacting bookish knowledge, there were not much of co-curricular activities. This has to be augmented with more co-curricular and extra-curricular activities related to learning English language.

11. Dominance of majority community literature should be replaced with varied minority literature to inculcate inclusive and diversified opportunity. It was also seen in the course of discussion with the students that, many of them have insisted on inclusion of more local context so as to enable them to relate with their daily activities. On the poor knowledge of curriculum construction, the concerned authorities should conduct orientation on syllabus selection, and curriculum development to make sure every teacher understands core elements and hidden curriculum. Revision of syllabus and curriculum should be done regularly so as to pave way for latest development in language education.

12. The prevailing mass illiteracy within the community should be dealt with utmost sensitivity. There should be constant interaction with parents and community through Outreach and Community Contact Programme to keep track of the progress and development taking place in the schools. The community should be given opportunity to express their concern and needs. Moreover, it should build good rapport to follow up student's growth outside the school. Through activities such as parent-teacher meeting, regular feedbacks and community contact programmes, the changing paradigm and dynamics of language education could be well-informed so as to develop supportive and vibrant participation in the overall implementation. The participation of community in the language education process by providing learning spheres outside the schools would boost the morality of students. Thus, monitoring and accounting both within and outside the academic spheres would result in overall success of learning language.

13. The concerned governing authority such as NCERT, SCERT along with the board of secondary education should come up with a handbook for teachers and

students on the aims and objectives of teaching. It should also include teaching methods and pedagogy to be used for secondary levels. It should also provide various links to access resources for supportive teaching and learning, and preparing teaching learning materials.

## **5.20. Conclusion**

The present study found that most of the Mao Naga secondary school students have only average level of attitude towards learning English language. On further analysis, it was found that girls have more favourable attitude towards learning English language than boys. It was also found that students from government schools have more favourable attitude towards learning English than those in private schools. In this regard, there could be many factors contributing in to the overall attitude towards learning English language. Based on the analysis of items, students were found that they were not very much excited to speak in English and they often were anxious to reply in English. Moreover, they were found to be not very active participants in activities conducted in English. There was also reference on the preference of mother tongue to be used in any conversation. Considerably, the emergence of *Maola* also put learning English language in a disadvantaged position. The focus on ethnic-centric and conserving the mother-tongue has slowly emerged as one of the talk in language dynamics. Thus, it could be inferred that students lack motivation and orientation on the importance of learning English language at large.

It was a heartening note to find Mao Naga secondary schools girl having more favourable attitude towards learning English than boys. The Mao Naga secondary schools girls were found to be more comfortable to speak in English to friends and work harder than boys. They were found to be more confident and enthusiastic than boys. These could be some of the contributing factors for more favourable attitude towards learning English language. The positive growth of girl's attitude reflects the overall progress of Mao Naga women. Though, women education has developed much later than boys, it has shown tremendous growth. However, the less favourable Mao Naga secondary school boy's attitude towards learning English language could be due to less seriousness, attention and enthusiasm.

The contributing factors varied from internal factors to environmental factors. The limited resource in the vicinity, poor facilities, lack of proper orientation and

lack of exposure were definitely detrimental. There could be more favourable attitude in future as infrastructural developments in some of the aspects of learning were developing. As far as the teaching pedagogy was concerned, there need to be serious reconsideration. The rote memory system cannot be fitted in the new paradigm.

The Mao Naga secondary student from government schools with more favourable attitude towards learning English language was quite a motivation. It came as an unexpected finding of the study. Government schools were found to have more inadequacy in terms of infrastructure and facilities in regard to learning English language. However, students were found to be more interested to learn and participate in any activities conducted in English. These students were more attentive to teachers and consult teachers more frequently than those students from private schools. The findings clearly demonstrate that infrastructure and facilities comes secondary to individual consistency and determination.

From the findings, most of the difficulties faced by teachers in teaching English language were related to inability to adapt to changing trend of teaching; unable to give quality time to each individual; no good command over grammar and pronunciation; mother tongue interference; and inability to provide student's independency. Moreover, the problems of teaching faced by them were related to inculcating appropriate method of teaching; conducting interactive activities and conducting language skill tests and drilling in the classroom. It also include not well-furnished and well-equipped classrooms; low salary for private school teachers; overloaded syllabus; average and not very interested students; and not relatable syllabus for local context.

The challenges for teachers were poor facilities to support their teachings; building rapport with illiterate parents; no opportunity for exposures and trainings within the reach; not able to avail ICT aids; inadequate teachers and manpower; frequent test and evaluation. The various difficulties, problems and challenges of teaching English language faced by teachers could be addressed through proper understanding of the above mentioned factors. It would have to be addressed with utmost care from various angles. The community, government and private owners

should roll out policies and framework which would be feasible for all stakeholders and beneficial for teachers.

Further, the findings related to difficulties faced by Mao Naga secondary students in learning English language were related to lack of confidence; unable to follow with the pace of teachers; lack of commitment and consistency; and poor interest in abstract and complex contents. The findings related to problems faced by them includes excessive use of mother tongue outside the classroom; no proper orientation on the aims and objectives of learning English language; teacher-centric classroom and bored lectures; pressure due to over-emphasis on scoring good grades; lack of activities and opportunities in the form of extra-curricular events; and frequent tests with vast syllabus. The challenges faced by students were mostly related to having good relationship with teachers; less creativity in the prescribed syllabus; less opportunity outside the classroom; managing with minimum facilities available; inability to overcome fear of teachers; and transportation problem.

The list of difficulties, problems and challenges of teaching and learning English language will keep varying with the changing demand. The clarity of teaching English language scope has being missed somewhere in the present scenario. The whole teaching process was summed up to produce good grades rather than mastery and proficiency. This system affects the rest of the process. The teaching methodology was placed to generate better scores, with no innovations to bring out the overall capacities of the student leading to mental block in higher level. Thus, there is a need to further examine the whole process with an open mind for innovations and creativity in teaching learning process.



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## APPENDIX-I

Lists of colleges, High Schools/ Higher Secondary Schools and Primary/Upper Primary/Junior High schools in Mao Naga Hills

### A. Lists of College in Mao Naga hills

Sl. No.	Name of the College	Streams offered	Departments	Management	Type of College	University Affiliation
1.	Hill College, Tadubi	Arts	Economics, Education, Political Science, History, Environmental Studies.	Government	Co-Edn.	Manipur University
2.	Asufii Christian Institute, Mao	Arts & Science	English, Economics, History, Pol. Science, Sociology, Maola, Mathematics, Physics, Chemistry, Life Science, Home Science	Private Aided	Co-Edn.	Manipur University

*Source: Compiled from concerned college websites*

### B. List of High Schools/ Higher Secondary Schools in Mao Naga hills

Sl. No	Name of the School	Streams offered	Class Structure	Management	Type of College	Board Affiliation
1	Don Bosco Hr. Sec, School, Punanamei	Arts	I-XII	Private Un-aided	Co-Edn.	BOSEM/ COHSEM
2	Jawahar Novodaya Vidyalaya, Pfukhro, Mao	Arts, Commerce & Science	VI-XII	Autonomous	Co-Edn.	CBSE
3	Nazareth Residential School, Okhro Ikhro	Arts	I-XII	Private Un-aided	Co-Edn.	CBSE
4	Mt. Gibeon Hr. Sec, School, Mao	Arts	I-XII	Private Un-aided	Co-Edn.	BOSEM/C OHSEM

Sl. No	Name of the School	Streams offered	Class Structure	Management	Type of College	Board Affiliation
5	St. Joseph's Hr. Sec. School, Tadubi	Arts & Science	I-XII	Private Un-aided	Co-Edn.	BOSEM/C OHSEM
6	Asufii Christian Institute, Mao	Arts & Science	XI-XII	Private Un-aided	Co-Edn.	COHSEM
7	Mao-Maram Hr. Sec. School, Tadubi	-	VI-X	Government	Co-Edn.	BOSEM
8	Sardar Patel High School, Mao	-	III-X	Government	Co-Edn.	BOSEM
9	Makhan High School, Makhan	-	I-X	Government	Co-Edn.	BOSEM
10	Pudunamei High School, Pudunamei	-	I-X	Government	Co-Edn.	BOSEM
11	Model English School, Mao	-	I-X	Private Un-aided	Co-Edn.	BOSEM
12	St. Xavier's High School, Makhan	-	I-X	Private Un-aided	Co-Edn.	BOSEM
13	Baptist English High School, Shajouba	-	I-X	Private Un-aided	Co-Edn.	BOSEM
14	St. Joseph's High School, Tadubi	-	I-X	Private Un-aided	Co-Edn.	BOSEM
15	Ishiphi Education Centre, Chowanamei	-	I-X	Private Un-aided	Co-Edn.	BOSEM
16	Okai Academy, Mao	-	I-X	Private Un-aided	Co-Edn.	BOSEM
17	Sophia English School, Pudunamei	-	I-X	Private Un-aided	Co-Edn.	BOSEM
18	Don Bosco High School, Mao	-	I-X	Private Un-aided	Co-Edn.	BOSEM
19	St. Peter's School, Maopundung	-	I-VIII	Private Un-aided	Co-Edn.	BOSEM

*Source: Compiled from ZEO Senapati*

*Note: BOSEM=Board of Secondary Education Manipur; CBSE=Central Board of Secondary Education; COHSEM=Council of Higher Secondary Education Manipur*

**C. List of Primary/Upper Primary/Junior High schools in Mao Naga hills**

<b>Sl. No.</b>	<b>Name of the School</b>	<b>Class Structure</b>	<b>Management</b>	<b>Type of College</b>	<b>Board Affiliation</b>
1	Solitokho Jr. H/S	I-VIII	Edn(S)	Co-Edn.	BOSEM
2	Tobumai Jr. H/S	I-VIII	Edn(S)	Co-Edn.	BOSEM
3	Songsong Aided Jr. H/S	I-VIII	Private-Aided	Co-Edn.	BOSEM
4	CT High School	I-VIII	Private Un-aided	Co-Edn.	BOSEM
5	Kalinamei UJBS	I-V	Tribal Department	Co-Edn.	BOSEM
6	Chowainu UJBS	I-V	Tribal Department	Co-Edn.	BOSEM
7	Punanamei UJBS	I-V	Tribal Department	Co-Edn.	BOSEM
8	Mao Pundung UJBS	I-V	Tribal Department	Co-Edn.	BOSEM
9	Chakumai UJBS	I-V	Tribal Department	Co-Edn.	BOSEM
10	Makhel UJBS	I-V	Tribal Department	Co-Edn.	BOSEM
11	Makhan X-tain UJBS	I-VI	Tribal Department	Co-Edn.	BOSEM
12	New Makhan P/S	I-V	Tribal Department	Co-Edn.	BOSEM
13	Tadubi UJBS	I-IV	Tribal Department	Co-Edn.	BOSEM
14	Upper Shajouba UJBS	I-V	Tribal Department	Co-Edn.	BOSEM
15	Shajouba UJBS	I-V	Tribal Department	Co-Edn.	BOSEM
16	Kaibi UJBS	I-V	Tribal Department	Co-Edn.	BOSEM
17	Makhan Khuman UJBS	I-IV	Tribal Department	Co-Edn.	BOSEM
18	Chowainamei Aided PS	I-V	Private Aided	Co-Edn.	BOSEM
19	Rabunamei UJBS	I-V	Tribal Department	Co-Edn.	BOSEM
20	Kayinu Primary School	I-V	Tribal Department	Co-Edn.	BOSEM
21	Kriichere P/S	I-V	Edn(S)	Co-Edn.	BOSEM

22	Ngophre P/S	I-V	Tribal Department	Co-Edn.	BOSEM
23	Phikomai P/S	I-V	Tribal Department	Co-Edn.	BOSEM
24	Songsong P/S	I-V	Tribal Department	Co-Edn.	BOSEM
25	Ekhro-Ekhro P/S	I-V	Tribal Department	Co-Edn.	BOSEM
26	Emeifiithu P/S	I-V	Tribal Department	Co-Edn.	BOSEM
27	Chowainamai Khullen P/S	I-V	Tribal Department	Co-Edn.	BOSEM
28	Tofii P/S	I-V	Edn(S)	Co-Edn.	BOSEM
29	Mao Primary School	I-III	Tribal Department	Co-Edn.	BOSEM
30	Tobumai P/S	I-III	Tribal Department	Co-Edn.	BOSEM
31	Khridziiphimai P/S	I-III	Tribal Department	Co-Edn.	BOSEM
32	Lower Pudunamai P/S	I-III	Tribal Department	Co-Edn.	BOSEM
33	Makhel Khunou Primary School	I-III	Edn(S)	Co-Edn.	BOSEM
34	Emeipfiithumai P/S	I-III	Edn(S)	Co-Edn.	BOSEM
35	Robvesolophe LPS	I-II	Edn(S)	Co-Edn.	BOSEM
36	Chibitsii LPS	I-II	Edn (S)	Co-Edn.	BOSEM
37	Kashefii	I-II	Edn(S)	Co-Edn.	BOSEM
38	Khridziiphi P/S	I-II	Edn(S)	Co-Edn.	BOSEM
39	Okai P/S	I-II	Tribal Department	Co-Edn.	BOSEM
40	Kaibi P/S	I-II	Tribal Department	Co-Edn.	BOSEM
41	Makhan Tabio	I-II	Tribal Department	Co-Edn.	BOSEM
42	Pfiishemai P/S	I-II	Tribal Department	Co-Edn.	BOSEM
43	Lovadziingho P/S	I-II	Edn(S)	Co-Edn.	BOSEM
44	Chashifula P/S	I-II	Edn(S)	Co-Edn.	BOSEM
45	Kapengho P/S	I-II	Edn(S)	Co-Edn.	BOSEM
46	Makhan Otobu	I-II	Edn(S)	Co-Edn.	BOSEM
47	Asufii P/S	I-II	Edn(S)	Co-Edn.	BOSEM

*Source: Compiled from ZEO Senapati & ADC Senapati*

*Note: BOSEM=Board of Secondary Education Manipur*

## APPENDIX-II

### Secondary Student's Attitude towards Learning of English Language Scale (SSALELS)

Dear Students,

I am **Daikho Manehrii**, pursuing Ph.D research entitled “**A Study on Attitudes and Problems among the Mao Naga towards Teaching and Learning of English Language in Secondary Schools of Manipur**” under the Supervision of **Dr. B. Venkata Rao**, Assistant Professor, Department of Education, Nagaland University, Kohima Campus, Meriema. I would like to request you to kindly fill this attitude scale. The scale consists of statements about your attitude towards learning of English language. Please read the statements given below carefully and tick the appropriate choice according to you.

Please attempt all the items. There is no right and wrong answers. This is purely for research purpose and all the information will be kept confidential. I will be ever grateful for your kind cooperation.

#### **Please fill the following Information:**

**Name of the School:**

**Name of the Student:**

**Gender:**

**Male** ☐

**Female** ☐

**Class:**

**Section:**

**Type of Management:**

**Government** ☐

**Private** ☐

**Name of the tribe:**

**Mao** ☐

**Other** ☐

**Parents' Education:**

**Mother:**

**Father:**

**Parent's Occupation:**

**Mother:**

**Father:**



## Secondary Student's Attitude towards Learning of English Language Scale (SSALELS)

Sl. No.	Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I am interested in studying English language					
2	I like to participate in English conversation outside the classroom					
3*	I lose my interest automatically the moment I see my English text book.					
4*	I feel uneasy to speak English in front of other students.					
5*	I do not like studying English					
6	I feel excited when I communicate with others in English					
7	Studying English is enjoyable					
8*	I feel shy to speak English in front of my classmates.					
9	I wish to speak English fluently					
10*	I get anxious when I have to reply a question in English					
11*	I prefer to stay away from friends who speaks only in English to me					
12*	I do not like to speak English because my friends make fun of me					
13	I prefer to participate in the activities conducted in English					
14	I would prefer to speak in English rather than my dialect					
15	Learning English language helps me to improve my personality					
16	I try to consult my English teacher whenever I face any problem while learning English language					
17	I ask my teachers to repeat, if I do not understand while teaching					
18	I like to practice speaking English the way native speakers do					
19*	I do not want to learn English because it is a very difficult subject					
20	I try to read more as much as possible to learn English language					

Sl. No.	Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
21	I converse in English with my classmates to help myself learn English language					
22	I always take note of the feedbacks given by my teacher to improve my English language					
23	I listen attentively to English language speakers whenever I get a chance to listen					
24*	I need to stop learning English because it doesn't motivate me to learn other important subjects					
25	I am very alert when English is taught in the class					
26	Even though I am not good in English language, I prefer to speak in English with my friends					
27*	I give less importance on my English homework than other subjects					
28	Studying English helps me to create new knowledge					
29*	I study English just to pass the exams					
30	I understand my dialect better with the help of English language					
31	By studying English language I am able to communicate with teachers effectively					
32	By learning English language, I can connect information to previous knowledge					
33*	I find hard to learn English language because it is difficult					
34	By studying English language I am able to concentrate better in other subjects					
35	Given a chance, I am ready to learn English in future to increase my knowledge in various aspects					
36	I think studying in English medium is better than mother-tongue					
37	By learning English language I am able to overcome the problem of difficulty in learning a language					
38*	I don't want to study English because it consumes lots of time to learn					

### APPENDIX-III

#### Semi-Structured Interview Schedule for Teachers on Difficulties, Problems and Challenges of Teaching English Language

##### Personal Details

Name:

Gender:

Marital status:

Type of management:

Age:

Teaching Experience (No. of years):

Highest educational qualification:

Any Professional Qualification D.El.Ed/B.Ed/M.Ed, etc:

Name of the community:

Aims And Objectives		
Main Questions	Additional Questions	Supplementary Questions
1. What are the main objectives of teaching English language?	<ul style="list-style-type: none"><li>• What are the difficulties you face while trying to achieve the objectives?</li><li>• Are you able to achieve the objectives in time?</li><li>• Are you able to make the students understand the objectives?</li><li>• Are you under any pressure to achieve the objectives?</li><li>• Are the students enthusiastic enough to achieve the goals?</li><li>• Whether the institution support in achieving the objectives of teaching English?</li></ul>	

Teaching Learning Materials		
Main Questions	Additional Questions	Supplementary Questions
1. What type of teaching learning materials do you use in teaching English language?	<ul style="list-style-type: none"><li>• How often do you use TLM?</li><li>• Do you have any problem with time management while using TLM?</li><li>• Do you use low-cost teaching aids?</li></ul>	

	<ul style="list-style-type: none"> <li>• Have you ever used social media to teach English language? If yes, do you face any difficulties while using it?</li> <li>• Do you find any problem in preparing TLM?</li> <li>• Have you ever tried using audio-visual aids to teach English language?</li> <li>• What are the various types of TLM in English language teaching?</li> <li>• Do you use ICT in your English language teaching classroom?</li> </ul>	
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Teaching Proficiency		
Main Questions	Additional Questions	Supplementary Questions
<p>1. What are the requisite qualities an English teacher need?</p> <p>2. Do you think you have all the requisite qualifications of an English teacher?</p> <p>3. Are you proficient in all the four skills-Listening, Reading, Speaking and Writing?</p>	<ul style="list-style-type: none"> <li>• Do you need any training or course in English language teaching? If Yes, why?</li> <li>• Is there any influence of your mother tongue while teaching English language? If yes, in what way?</li> <li>• Do you have any difficulties in teaching any of the language skills? If yes, in which skills and how?</li> </ul>	
<p>4. Do you face any difficulties in teaching any of the three section-prose, poetry and drama?</p>	<ul style="list-style-type: none"> <li>• What are the problems you face while trying to comprehend certain contents of English language text?</li> </ul>	

Job Satisfaction and Salary		
Main Questions	Additional Questions	Supplementary Questions
1. What prompted you to take up English language teaching?	<ul style="list-style-type: none"> <li>• How do you like teaching English language as a profession?</li> <li>• Are you satisfied with the salary of an English teacher?</li> <li>• Is there any grievances related to promotion, irregularity of salary payments, incentives and workload? If yes, what are the grievances?</li> </ul>	

Teaching Methods		
Main Questions	Additional Questions	Supplementary Questions
1. What type of method/s do you use to teach English language acquisition usually? <ul style="list-style-type: none"> <li>i) Grammar Translation Method</li> <li>ii) Direct Method</li> <li>iii) Bi-lingual method</li> <li>iv) Any other</li> </ul>	<ul style="list-style-type: none"> <li>• What type of teaching method suit best with the students in your context?</li> <li>• Do you face any problem in using the various methods of teaching English language? If yes, please elaborate.</li> <li>• Do you use Communicative and Constructivists approaches to teach English language in your class? If yes, mention if you have any difficulties in using the approach?</li> </ul>	
2. How often do you use mother-tongue in the teaching of English language?		

Infrastructure and Facilities		
Main Questions	Additional Questions	Supplementary Questions
1. What are the facilities provided in your institute to facilitate teaching English language?	(a) Library <ul style="list-style-type: none"> <li>• What are the problems you faced related to library facilities provided in your institute?</li> </ul> (b) Language Lab <ul style="list-style-type: none"> <li>• How often do you use the language lab?</li> <li>• Do you face any difficulties in handling the language lab?</li> </ul> (c) ICT <ul style="list-style-type: none"> <li>• Do you face any problem related to use of ICT in teaching English language? If yes, in what way?</li> </ul> (d) Classroom <ul style="list-style-type: none"> <li>• How do you conduct activities related to English language teaching like drama, loud reading exercise, drilling, etc?</li> </ul>	
2. Are there any faculty development/ orientation programme for English teachers conducted by the institute/ affiliating board (BOSEM/CBSE) to enhance English language skills?	<ul style="list-style-type: none"> <li>• Do you have any problem in attending programmes related to faculty development?</li> <li>• Does your institute/BOSEM/CBSE encourage you to participate in any faculty development programmes?</li> </ul>	
3. Other problems related to facilities	<ul style="list-style-type: none"> <li>• Do you face any difficulty related to unexpected transfer/ resignation of fellow English teachers in your institute?</li> <li>• Is there any problem related to working hours? If yes, in what ways?</li> </ul>	

Assessment and Evaluation		
Main Questions	Additional Questions	Supplementary Questions
1. How do you prepare questions for any examination in your institute?	<ul style="list-style-type: none"> <li>Do you construct the questions based on instructional objectives, level of difficulty, types of questions and weightage to content?</li> </ul>	
2. How frequently do you conduct assessment?	<ul style="list-style-type: none"> <li>Do you follow the prescribed norms laid down by the board (or) follow your own pattern?</li> <li>Do you face any problem related to frequent test/assessment? If yes, in what way?</li> </ul>	
3. Do you conduct test/assessment for all the four language skills?	<ul style="list-style-type: none"> <li>Do you face any problem while conducting assessment of LSRW skills? If yes, can you elaborate the problem?</li> </ul>	
4. Do you find any need to modify the assessment and evaluation system prevailing in the school/state presently?	<ul style="list-style-type: none"> <li>Do you face any difficulty in handling language or any other devices to test the skills of language?</li> </ul>	

Syllabus and Curriculum		
Main Questions	Additional Questions	Supplementary Questions
1. What are your views about the present curriculum of English language teaching in your institute/state?	<ul style="list-style-type: none"> <li>Do you find any difficulty in regard to content, quality, and context of the English syllabus?</li> <li>Do you have any problem related to addressing the issues of curriculum construction?</li> </ul>	<p>1. What is your position on 'one nation, one language' slogan?</p> <p>2. Even after more than 10 years of learning English, many students are still not comfortable in speaking English, what could be the reason?</p>

## APPENDIX-IV

### Focus Group Discussion for Students on Difficulties, Problems and Challenges of Learning English Language

#### Personal Details:

Sl. no.	Name	Gender	Class	Management
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

### Focus Group Discussion for Students on Difficulties, Problems and Challenges of Learning English Language

Aims and Objectives of Learning English Language		
Main topic	Main Questions	Additional Questions
<ul style="list-style-type: none"> <li>Awareness about the objectives of learning English language</li> <li>Difficulties and Challenges to achieve the objectives</li> </ul>	1. What are the various objectives of learning English language? 2. What are the various challenges in achieving the objectives?	

Teacher Related		
Main topic	Main Questions	Additional Questions
<ul style="list-style-type: none"> <li>Teacher's language proficiency</li> <li>Teacher's method of teaching</li> <li>Teacher's interpersonal relation with the students</li> </ul>	1. What are the difficulties you face in understanding the teachings of your teacher? 2. What are the problems you faced in relation to your teacher? 3. What is your relation with your teacher?	1. How far can your teacher able to clear your doubts?



Teaching Related		
Main topic	Main Questions	Additional Questions
<ul style="list-style-type: none"> <li>Teaching methods</li> <li>Teaching techniques</li> <li>Difficulty in learning from the method/s</li> <li>Challenges in learning from the method/s</li> </ul>	1. What are the methods used in teaching English language? 2. What are the difficulties you faced in the teaching methods?	

Teaching Learning Materials		
Main topic	Main Questions	Additional Questions
<ul style="list-style-type: none"> <li>Use of Teaching Aids</li> <li>Purpose of teaching Aids</li> </ul>	1. Whether English teacher use TLM? If yes, what type? 2. How do teaching-aids help students to develop various skills of English language?	

Evaluation Related		
Main topic	Main Questions	Additional Questions
<ul style="list-style-type: none"> <li>Evaluation system</li> </ul>	1. How is the assessment of various skills of learning English language conducted? 2. Do you have any problem related to the examination system conducted by the institute/ board? If yes, in what way?	

Internal factors		
Main topic	Main Questions	Additional Questions
<ul style="list-style-type: none"> <li>Mother-tongue influence</li> <li>Language learning disabilities</li> </ul>	1. How does mother-tongue influence affects your learning progress of English language? 2. Do you prefer to learn English rather than your mother-tongue? If yes, why?	

Facilities		
Main topic	Main Questions	Additional Questions
<ul style="list-style-type: none"> <li>Library (number of books available)</li> <li>Language laboratory</li> <li>ICT</li> <li>Wi-fi connection</li> </ul>	1. What are the facilities available in your institute to facilitate learning of English language? 2. Do you have any difficulties or problems in availing the facilities provided in your institute?	

External factors		
Main topic	Main Questions	Additional Questions
<ul style="list-style-type: none"> <li>Parental support</li> <li>Community support</li> </ul>	1. What are the difficulties you face in learning English language at home? 2. What language do you speak at home? 3. How friendly is your community towards English language learners?	1. What is your opinion about learning other language like Hindi or Manipuri?

## APPENDIX-V

### List of Publications:

1. (Daikho Manehrii & Dr. Boyillapalli Venkata Rao) Published a research article entitled “Attitude towards learning English language among the Mao Naga Students of Manipur State”. Shodh Sanchar Bulletin (UGC-CARE), Volume 11, Issue 41, January to March 2021, ISSN: 2229-3620.
2. (Daikho Manehrii) Published a research article entitled “Problems of Government Secondary Schools in Mao Naga Areas of Manipur”. International Journal of Interdisciplinary Current Advanced Research (IJICAR), Volume-01, Issue-08, August 2019. ISSN: 2663-0931 (Print), ISSN: 2663-2594 (Online)
3. (Daikho Manehrii) Published a research article entitled “Use of Social Media among Rural Students in Learning of English Language”. International Journal of Advanced Research (IJAR), Volume 7, Issue 8, August 2019, ISSN: 2320-5407.

### List of Paper Presentations:

1. (Daikho Manehrii) Presented a paper on ‘*NEP 2020: Challenge for English Teachers of Secondary Schools in Mao*’ in the National Seminar on ‘**NEP 2020: Challenges to the North East India**’, organised by Department of Education, St. Joseph University, Dimapur, Nagaland and sponsored by ICSSR held from 26<sup>th</sup>-27<sup>th</sup> March, 2021
2. (Daikho Manehrii & Dr. Boyillapalli Venkata Rao) Presented a paper on ‘*Transforming Mao Nagas through English Language Education: A Perspective of Secondary school Teacher*’ in the National Seminar on ‘**Social Transformation in India 2.0 and NEP-2020**’ held from 21<sup>st</sup> to 22<sup>nd</sup> April 2022 organised by Department of Teacher Education, School of Humanities & Education, Nagaland University, Kohima Campus, Meriema, Nagaland-797004