TEACHING AND LEARNING OF ENGLISH AS SECOND LANGUAGE IN SECONDARY SCHOOLS OF NAGALAND

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BY

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DECLARATION

I hereby declare that the work embodied in this thesis titled ***"Teaching and Learning of English as Second Language in Secondary Schools of Nagaland"*** for the award of the Degree of Doctorate of Philosophy in Linguistics has been carried out under the supervision of Dr. Pangersenla Walling, Associate Professor, Nagaland University

I declare to the best of my knowledge that this is my original work and it has not been submitted to any other University or Institute for the award of any degree or diploma.

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CERTIFICATE

This is to certify that Kethokhrienuo Belho has carried out the project work entitled *"Teaching and Learning of English as Second Language in Secondary Schools of Nagaland"* under my supervision for the award of the Degree of Doctorate of Philosophy in Linguistics. This project is an independent work and does not constitute part of any material submitted for any research degree or diploma here or elsewhere.

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ACKNOWLEDGEMENTS

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CHAPTER 1: INTRODUCTION

The introductory chapter gives an overview of Nagaland and her languages in particular. This chapter also accommodates a detail history of English and development of English as second language in Nagaland and India in general.

1.1.   BRIEF PROFILE OF NAGALAND

Nagaland is a manifold of diverse socio-linguistics setting and considered to be one of the most divergent States of India. The history of Nagaland to Statehood records that it was created on the linguistic basis after the recommendation of the State Re-Organization Committee in 1956. In 1962, the Parliament passed an Act to include Nagaland as one of the Indian State. In 1963, Dr. S. Radhakrishnan, second President of India declared Nagaland to become the 16th state of India.

The people of Nagaland are known as the 'Nagas'. It is an Exonym given by the British. Achilla.I.E (2016), further elaborated on this and explains that *"The name 'NAGA' was not in general use among the Nagas until the early Independent movement of India when the people became aware of the importance of a generic name to encompass the different tribal people of the whole region starting with the Naga National movement all the tribes began to use Naga to identify themselves as the people of Nagaland."*

Nagaland is inhabited by several tribes, there are 17 tribes recognized by the State government with each tribe having specific geographical distribution. However, in addition to the recognized tribes, there are a number of Tribes and sub-Tribes who are inhabitants of Nagaland. Each Naga tribes have its own distinct tradition, culture and language though they share many cultural traits. Kuolie (2016) rightly said that "Linguistic and Ethnic diversity is the hallmark of Nagaland where even each village is said to have its own dialect and clan name".

Most Nagas are traditionally animistic and brutal tradition such as head-hunting was practice till the advent of Christianity which came along with colonial rule. In present - time, 98% of Nagas identified themselves as Christian and the Census record shows high literacy rate of 73.45%. Most Nagas live in rural areas and their main economy is agriculture. Contemporary Nagaland is a perfect blend of tradition with modernization, where people are still deep rooted in their culture but at the same time keeping pace with the modern world.

Capital	Kohima
Total Area	16,579SqKms
State Boundaries	South – Manipur
	North – Assam and Arunachal Pradesh
	West – Assam
	East – Myanmar and Arunachal Pradesh
Population	19,78,502 (Census 2011)
Districts	1. Kohima 2. Kiphire
	3. Dimapur 4. Longleng
	5. Mokokchung 6. Mon
	7. Peren 8. Phek
	9. Tuensang 10. Wokha
	11. Zunheboto
Number of Villages	1428 (Census 2011)
Number of Census Town	26 (Census 2011)
Official Language	English
Commercial Centre	Dimapur

1.2   AN OVERVIEW OF LANGUAGES IN NAGALAND

Ezung (2018) gives an outline of the languages in Nagaland. Ezung stated that "*At the minimum, there are around 85 indigenous languoids spoken in Nagaland. This figure is speculative and has been arrived at, taking at hand the 17 recognized languages and considering that there are five different varieties of each. Alongside these native languages, the State accommodates English as the official language, and Nagamese as the lingua franca. In addition, Hindi and the recent entry of Sanskrit are included in the school curriculum.*"

Sachdeva (2001), pens down his fascination of the diverse linguistic setting and comments that Nagaland is undoubtedly one of the most complex sociolinguistic settings in the entire world as Nagas having a population of just 1.9 million could offer such diverse culture and language. There are around 60 Naga languages and dialects belonging to Tibeto-Burman language family and therefore genetically related but mutually unintelligible languages.

According to Kapfo (2001) a noted researcher of Naga Languages stated that the actual number of Naga languages cannot be ascertained as limited research and surveys are not carried out and arm chair report do not represent the real scenario. Many Naga languages are yet to be explored and recorded.

An analysis carried out by *Mint*, an Indian financial daily newspaper published by HT Media, a Delhi-based media group concluded that Nagaland is India's most diverse state linguistically in India. The report applies the Herfindahl-Hirschman Index (HHI) formula to the 2011 linguistic census data. The census document classifies languages into two levels — namely language and mother tongue. This report states that Nagaland has 14 languages and 17 dialects, with Konyak being the largest language having a 46 percent share based on Census 2011 data. However, a more thorough research will reveal that Naga languages are much more than what has been projected and the dialects research will show   numbers of unrecorded dialects that exist in the community.

All Naga languages are classified under Tibeto – Burman language family. Burling (2003) suggest that the languages of the Naga tribes may be divided into three or more subgroups within the Tibeto–Burman family. Marrison, Edward (1967) argues that though all Naga languages are categorized under Tibeto-Burman family, they differ considerably from one another and do not belong to a homogeneous group.

Table 2:	Recognized Languages of Nagaland (2018)			
Tenyidie	Kheza	Zeme	Konyak	Chokri
Ao,	Sangtam,	Liangmai	Khiamniungan	Phom
Lotha	Yimchunger	Pochury	Nthenyi	Kuki
Sumi	Chang	Nzokhwen		

In 2018, the State Government of Nagaland recognized 18 Naga languages in addition to the previous 17 recognized languages. These languages are attested to be use as media and to be introduced at schools from primary level.

The Directorate of School Education is the concerned body to develop textual material for all the Naga languages. However, only four tribal Languages namely: Tenyidie, Sumi, Ao and Lotha could survive as subjects up to High school level, with exception to Tenyidie and Ao languages which has made significant progress in literary developments. Tenyidie and Ao are the only two languages among the Naga language that has augment notably and offering bachelor degrees in Colleges under Nagaland University. Tenyidie has established itself in Nagaland University and enhanced till Doctorate Degree.

In affairs of Literature among the Naga Tribes, there is non-uniformity and differing in the literary material among the Naga languages poses a huge challenge for educationist. Naga languages are primarily oral and it was only in advent of Christian missionaries that their language could be put in written form. Therefore, the paucity of any written form especially with less progressive tribes makes it impossible for corresponding progress of all the Naga languages.

In 2016, State Council of Educational and Research and Training (SCERT), took the initiative to reform and develop a uniform syllabus for all Naga languages that are introduced in schools. Deliberation and constructive feedback from Language officers and Language Literary boards represented from each tribes and assistance from professionals such as University Professors, Linguist and Policies experts, a well-formed syllabus uniform for all the 18 attested Naga language were finally developed. In 2018, the Governor of Nagaland launched the first phase, introducing textbooks from grade 1- 5 in all the recognized languages of Nagas listing as MIL (Modern Indian Language). In 2019, SCERT further launched MIL textbooks for grade 6 up to grade 8. With this initiative, Tribes representative were enlightened and clued up to enhancing and developing their language literature

The gap among the Naga's literatures are distinctly wide, it will take a fair amount of time to uplift the literature of Tribes that are yet to codified even the sounds of their language. Such are the challenges that are posing when attempts are made to develop indigenous languages of Nagas. However, from an optimistic view, it is encouraging to see the initiation of Governments and local bodies contributing to the perseverance and development of Tribal languages of Nagas. The Nagaland University is also spearheading in this initiative and in 2018, Centre for Naga Tribal Language Study was launch to promote research and development of Naga Languages.

1.3.1 BRIEF HISTORY OF ENGLISH FROM A FOREIGN LANGUAGE TO SECOND LANGUAGE

The history of English in India is fascinating. In a multi-lingual Nation, English Language became a dominant language and its popularity continues to rise till today. Tracing the history of languages that make an impact in mainland India, we find that foreign languages has greatly influence and shaped India in every sphere. The pre-colonial period witnesses the Persian Language as the major Language until it was replaced by English. English, a foreign language which came with the colonial rule manage to lay a strong foothold in India for many reasons but the linguistic diversity attribute to the success of English language. Although Hindi was a strong language contender among the Indian languages which strive to become the National language, no particular language has become the dominant language in India. Till date, Hindi and English are the two officials Languages of India by virtue of Article 343 of Indian constitution.

The Educational policies under the colonial rules strengthened the English language in India. Particularly, Lord Macaulay Educational policies (1835) set out the aim to form a class of people who may be interpreter between British and the Indians and also to create a class of people who are Indian in blood but English in their outlook, morals and intellect. These Policies ultimately gave birth to new intellectuals who are responsible in the making of a New India. Macaulay's Minutes of Indian Education advocated strongly on the importance of English in education stating '*Indians cannot be educated by means of their mother tongue'.* In 1854, Charles Wood who was the President of the Board of Control of the East India Company sent the "Wood's despatch" to the Governor General Lord Dalhousie and its declaration can be read as follow.

"The English language is to be the medium of instruction in the higher branches, and the vernacular in the lower. English is to be taught where there is demand for it, but it is not to be substituted for the vernacular languages of the country. The system of grant-in-aid is to be based on the principle of perfect religious neutrality." This was perhaps the formal introduction of English in Education; it is also called the 'Magna Carta' of Indian education for its recommendation that gave a new education direction in India.

The growing popularity of English after Independence created a concern for National identity and in 1950, Hindi was selected as the only official language of the Union of India and English got the status of Assistant language and was supposed to be terminated officially after

15 years. However, English language demand increase and the fact that educated Indians showing their approval of English contributed to the further development of English. Another factor is the apprehension of the non-Hindi speakers who do not accept Hindi nor support the dominance of Hindi, this growing tension ultimately pressured the government to enact the Official Language Act in 1963 elevating the status of English language from 'Assistant' to 'Associate Language' and this time for indefinite period. In addition, Indian Education Commission (1964-1966) also known as the Kothari commission further empowered the role of English language by recommending English to be promoted from school level and also emphasis on strengthening of English Language in Higher Education.

The history of English Language in India is a riveting account of a language that is deeply entangled with politics of colonization. The journey of English from a Foreign Language to attaining the status of Second language is truly compelling. However, English establishment in India is not unique or isolating case. Many countries that were once under the British Empire have witnessed similar admittance of English. It should also be noted that the ingress of English as a Colonial language can be debated upon on its contribution to education or on its role in degrading indigenous languages. Numerous countries in Africa like Nigeria, Sudan, Liberia and many others have adopted English as its official language, in some case losing their language to gain English. In 2019 it was recorded that there were more than 55 countries that has adopted English as its official language and most of the countries inclusive in this category are due to the impact of Colonization.

To understand English as Second language in India, it is reliable to refer to an established model. Kachru (1985) presented a compelling classification of English, a model called the Kachru Three-circle of World English. It became a prominent framework for grouping the varieties of English. Kachru three grouping of English are: The Inner circle, the Outer or Extended circle and the Expanding circle.

1. Inner circle are those countries where English is the primary language or in simpler term where English is the first language. England and America belong to this group.

2. The outer circle comprises of countries whose first language is not English but adopted English as second language where it is functioning as a vital language for the country. Countries like India and Singapore that are categorized in this circle having history of British colonization.

3. The Expanding Circle refers to the territories where English is learnt as a foreign language. Countries like Japan and China are examples of this circle where British colonization is absent and English is simply functioning as a foreign language.

As mentioned above, India is list in the outer circle of Kachru classification where English is functioning as the second language for its people and having further important role.

1.3.2 DEVELOPMENT OF ENGLISH LANGUAGE IN NAGALAND

In context of Nagaland, English is also a direct product of the colonization. However, English entry to mainland India and North-Eastern states especially Nagaland are both significantly different as the process and acceptance of English when compared are different in many aspects. When English was introduced in mainland India it competes and replaced established languages such as Persian and Hindi. In contrary when English was introduced in Nagaland, it blends with the education and no fierce resistance against the establishment of English was documented. This was partly attributed to dearth of common language among the Nagas.

Initially, due to limited literature relating to early Education in Nagaland it poses as a huge challenge for the present research. There were no single Government records on introduction of formal Education in Nagaland. The only reference on Education that was recorded is accounts of Missionaries spreading the gospel. The research therefore acknowledged two prominent references written by two rigorous writers - Kiremwati (1995) and Aier (2012) for contributing to the primary resources on beginning of Education in Nagaland. The present research used these two sources as its primary reference to present an overview of on the history of Formal education in Nagaland with specific reference to English Language.

British Colonialism and American Missionaries are responsible to bring forth Education in Nagaland and are responsible for introducing English in the form of Education. However, Aier (2012) rightly remark that the Nagas are in debt to the American Missionaries and not the British for introducing Modern education to the Nagas. The first introductory chapter of Aier (2012) inscribes the best possible detail of how the British were taken aback by the fierce tribal Nagas and seeing their resilience spirit the British initiated evangelism hoping to civilize the head hunting tribal people of the hills. During this period, Britishers had established its base in Assam and eyeing to expand their territory. However, the Britishers found their attempt too challenging and this is when they invited the American Baptist Missionaries Union to support them in their venture. The American missionaries had already established themselves in some parts of North East India and they agreed to evangelize among the tribal Nagas.

The advent of Christianity into the hills of Nagaland gave new dawn of history to the Nagas. Education transformed the primitive society and Christianity ended brutal practice of head hunting that was long practiced among all tribes of the Nagas. The most remarkable of all was an inception of unity and the need to find common identity among the Nagas. Tracing the history of pre -Christianity, Nagas are fiercely independent to such extend that the smallest village itself is independent. There were no records of dominance of one tribe over the other, nor any intention to control the other tribes. Though wars and plunders are recorded in the oral history of the Nagas, surprisingly there were no instances of controlling and dictations among the tribes. As Education and Christianity interpenetrated in the Naga society and the unsettled political scenario that was evolving before the pre independence of India, the situation incited Nagas to come together as one.

Kiremwati (1995) in his book illustrated the milestones of Educational development all across the different tribal areas in Nagaland. Excerpting the relevance for the present research, it is noted that the first formal education can be traced in the Ao area at Molungyimsen started by Mrs. Mary. Clark, an American Missionary in 1878. The first school in Kohima (Angami area) was initiated by Rev. C.D.King in 1879. In 1941, the government and the mission jointly established the first high school at Kohima and by 1943, private schools were also introduced and education flourished.

This present research cannot capture the endless stories of the selfless missionaries who rose beyond their callings. Their contribution to the Naga literature is overwhelming and formidable. Besides their fearlessness to ventured into a foreign land where the people are primitive and brutally savage, these missionary's willingness to dwell among the Nagas, learn their language and tirelessly work to give them their own written literature is something phenomenal. The notable American Missionaries the Clarks's who began the ground work for the Ao literature using the Romans Script and Rev. Revenberg who introduced Tenyidie into written form using Roman script too are remembered for their significant contribution.

The inauguration of English in Education can be traced from the mission schools started by the American Missionaries. From the account of detail provided by Aier (2012), to teach or develop English language was never a priority or intentions, these missionaries prime intention is spreading the gospel of Christianity. In order to achieve their objectives, attempts have to be made to educate the Nagas and literate them to read the Bible. Therefore, the missionaries began the ground work by learning the languages, standardizing the selected dialects and codifying the language using the roman scripts. The missionaries in this process realized they need an alternate language for education as development of the tribal languages to be ready for education

will consume a fair amount of time. Mrs. Clarks the American missionary serving in the Ao areas recognized English as the most suitable option, textbooks for all levels are readily available and the missionaries agreed that English will be a perfect fit for the situation. However, the intention to use English was only as a stop-gap arrangement till the native language could be developed adequately.

From the records written down by Aier (2012) in her illustrated table on languages used in schools for Ao region 1878-1960, shows English blending into the school curriculum from 1878 along with Ao language in the first formal school open in that area. By 1945, English established itself and became the medium of instruction in Government Middle School. This accounts that were formally documented narrate the diffusion of English in the early education in Nagaland.

The reason why English could retain and further strengthened its role is basically due to the fact that no local language can compete with English which is an established and global language. Nevertheless, English language was the only language that could commence Nagas to the modern and competitive world. Another fact why it was indispensable was the absence of common language among the Naga society. History suggests that no Naga tribes were dominant over the other nor a single tribe is influential to impose a common language. These two factors gave English a solid foundation and ultimately became an integral language for Naga people. It is also absorbing to reflect on the journey of English in Nagaland, a foreign language embrace by a traditionalist society without strong resistance.

1.3.3   STATUS OF ENGLISH IN NAGALAND

Nagaland in present day the place of English is secured as it functions as the second language; as medium of formal education and also studied as a compulsory subject in schools. As mention earlier, it is truly interesting to witness a tribal society embracing a foreign language such as English and willingly let it takes over not only its education but also allow it to be an integral language for the society. English at present holds a vital role in Nagaland for its people as well as for its progress by acting as a bridge to connect all the different tribes of the Nagas. English has three main roles in Nagaland, Firstly as the only official language of the State, Secondly, as medium of instruction for education and thirdly as the common language for educated Nagas. English as a language is learned as early as pre -primary in urban schools and formally introduced from primary level in all schools of Nagaland. It is also becoming first language for many educated urban.

In context of weighing the importance of English for the Nagas, Nagaland is one of the few states that choose English as its only official Language, and therefore it is an essence for Naga students to be competent and proficient user of the language. English is the sole medium of instruction for all level of education in Nagaland, so much so that, secondary level students get an option to choose either their Mother-tongue or English as their alternate subject. The demand for English is undeniably exhausting in reality, the learners are compelled to learn a language which is not their mother tongue before they attend primary level and the teacher are to impart knowledge in a language which the learners have not even gathered enough vocabulary to comprehend. Negligence of mother tongue and not emphasizing the importance of mother tongue in learning is something to be deliberated for effective learning.

In continuation with the issue cited, there is concern of how effectively English is learned and taught. It has been observed that the quality of English in learning and teaching has not achieved the expected standard. The reason for such below standard is mainly due to the fact that English is still a language that many learners have limited access to and the primary exposure of English for most students is through formal setting such as schools which is not adequate for language learning.Further, English is taught as a subject and not as a language. The fact that students are learning English as a subject and not as a language overthrows the true essence of language learning.

Iralu (2001) manages to expose all the shortcomings of the teaching methodology that undermined the effective language learning in Nagaland. According to her, emphasis should be given to language educators to teach the language effectively by teaching English as a language and not as a subject. In addition, creative approach should be developed to teach English Language. Secondly, learners should be encouraged to speak the language and the innate grammar skills will intuitively begin to function. All the language skills should be given due for effective learning outcome.

Some other factors through observation that has attributed to the poor achievement in English learning in Nagaland are:

- ❖ Lack of proper knowledge on English Grammar
- ❖ Lack of confidence especially rural students
- ❖ Lack of motivation on part of the teacher and faulty teaching methodology
- ❖ Teacher centered methods in teaching
- ❖ Negligence of creative writing

1.3.4. LEADING FACTORS CONTRIBUTING TO THE GROWTH AND DEVELOPMENT OF ENGLISH IN NAGALAND

a)   Absence of a common Language: The growth of English in Nagaland was mainly due to the absence of common Naga language. Language diversity is a prime feature of Naga society. Each tribe with its own identity linguistically and culturally lives so independently, that no particular Tribal language overpowers another Tribe. The selection of a particular tribe language as the common language will lead to a complex situation as no tribe wants another tribe's language to represent them other than their own language. In such scenario a language which is foreign and do not represent any section of its people manage to get the approval with less complexity. This was the main fact why English was readily accepted without any objection.

b)   Education: The prime and chief factor that accelerates the growth of English in Nagaland is Education. In olden days (referring to pre-colonial period), Nagas traditional education was imparted through youth dormitory called the 'Morungs' where youths learn life skills that are centrally focus on transmission of cultural values. When Modern and Formal education was introduced, English voluntarily became the main medium of instruction. This exposed and compelled learners who enroll for formal education to learn English.

c)   Mixed Marriage: In inter tribe marriage, especially in urban settings; it has been observed that children are learning English as their first language. This impelling trend by educated urban Nagas has also added up to the popularity and growth of English.

d)   Government Role: In 1967, the Nagaland Assembly declared English as the only official language of Nagaland and it is sole medium for education in Nagaland. The approval and recognition not only strengthened the development of English but also attested the importance to learn the language.

e)   Media in form of music, movies, newspaper and videos: Media is also another spearhead that is contributing to the growth and popularity of English. English movies, songs and similar trends in media are received well by the Nagas. This only mounts the popularity of English.

1.4. OVERVIEW FUNCTIONS OF ENGLISH IN PRESENT EDUCATION

English in India today is a symbol of people's aspirations for quality in education and fuller participation in national and international life ... The level of introduction of English has now become a matter of political response to people's aspirations, rendering almost irrelevant an academic debate on the merits of a very early introduction. (NCERT 2006)

The importance of knowing English cannot be overstated in fact it is the most dominant language in the world. English in the 21st century have come a long way. It is the first language of many developed countries, second language to numerous of developing countries including India and a target language to learn for countries that categorized English as foreign language. Today it is the language of many international bodies such as UN, UNESCO, UNICEF, World Bank and many in such cadre. English has dominated all forms of media and trade. In addition, English dominance in Education makes it indispensable. English is a symbol of modernization and it is true to regard English as the global language of the world.

In 2004 US survey (Subcontinent Raises Its Voice, Crystal, 2004) awarded India country as the largest English-speaking population in the world. For the Indian society, English plays a significant role in the educational system and national life of Indians (Patel & Jain, 2008). As stated earlier English language gave birth to new intellectual which eventually lead to a new India. These Intellectual classes of people who embraced English language became the Bureaucrats, Elite, Politician, and the Educator. This gave stronger foothold for English to permanently establish itself.

A synthesis report on 'Teaching of English at Primary level in Government Schools' prepared by NCERT and EdCIL (2012) states that 'There has been a significant change in public opinion in favor of English in the recent years resulting in revival of teaching of English as a language at the primary level. Some of the factors behind the increasing use of English language in the recent years include growth of the middle class, rapid urbanization, changing employment trends, outsourcing of jobs to India in the IT sector, privatization of higher education institutions, widespread use of internet in daily life, popularity of India as a tourism destination, growth of hospitality sector, popularity of English TV channels and films, resulting in increased pressure of admission of young children in English medium schools. It was only a library language in the past but it is now viewed as the language of opportunity, of acquiring jobs, quest for global identity and thus prompts efforts of all state Governments to make the language accessible to all.'

Estafandiari (2013) in his article '*The Status of English in the Educational System of India*' gave four distinct functions of English in India which are classified as Auxiliary, Supplementary, Complementary, and Equative. This classification does cover the vast role of English. According to him Auxiliary function refers to the function where English, sometimes called a "library language", is used primarily for acquiring knowledge rather than communication which leads to the promotion of passive bilinguals. Secondly, the Supplementary function, English is used for restricted needs such as daily routine conversations with tourists. Another function Complementary function English is used along with the mother language in social contexts. This function results in creating stable bilinguals. Lastly, Equative function which says English is an alternative language in all domains.

The role and place of English in India was summarized by R. Meganathan (2011), elaborated the role of English in pre-colonial period was perceived as a library language during the formative years of India's independence but later the status of English was granted as 'Associate Official Language' and hence the delimitation of English was lifted and the Language is just expanding its horizon.

The research study has summarized the extensive role of English in India.

- ❖ English is taught as a subject in the curriculum of all the 32 states and Union Territories.

- ❖ English as a second language is preferred and offered as Second language in many States of India other than Indian languages.

- ❖ English is offered as a second language in 19 states, of which 16 states introduce it in Class I, one in Class III and two as late as Class V.

- ❖ Statistical research shows that India which has 29 states and 7 union territories all incorporated English Language either in one sphere or the other. Out of these states 11 states English act either as its official language or assistant language.

Various research findings on English status in present India revealed that English is the dominant language in administration and education for most States of India. English has become a vital link language and it will continue to play a crucial role for the Indian society for many more decades to come. However, English is not included in The Eighth schedule of the Indian constitution.

CHAPTER 2: THEORETICAL FRAMEWORK OF THE RESEARCH

Introduction

This chapter is divided into two segments: Theoretical background on Language Teaching Methodology and Theoretical background on Error Analysis. Firstly, a detailed discussion on some well received methods of teaching language is presented in order to relate and understand the teaching methodology prevailing in Nagaland. Then, the historical background of Error Analysis and its relevance in understanding second language learning is explicated in the second section.

2.1. THEORETICAL FRAMEWORK ON SECOND LANGUAGE TEACHING METHODOLOGY AND APPROACH

Language Teaching is not a new phenomenon it is something that has been practice for decades and it is also constantly evolving in order to find more effective ways to teach language. Teaching method is a way of teaching a language with systematic approach, principles and procedures. Second Language Teaching research is committed to finding better approach for effective transaction of language teaching.

In the process of understanding how one learns new language, a distinction is usually made between mother tongues and second languages.

- *A mother tongue is the first language or language one learns (or acquires) as a child.*
- *A second language refers to the language subsequently learned after the first language.*

Methods are the combination of techniques that are used and plasticized by the teachers in the classrooms in order to teach their students and approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different techniques of language teaching. Many methods on teaching of second languages have been proposed. Some key methods of second language teaching are as followed.

2.2   METHODS EMPLOYED TO TEACH ENGLISH LANGUAGE IN NAGALAND

The above unit presented a detail theoretical background on second language teaching. The queries that emerge are:

A. What is the method adopted for teaching English in Nagaland?

B. Is it an integrated method of Teaching?

In Nagaland, NBSE is the recognized agency to frame the curriculum and syllabus for the Secondary level. The syllabus recommended by the board comprises of Literature, Grammar and four skills of language LSWR (Listening, Reading, Writing, and Speaking). Probing the syllabus in detail exhibit a similarity between the NBSE syllabus and Grammar Translation Method syllabus as it includes prose, poetry and grammar. Methods advocate by the Structural approach are replicated at primary and elementary level of language teaching where learning is a matter of habit formation involving a lot of repetition and drilling of the language items. Audio lingual method that emphasizes on speech and less in writing is in total contrast with the system prevailing in Nagaland. Right from primary, writing skills is given more emphasis; other skills like reading and speaking are learned through repetition and drilling and not in context. Modern methods such as Communicative method, Suggestopedia and Silent method where more focus on learner's independence in learning have not found recommendation in any form. The syllabus and curriculum of NBSE is too rigid to accommodate learner's centric methods.

The researcher after examining and collecting primary inputs assert that there is no particular method that is suggested and employed to teach English for secondary level. It is also unfair to say that the methodology to teach language in Nagaland is an integrated method of some well received methodology because there is no intention of adopting any method as its foundation or base. With this understanding, the researcher felt that the ideal mode to understand the teaching methodology prevailing at secondary level is to examine either from a traditional and contemporary teaching approach.

This present research henceforth attempts to scour and understand the methodology either from a traditional or modern approach and evaluate whether there is a shift of paradigm.

2.3   TRADITIONAL AND MODERN METHODS TO TEACH LANGUAGE

Merriam Webster dictionary defined methodology as a body of methods, rules, and postulates employed by a discipline: a particular procedure or set of procedures.

TABLE 3:   *Difference between Traditional and Modern Teaching Methodology*

Traditional	Modern
Teacher is the centre and controls the class.	*Teacher is not the controller but the facilitator*
Traditional methods rely heavily on textbooks.	*Modern methods rely on hands on material.*
Presentation of learning items begins from part to whole.	*Presentation of learning item begins from whole and then to parts.*
Assessment is treated as a separate activity and use mostly testing as a tool for assessment.	*Assessment is integrated with teaching and observation is major tool for assessment.*
The teaching method is rigid and fixed.	*The teaching method is flexible and not fixed.*

Delving into these two methods of teaching reveals the pros and cons of each method. In the succeeding chapter, a brief discussion on some paper debating on effectiveness of the two methodology is been reviewed. However, this research is limited to only understanding whether there is a shift of pedagogical practice from traditional to modern methods at secondary level of language teaching in Nagaland.

The above notes and discussion is the theoretical frameworks that were identified to form the base of the research in understanding the teaching methodology prevailing in the State. These references are presented to give credibility to the methodology that was adopted for the study.

English in Nagaland is learned as early as pre-primary but the writing skills of secondary students are far from justifiable. The present study dedicated a section to examine language error in composition writings of secondary students in Nagaland. Many researchers have been done to understand writing errors especially on those who are learning English as Second Language. However, in context of Nagaland, this present study is a primary research for EA.

Error study is important and significant in language learning process because EA is not only confined to identification, classification and finding the sources of errors but also supplement substantial inputs on learning outcomes and teaching strategies. Errors give insights into how far a learner has progressed in acquiring a language and also indicate how much more the learner needs to learn

The following section will discuss the theoretical framework of Error analysis (EA) and also elaborate the literary reference of EA relevant for the particular research.

2.4.1 ERROR AND MISTAKES

The process of systematically studying learner's errors in language learning is the essence of EA. Errors and mistakes are unavoidable in the process of language learning. However, it is also important to distinguish them as this research is focus on Errors and not Mistakes. Corder (1981) distinguishes Error and Mistakes in his renowned article on understanding Errors begins by differentiating these two concepts. According to Corder, Mistakes can be self-corrected while error cannot be. In addition, Errors are systematic whereas Mistakes are not systematic. Mistakes are failure to utilize a norm of a language that has already been learned and Error are those failures to learn the norms of a language. According to Ellis (1997) suggested two tests to distinguish mistakes from error. First test is consistency, if the failure is consistent it is Error and if there is no consistency or repetition of failed norm it is mistakes and not an Error. The second is to ask learner to correct the failure, if they can correct it then it is mistakes if not it falls under error. Both Corder and Ellis gave similar description of Mistakes and Errors.

2.4.2 HISTORICAL DEVELOPMENT OF ERROR ANALYSIS

Contrastive analysis: Robert Lado an American Linguist in 1950s was a pioneer in studying errors systematically. He was credited for formulating theories on Errors which is called Contrastive Analysis (CA). His hypothesis which became a theory states that errors are

primarily result of first language interference. The theory is deep-rooted in behaviorist approach on language acquisition.CA primary observation was that elements that are similar in first language and target language will ease the learning process and the contrast of these elements will have reverse impact. Under the CA approach focused is on analyzing and contrasting two languages and argues that errors are results of difference of the two languages that are compared. This theory was criticized for failing to predict systematic errors and those that were predicted by CA did not get empirical evidence to support them. Though CA fails to sustain itself in language studies, it laid the foundation for studying error systematically and today error study became one major aspect of SLA studies.

Error Analysis: The Concept of Error Analysis (EA) was introduced by Stephen Corder in 1960s as an alternative to CA. EA took a different approach on Errors in language learning. Error Analysis (EA) is a systematic method to categorized learner's errors in language learning. EA also give due credit to CA and agrees that first language interference is also a source of error but also says that there are numerous factors that sum up the learner's errors and not only interference of Mother Tongue. The significant of EA lies in the fact that it not only it counters the failure of CA but also pave a way to understand learners better. Corder (1974) suggested the following procedures for EA.

      A. *Collection of Data*
      B. *Identifying the errors*
      C. *Describing errors/ Classification of errors*
      D. *Explanation of errors*
      E. *Evaluating the errors*

2.4.3. SIGNIFICANCE OF ERROR ANALYSIS

The process of EA requires intensive research on learners and its results has contributed significantly not only to the researcher but also to the teachers and learners as well. Through EA, a researcher can arrive at conclusion that clearly states the problem confronting the language learner in the process of learning language, EA helps in identifying the sources of the problem and can suggest remedial measures after the diagnosed. Errors are integral part of language acquisition and therefore it is vital to understand it.

Three purposes of EA were given by Sercombe (2000):

➢ EA can help in finding out the level of language proficiency the learner has attained.
➢ EA helps in obtaining information about common challenges faced by language learners.
➢ EA can be used to find how people learn a language.

2.4.4. CLASSIFICATION AND SOURCES OF ERRORS

A. Classification of Errors

Corder (1971) has contributed extensively to the study of EA in language learning. He broadly divided Error into two category and further included sub category. The two main classifications are:

1. Error of Competence   *2. Error of Performance*

Error of competence refers to those errors that are committed due to inadequate knowledge of the Target Language (TL). When learners do not attain the grammatical rules of the target language and falls short in understanding the usage of the language items it is a case of error due to incompetency. Secondly, the other category of Error is Performance Error. Corder presented this category of error to accommodate errors that are results of individual usage of the TL. The outcome of wrong language usage due to learner's stress, in confident, fatigues and similar situations that can lead a learner to commit errors are categorized as Performance Error. Competence Error is further divided two sub-categories: *Intralingual Error & Interlingual Error.*

Intralingual Error is related specifically to TL. In the process of language learning, the learners tend to over generalize the rules of the TL. This is purely an illustration of Intralingual transfer. On the other hand, interlingual errors are the result of interference of first language in the target language. The linguistic difference between the first language and the TL can sometimes develop errors where grammatical knowledge of one language may interfere in the learning process of the other; it is considered to be an interlingual Error.

Error categorising proposed by *Burt and Kiparsky (1975)* also received well. They suggested two fundamentally types of error.

➢ *Local Error:* These categories of Errors affects the quality of the language, however the message that is intended is intact. These categories of errors are merely apart, clause or phrase, of a sentence.

➢ *Global Error*: These kinds of errors are more severe as it affects the interpretation of the whole sentence.

Dulay, Burt and Krashen (1982) also contributed notably in the study of EA. The classification of Errors identified in their study are put under six different categories:

   a. *Omission of grammatical morphemes*
   b. *Double marking of semantic features*
   c. *Use of irregular rules*
   d. *Use of wrong word forms*
   e. *Alternating use of two or more forms, and*
   f. *Mis ordering.*

Another substantial classification of Error was used by *James (1998)*. He proposes five categories of errors:

   a. *Grammatical errors (adjectives, adverbs, articles, nouns, possession, pronouns, prepositions and verbs),*
   b. *Substance errors (capitalization, punctuation and spelling),*
   c. *Lexical errors (word formation and word selection),*
   d. *Syntactic errors (coordination/subordination, sentence structure and ordering),*
   e. *Semantic errors (ambiguous communication and miscommunication).*

Hengwichitkul (2006), study in EA interestingly analyses errors at the sentential level and errors were classified under:

a)	*Subject-verb agreement*	f)	*Passive voice*
b)	*Tenses*	g)	*Parallel structure*
c)	*Parts of speech*	h)	*Punctuation*
d)	*Participial phrases*	i)	*Run-ons and fragments*
e)	*Relative clauses*		

Runkati (2013) in her studies categorizes errors at the sentential level similar to Hengwichitkul (2006) classification of error and in addition, she also categorized errors at word level. This category includes items such as articles, prepositions, word choices, nouns and numbers. Classification of Errors drawn from the above studies is simplified under the following:

   a. *Sentential level: Subject-verb agreement, Tenses, Parts of speech, Participial phrases, Relative clauses, Passive voice, Parallel structure, Punctuation, Run-ons and fragments.*

   b. *Word level: This category includes such as articles, prepositions, word choices, nouns and numbers.*

Darus and Ching (2009) include three major categories, namely: grammatical errors, syntactical errors, and mechanics.

a. *Grammatical errors include the wrong usage of the different parts of speech.*

b. *Syntactical errors include tenses, modifiers, parallel structures and such that distort the syntactic structure.*

c. *Mechanics refers to "the technical part of constructing sentences". Capitalization, Punctuation and Spelling are categorized under this Error.*

The present study referred to the above well-established classification of error and incorporated their classification for the research. In the process of assimilating the theoretical background of EA, particularly in context of the types and classification of errors, the researcher considered that depending on the research objectives errors can be identified and classified accordingly.

b. Sources of Errors

Touchie (1986) elaborated the causes of errors and identified a total of eight possible sources that can cause Errors:

i. Simplification	*v. Fossilization*
ii. Overgeneralization	*vi. Avoidance*
iii. Hypercorrection	*vii. Inadequate learning*
iv. Faulty teaching	*iii. False concepts hypothesized*

This identification is an extensive coverage of all possible sources of error. Learners tend to simplify complex concepts in the process of second language learning. Learner's errors can be caused due to the overgeneralization of the grammar rules in a case where it is likely that an Arab learner learning English might assume that English mark the plural by adding the suffix -s to noun without realizing English has an irregular plural pattern. When a learner learning a new language commits errors and do not received rectification, the learner will not recognize the errors, this will result in fossilization. Identifying sources of error is a delicate process and requires intensive studies. The research therefore focused on two sources of Error presented by Touchie and gave it more attention; these two errors were found to be more evident in the present study. The first one is inadequate learning and secondly on overgeneralization.

Similar sources of Errors preceding Touchie (1982) guides researchers to understand sources of errors better. ***Richards (1971)*** presented four primaries caused of Errors. Most of the sources of errors identified by Richards are link to inadequate learning of TL. The study suggests that learner's errors are mostly a manifestation of limited learning and knowledge of TL. Richard identified four sources of Errors:

- *Overgeneralization*
- *Insufficient usage of the TL rules*
- *False Hypothesis*
- *Ignorance of rule restriction.*

Sources of errors developed and classified by ***Norrish (1983)*** are categorised into three categories:

1. *Carelessness*
2. *First language interference,*
3. *Translation.*

Discussion on classification of errors and sources of errors provides a more systematic way to analysed errors. Referring to research papers on Error Analyses provides divergent approach in identifying Errors and researchers takes the liberty to frame their own conceptual framework that is best suited for their research.

CHAPTER 3:   CONCEPTUAL FRAMEWORK OF THE RESEARCH

Introduction

Methodology of a research is most vital for any study, selecting the most ideal procedural approach for the given research will not only make the study systematic but also yields reliable results. This chapter subsumes all methodology and framework of the research.

3.1   OVERVIEW OF THE FRAMEWORK OF THE RESEARCH

For more comprehensible presentation, it was necessary to construct two separate methodologies to achieve the objectives of the study. Separate methods were adopted to examine teaching methods prevailing at secondary level and to analyze EA in secondary composition writings.

3.2   OBJECTIVES OF THE RESEARCH

The research has three main broad objectives:

A. *To examine the status of English with reference to the introduction and growth of English in Nagaland.*

B. *To identify the methods of teaching English at secondary level and also to delve whether modern approach to teach language are adopted.*

C. *To identify and classify common errors of secondary students in writing descriptive composition and also do a EA comparative study of private and government secondary students in context of writings*.

3.3   SIGNIFICANCE OF THE RESEARCH

Though English has been the second language and the medium of instruction in all schools of Nagaland, there is limited research done in development of English as a Language in Nagaland. Understanding the history of English in Nagaland and answering questions like how English attained its present status and why it is the only official language of the state will bring

forth a clear comprehension of a foreign language functioning as the integral language. There are also limited references on development of English language in Nagaland and also on English Education; this study will enhance the literature of Language study in Nagaland.

Secondly, there are only some few researches that have done on the methodology of teaching in context of Nagaland Education. It is crucial to examine the methods of teaching English as the outcome of English learning is far from satisfactory. A scenario where a graduate is unable to express himself in English or a Secondary student lacking the basic skills for a comprehensible conversation in English is not new. Through investigating the methods used to teach Language there can be some answers to how the quality and effective learning can be achieved. The research will amplify similar researches, further it can be stated that for any development of Education it rely heavily on researches and findings. Educational Policies are framed taking into account the recommendation of intensive researches and the effectiveness of any policy is again attested through research. The present study is therefore significant especially in context of Nagaland as incorporation of similar researches can provide recommendation to Educational Board that can frame syllabus and curriculum most ideal for Naga learners.

Thirdly, a systematic study of learner's errors in Nagaland education is a contemporary research. Learners Mistakes and Errors do not receive the amount of importance it deserved; in process of learning language identifying and treating of errors are given utmost importance for they determine the outcome of the learning. A systematic study of Error benefits not only the students but also equip the teacher to understand the whole process of language learning better. The current EA study will complement and supplement many other similar researches and will also give insights to challenges of learning a second language in Nagaland. It will also greatly benefit teachers as Error analysis will help teacher to understand the sources of errors and gude teachers in treating errors.

3.4   IDENTIFYING RESEARCH QUESTIONS

I.   *What is the status of English in Nagaland?*

II.   *Are modern methods and approaches adopted by secondary teachers of Nagaland to teach English?*

III.   *What are the common types of error found in writing among secondary students of Nagaland and also to investigate whether there is a wide difference between government and private schools in context of error in composition writing?*

3.5 DELIMITATION OF THE RESEARCH

- ➢ The Research is delimited to Kohima Town and Kohima Village Nagaland. It can be noted that Kohima Town and Village are affix as one and the population of students attending either in Kohima Town or Kohima Village schools consist of diverse tribes and no wide differences between the two are observed.

- ➢ The Research is limited to 4 private schools and 4 government schools affiliated to NBSE from Kohima Town, Nagaland.

- ➢ The study specifically selected only Secondary English language teacher from the selected schools.

- ➢ The Error Analysis under this research is delimited to identification and classification of Errors only. Sources of Error are too vast to accommodate and therefore faulty teaching and inadequate learning are the only two sources of error that has been ascertain.

3.6 INSTRUMENT FOR THE RESEARCH

The researcher employed different tools to assist two separate topics. Both quantitative (questionnaire) and qualitative (interview and content analysis) were used for the research.

For status of English in Nagaland, the main source of data was secondary sources such as books, journals, articles and magazines. These were referred to understand the development of English language in Nagaland.

For Methods of Teaching and Learning English, primary sources such as questionnaire for English language teachers were used to collect data and secondary sources provided by Nagaland Board of School Education were used for reference. A total of 18 English Teachers representing 4 government and 4 private schools were selected for the study using Non probability sampling method. The researcher justifies the sample as there are usually only two English teachers in most schools assigns to teach specific subjects for secondary class, this is regardless of private or government sector. In this study, English Secondary Teachers of the selected schools were specifically identified.

In regard to the instrument employed for Error Analysis, primary data using a total of 217 already evaluated answer scripts from both private and government secondary students were

provided by the School authority for the present study. The study excerpts the composition sections from the answer scripts. In addition, the researcher also gathers primary inputs from Teachers and Students to supplement in the process of understanding the learner's errors. Probability sampling method was used as the researcher samples were randomly provided by the school selected. It was also not possible to use any other kind of sampling method as answer scripts that are discreet.

3.7. METHOD OF DATA ANALYSIS

Answer scripts and questionnaire are the two main sources of primary data for the research. Each question from the questionnaire response were categorized and converted into percentage when required, if the percentage is not relevant the actual findings were presented and explained. For teaching methodology, the Teachers responses were list and the findings were presented by converting their responses into percentage and in some case presented their opinion as it is.

In context of EA, the data were analyzed using systematic procedure developed by Corder. This includes collecting, identifying, describing, explaining and evaluating. The study also integrated Error categories, the researcher categorized Error by using a modified EA classification of Hengwichitkul (2006), Runkati (2013) and Darus and Ching (2009). The integration of the listed Error category was best suited for the present analysis and therefore the researcher incorporated the categories and developed and new suitable for the presentation of the present study.

3.8 PARTICIPANTS

TABLE 4: Presentation of Schools Name for the Research

Sl. No.	Name of School	Category
1.	*Northfield Higher Secondary School*	*Private*
2.	*Christ King Higher Secondary School*	*Private*
3.	*Don Bosco Higher Secondary School*	*Private*
4.	*Khedi Baptist Higher Secondary School*	*Private*
5.	*Dr. NeliezhiiKire, Government Higher Secondary School*	*Govt.*

6.	*Chandmari Government High School*	*Govt.*
7.	*P.W.D Government High School*	*Govt.*
8.	*T.M. Government High School*	*Govt.*

Presentation of Schools Name for Error Analysis Data

Name of Schools	Category	Total No. of Answer Scripts Sampled
Christ King Higher Secondary School, Kohima	Private School	70
Northfield Higher Secondary School, Kohima	Private School	70
Dr. Neiliezhii Higher Secondary School, Kohima	Government School	40
Government High School P.W.D, Kohima	Government School	37
	Total	**217**

CHAPTER 4: REVIEW OF RELATED LITERATURE

Introduction

Research is a systematic investigation that helps us to establish facts, to identify problems and challenges but most importantly research can provide framework for new ideas and approaches. In order to validate any research a comprehensive summary of previous research on the topic is most crucial as not only it relates the proposed research with prior research but also mounts the significant of the research.

This chapter is divided into two sections that include reviewing of related Books, Thesis and Paper. The initial review of literature is on Methods relating to Second Language Teaching and Learning including Traditional and Contemporary Methods of Teaching Language. Secondly, literature related to Error Analysis was reviewed and includes compilation of various research works on Error analysis and Error Analysis in English Writing.

4.1 REVIEWS RELATED TO SECOND LANGUAGE TEACHING AND LEARNING

Richards and Rodgers (2001), this book is one of the most referred books for language teaching. Language teaching is not static phenomenon but constantly evolving. Keeping this in view the book second edition presents both existing teaching methods as well as contemporary methods.

Part 1 contents are direct product of the first edition with more inputs. Topics covered in the initial part includes -Understanding the notion of Approaches and methods of language teaching, Oral Structural approach and Situational approach, Audio Lingual method are discussed as the major trends in the twentieth century Language Teaching.

Part 2 examined alternate approaches and methods for language teaching. Established and notable methods such as – Total Physical Response, The Silent way, Lexical Approach, Competency Based Language Teaching are discussed along with their flaws.

Part 3 is dedicated to current Communicative Approach. The different methods with communicative approach are considered to be the major trends. The Natural Approach, Content Based instruction, Task Based Language Teaching are some acclaimed methods and approaches.

The book is advantageous for researcher as the Authors who are the expertise in field of language teaching and learning divides the methods and approach into different compartment. This helps in understanding the present and contemporary trends and the shift from the twentieth teaching methods.

Garcia (2019), illustrated a contrast between Modern and Traditional Language Learning methods. Traditional method is characterized as a method that is teacher centered and activity such as homework given to learners is a trademark of this method. The Modern method on the other hand is viewed as a contrast method with flexible and relaxed mode of learning being a replacement of intense home assignment. The paper advocate Experiential Approach believing that language learning should be engaging. According to this research paper, Modern approach is more favorable than Traditional approach in context of language learning.

Gupta (2014), rolled out a comparative between Traditional and Modern teaching methods without pre judgments and for that it is most relevant. The paper is a personal quest of the author to understand which methodology – Modern or Traditional is most appropriate for Indian Learners.

A detail explanation on both the methodology was presented which includes the Pros and Cons of the two methodologies. Some notable findings are listed under the following headings.

Merits of Traditional Teaching Method

➢ The method is more affordable and more suitable in schools of rural areas.
➢ Subjects like Mathematics and Chemistry are best learned using blackboard and explaining.
➢ Learning discipline is better maintained with the traditional method.

Merits of Modern Teaching Method

➢ The teaching aid employed creates interest for learners to be more engage in learning.
➢ Teacher can offer more topics in lesser time as compared to time spend on chalk and board.
➢ Learners understand the subject better with the modern teaching aid and can retain more.

Balliu and MimozaBelshi (2017), examine and presented a paper that interest the researcher for the fact that it brings out two case. Firstly, the findings reveal how traditional method of teaching is still relevant and effective, particularly in teaching scientific subjects. Secondly, the research also expounds the need of modern methods to engage learners more efficiently.

Further, the paper reports that modern approach activates the learner's creativity more than the traditional method. However, employing traditional method helps the learners better to complete a task or assignment in time.

Vijayalakshmi (2014), this scholarly article is a brief introduction to the development of English in India. The paper presents the introduction of English Language and the growth of the language from pre-colonial, colonial to post-colonial. The research is mainly focus on the vital role of English in present India and discusses the role of English in Legal, Financial, Education and Business. In, context of Education, a detail timeline of language policies to promote English is discussed. This paper is a brief overview of English in India from pre-colonial to present.

Kumar (2019), this research paper delves into the problems of Teaching English as second language. The study investigates in detail the objectives of teaching English. A brief comparison of rural and urban teaching methodology was presented, it further discusses the language environment faced by rural learners and the disadvantage they have due to the lack of target language environment. However, the research points out that when compared the teaching methodology; they are not wide apart as the Teacher centric methods prevail in both urban and rural regardless of the language environment. This according to the study is the most crucial challenge for effective language learning outcome.

Further, the research elaborated the objectives of teaching English and links it to the social progress. The paper concludes by stressing on the importance of achieving the said objectives which will then usher success in world of technology.

4.2 REVIEWS RELATED ON ERROR ANALYSIS AND ERROR ANALYSIS IN WRITING

Corder(1967), this critically acclaimed paper is so significant in the study of error for proposing new hypothesis and contradicting with existing notion of error in language learning. This paper also recognized Corder as the father of Error Analysis. Corder begins the article with a remark of frustration towards how language teacher deals with learners' error. He understood Error as an integral part of language learning process and therefore teacher treating error as an interference of mother tongue dismissed many phenomena that are not related with mother tongue. Corder presented a compelling argument while examining two schools of thoughts in respect to learners' error. One school maintains that perfect or flawless teaching method will

eliminate any occurrence of error. The other school support that error is inevitable and therefore focuses on dealing with errors after it is committed.

Corder major concern was not treating mother tongue and second language differently. The hypothesis proposed with observation that the sequence of learning first language and second language are two different occurrences. Another major highlight of the paper is putting strong argument that mother tongue interference is not the only source of error but the process of language learning is systematic and many other elements are responsible for error in language learning.

Mulianinigsih, (2014), this particular Research aims to study: 1. Student's ability to write 2. Identify the types of Grammatical and Lexical Error made by learners 3. Find the percentage of each type of error. The Research adopted Tarigan (1995) steps to analyze Error and categorizes the error into Grammatical and Lexical Error.

The Research could identify a total of 13 (thirteen) Grammatical Error –

i. *Tense*
ii. *Omission of To Be*
iii. *Addition*
iv. *Interrogative*
v. *Article*
vi. *Preposition*
vii. *Possessive case*
viii. *Mis ordering*
ix. *Pronoun*
x. *Omission of main verb*
xi. *Auxiliary*
xii. *Adverb*
xiii. *Omission of subject*

Lexical Errors Identified is:

Inappropriate word for context   *Spelling*
Part of Speech   *Wrong diction*
Mother Tongue words   *Wrong term*
Plural

The findings of the research conclude that Grammatical Errors are caused due to interference of Mother Tongue.

Bustomi, (2009), this systematic research is to identify the common error made by students while writing English Composition. Qualitative method was used to analyse the writings of the participants which was followed by description of each error. A composition test titled 'My

Lovely House' was used as an instrument for collection of data. The findings of this research identified number of common error and further add that the source of the errors is caused by the learner's lack of English Grammar knowledge and mother tongue interference.

SaadiyahDarus (2009). This Case study examines errors of 72 essays written by 72 participants of secondary level. The findings reveal that the most common errors committed by the participants are: singular / plural form, verb tense, word choice, preposition, subject verb agreement and word order.

The study also studied on how some of the errors are internalize in the rules of the Target language and the importance of EA in language teaching.

James (1998) proposes five categories of Errors:
  i. *Grammatical errors (adjectives, adverbs, articles, nouns, possession, pronouns, prepositions and verbs),*
  ii. *Substance errors (capitalization, punctuation and spelling),*
  iii. *Lexical errors (word formation and word selection),*
  iv. *Syntactic errors (coordination/subordination, sentence structure and ordering),*
  v. *Semantic errors (ambiguous communication and miscommunication).*

Hengwichitkul (2006), study in EA is a thorough research paper. The Research attempts to understand the types of Error made by Thai University graduate students. The significance of the research understands errors at sentential level. Errors were classified into-

  i. *Subject-verb agreement*   *Tenses*
  ii. *Parts of speech*   *Participial phrases*
  iii. *Relative clauses*   *Passive voice*
  iv. *Parallel structure*   *Punctuation*
  v. *Run-ons and fragments*

The Research found that punctuation error was the most frequent error committed and the least frequent was the part of speech. The sources of errors as identified are- Mother Tongue Interference and Complexity of English sentential construction.

Runkati (2013) in her studies category's errors at the sentential level similar to Hengwichitkul (2006) classification of error and in addition she categorized errors at word level. This word category includes items such as articles, prepositions, word choices, nouns and numbers.

H.Y.Touchie (1986) in her study suggests some more sources of Error:

- *Simplification: Learners often choose simple forms instead of complex form which cause error. An example of simplification might involve the use of simple present instead of the present perfect continuous.*

- *Overgeneralization: When learners of English use plural 'S only toan mark the plural form of a noun, it is a case of overgeneralization*

- *Hypercorrection: Teachers intense correction on their students' errors induces the students to make errors in otherwise correct forms.*

o *Faulty teaching: An unfortunate source of error is when learners' errors are teacher-induced ones; it can be teacher giving wrong pronunciation, wrong information oreven wrong spellings to the learners.*

- *Fossilization: Some errors, especially errors in pronunciation, persist for long periods and become quite difficult to get rid of.*

- *Avoidance: Some syntactic structures are difficult to produce by some learners.*

- *Inadequate learning: Another main source of Error is when the learner has inadequate knowledge of Target Language.*

- *False concepts hypothesized: Errors can also be attributed to wrong hypotheses about the target language. For example, some learners think that is **"is"** the marker of the present tense. So, they produce: **He is talk to the principal.***

o

Hourani (2008). The objective of the research is to explore the common types of grammatical errors committed by Emirati secondary male students in English essay writing. The study selected 5 prime schools with 105 students and 20 teachers on the Eastern Coast of the UAE. The process of the study involves identifying, describing, categorizing, and diagnosing the type of grammatical errors made in the Emirati secondary male students' English essays writings. The research finds UAE students make different types of grammatical errors, and most are cause due to intralingual transfer. Furthermore, it has been observed that Emirati male students are weak in essays compositions and their weak grasp of the basic tenets of English grammar. The benefit of referring to this research for the present study is that the procedure that the researcher followed was systematic and validated the findings for the clear presentation of data.

CHAPTER 5: ANALYSIS OF DATA AND FINDINGS

5.1 ANALYSIS OF TEACHING METHODOLOGY IN NAGALAND

One of the Research aims is to understand the teaching methodology adopted by the Secondary English Teachers in Nagaland. To achieve the research object, a Descriptive Survey Method and Questionnaire as tool for data collection is employed. A total of 18 English Teachers representing 4 government and 4 private schools were selected for the study.

5.1.1 PROFILE OF THE RESPONDENTS

Personal Details: -

Sample Individual	Category of school	Designation	Gender	Educational Qualification	Additional Qualification / Training
1.	Private	PGT	F	MA	B. ED
2.	Private	PGT	F	MA	B. ED
3.	Private	PGT	F	MA	B. ED
4.	Private	GT	F	BA	B. ED
5.	Private	Asst. T	F	MA	B. ED
6.	Private	Asst. T	F	MA	-
7.	Private	Asst. T	F	MA	-
8.	Private	GT	F	BA	-
9.	Private	PGT	M	MA	-
10.	Government	GT	F	MA	B. ED
11.	Government	GT	F	MA	B. ED
12.	Government	GT	F	MA	B. ED
13.	Government	GT	F	MA	B. ED
14.	Government	GT	F	MA	B. ED
15.	Government	GT	F	MA	B. ED
16.	Government	GT	F	MA	B. ED
17.	Government	GT	F	MA	B. ED
18.	Government	GT	F	MA	-

GT – Graduate Teacher   *Asst. T – Assistant Teacher*

MA – Master of Arts   *BA – Bachelor of Arts*

B.Ed – Bachelor of Education   *M – Male   F - Female*

In the State of Nagaland, the minimum qualification for any secondary teacher regardless of Private or Government is Graduate. In the Government sector, the term 'Graduate Teachers' is used to refer to Secondary teachers as the minimum qualification for the job is graduate. However, in Private schools' according to their qualification different terms such as Graduate Teachers (GT), Post Graduate Teachers (PGT) and even Assistant Teachers are used to address Secondary Teachers.

All the teacher respondents of this present research are Age between 25- 40 years of age. An interesting fact that has been observed is the high number of female teachers in schools selected for the present study. This observation prompts gender studies and further research on this issue can reveal interesting facts on Gender and Occupation relation .Achumi (2017) noted similar findings; the study data analyzed found 90.90% of the secondary teachers are female. The research selected 4 Government and 4 private Secondary Schools from Kohima Urban Areas. These schools are spread across Kohima town and Kohima Village. The secondary students that are enrolled in these schools are from different tribes with exception from Khedi Higher Secondary School where majority of the students are Angami students. The teachers selected for the study are English subject teachers for Secondary level. In most of the schools whether it is government or private, the school employs only 2 or 3 subject teachers. Therefore, the sample size is justified.

It is impressive to note that most of the teachers not only possess minimum qualification but also have master degree in English as well. Private schools teachers are not behind the government teachers when it comes to the educational qualification. There is a notion that government teachers are more qualified than private teachers because of the fact that government pay is much higher and hence better qualified teacher aspirant opt for government sector.

Additional qualifications refers to professional training for teaching. The Nagaland Government is attempting to recruit only trained teachers for the vacant post against any Government teaching post. To promote this, Teacher Eligibility Test (TET) was introduced in 2016 for trained teachers and clearing of the test attest the eligibility to apply for government teaching post. From the data the government teachers have an impressive additional qualification. It can also be added that government teachers gets the advantage to get trained from State run institution such as District Institute for Educational Training (DIET) and English Language Teaching Institute (ELTI) for professional teaching training. Additional qualification is preferred by private institution but not compulsory. The presented data also reveals that Government teachers have higher percentage in context of additional qualification.

5.1.2 SAMPLE FINDINGS OF QUESTIONNAIRE FOR SECONDARY TEACHERS'

Question 1   *Do you think English language Teacher needs additional training to teach English?*

Findings ⟹

	Govt	Private	Total
Yes	*9*	*7*	*16*
No	*0*	*2*	*2*

The 88% teacher's respondent thinks that additional training is required to teach English. The Nagaland Board of School Education (NBSE) syllabus for Secondary English comprises of the four language skills as well as Prose, Poetry and Grammar. To teach students all these aspects of language, the language teachers needs more skills and require professional training.

Question 2   *In your lesson transaction, what language do you use?*

Findings ⟹

	Govt	Private	Total
Only English	*2*	*9*	*11*
Both English and Nagamese / Native Language	*7*	*0*	*7*

The research analysis presented in the column above brings out an interesting fact that the private and government schools differs in context of meduim of instruction. The data shows that private schools do not required Nagamese or Mother Tongue in the process of teaching. Whereas, the government teachers rely on Nagamese and Mother tongue in their lesssons transaction. The reason for this is that most of the government students have poor comprehension skills in English language and have limited access to English Language. Therefore due to their inadequate learning of English the teacher needs Nagamese and Mother tongue to intervene and use these languages to supplement the lessons transaction.

The intention of Q 3, Q 4 and Q 5 is to understand the methods used to teach Prose, Poetry and Grammar. The questions are multi choice questions having options of both traditional methodology as well as modern methodology. Teacher centric methods like notes, drills and explanation are rooted in traditional methods of teaching. Group discussion, project work and student's presentation are towards modern approach of language teaching. Critical discussion can be a teaching technique for traditional as well as modern approach. When a

critical discussion is dominated by teachers and it is a one-way discussion without inputs from students it can be evaluated as traditional approach. However, a critical discussion where teacher act only as a facilitator or moderator can be regarded as a modern technique to teach language.

Question 3   *What techniques do you commonly use in teaching prose? Please Tick three most frequently used.*

Findings ⇩

	Govt	Private	Total
Explanation	*9*	*9*	*18*
Notes (Giving questions and answers)	*9*	*5*	*14*
Group discussion	*4*	*4*	*8*
Student's Presentation	*1*	*4*	*5*
Project work	*2*	*1*	*3*
Critical discussion on topic with students	*2*	*4*	*6*

Question 4   *What techniques do you commonly use in teaching poetry? Please Tick three most frequently used.*

Findings ⇩

	Govt	Private	Total
Explanation	*9*	*9*	*18*
Notes (Giving questions and answers)	*8*	*6*	*14*
Drills	*2*	*-*	*2*
Student's Presentation	*2*	*4*	*6*
Project work	*1*	*-*	*1*
Critical discussion on topic with students	*5*	*8*	*13*

Question 5   *What techniques do you commonly use in teaching Grammar? Please Tick three most frequently used.*

Findings ⇩

	Govt	Private	Total
Explanation	*9*	*8*	*17*
Notes	*3*	*4*	*7*
Exercises	*8*	*7*	*15*
Group Work	*3*	*3*	*6*
Grammar Games	*4*	*4*	*8*
Project Work	*-*	*1*	*1*

Evaluation of the responses from the Q 3, Q 4 and Q 5 shows the dominance of Explanation technique to teach English Language at Secondary level. Notes in a form of giving questions and answers are also used frequently by the language teacher. These methods are features of teacher centric method. Critical discussion in this case is again teacher centric, teacher does all the critical analysis of the prose or poetry and there is no much opportunity for students to express their views. This was concluded from interaction with the language teachers and some students. The teachers further add that the students are too dependent on the teacher's explanation and student's unwillingness to have two-way discussion ultimately compels the teacher to dominate critical discussions on a given topic.

Modern approach which employs methods like group work, project work and presentation are used but the usage percentage is much lesser than the explanation and notes. Therefore, these techniques are not used frequently.

The study also finds that there is no wide difference between private and government teaching style. In both cases Explanation and Notes were the two most frequently methods that are used to teach English prose and poetry. In context of teaching Grammar both private and government shows similarity again. In addition to explanation as the most frequent method to teach grammar, in both cases grammar exercises is also frequently employed to teach grammar. Exercises in this regard are the exercises provided in the textbooks and the method primarily follows the instruction of Textbooks.

Question 6 **How often do you use teaching aid in your lesson transaction?**

Findings

	Govt	Private	Total
Sometimes	6	7	13
Often	3	2	5
Never	-	-	
Always	-	-	

Question 7 **Please mention three most frequently used teaching aid by you?**

Findings

	Teaching Aid Used
Govt	*Charts, Pictures, Visual aid, Flashcards, Black boards, Text books*
Private	*Charts, Visual aids, Pictures, Boards, Textbooks, Dictionary*

Question 8   *How effective are teaching aid in learning outcome according to you?*

Findings
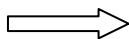
	Govt	Private	Total
Very effective	7	2	9
Effective	2	7	9
Not effective	-	-	-

Q 6, Q 7 and Q 8 are related with Teaching Aid. The study wants to investigate the teaching aids that are used in the lesson transaction. Total of three questions were frame to drill the teachers in order to find specifically the kind of teaching aid that are used, keeping in mind that teaching aid can reveal a lot about the methodology they used. From the types of teaching aid the teachers provided for the study, it reveals a lot of traditional teaching aid such as black board and textbooks. These are common to both private and government schools and a notable finding is that, an attempt to bring audio visual learning in the classroom is initiated by some teachers that were selected for the study and this is partly due to the fact that many teachers are professionally trained. Q 6 response reveal the limited used of teaching Aid as 72% of the teacher used teaching aid only '*sometimes*.' To infer from the above three questions responses, the study says that teaching aid is not used regularly and the teaching aids that are used are dominantly used are traditional teaching Aid. Further discussion with Teachers reveals that Schools do not have equipment's to facilitate visual and audio learning and the teachers rely on their laptops to aid their teaching.

Question 9   *What are the challenges you face as a language teacher?*

Findings

Govt	Private
Challenges	

Govt
- *Students come from economically weaker background which results in less support from family to learn.*
- *Inadequate English vocabulary, teacher has to teach in Nagamese or mother tongue.*
- *Too dependent on Teachers*
- *Very poor in all four language skills.*
- *Lack of interest and motivation among students to learn.*
- *Limited exposure to English*

Private
- *Limited vocabulary*
- *No confident to express themselves in English Language.*
- *Lack of Parental support*
- *Poor Grammar concept*
- *No interest in creative writing*
- *Mother tongue interference*
- *Too dependent on teacher's*

Language.　　　　　　　　　　*explanation and notes.*

🔸 *Influence of Mother tongue.*

🔸 *Limited teaching aid from the school authority.*

The above are some responses of the teachers regarding the challenges they encounter as a language teacher. The challenges are not isolated, they voiced out on behalf of many other teacher who are not included in the study. One huge challenge the teacher faced uniformly is the inadequate knowledge of English among the students. It is truly a prime task for teacher to teach secondary level material to students who are weak in comprehending English language and have limited vocabulary. This inefficient learning has made the students more dependent on teachers. The challenges faced by the teachers should be address from foundation level.

Question 10 **Do the School that employs you sponsors for any professional development activities?**

Findings ⇩

	Govt	Private	Total
Yes	*0*	*1*	*1*
No	*2*	*6*	*8*
Sometimes	*7*	*2*	*9*

Q 10 investigates the role of schools in helping the teachers to get additional training. There is a wide difference between government and private schools. The former gives more opportunity for their teacher's development and the later rarely do. The government teachers have more opportunity in this case as the state gives funds and support to upgrade the teachers whereas private sector lack funds and government supports making it more difficult to support their teachers for trainings.

Question 11 **As a language teacher, are you satisfied with the curriculum provided by the school board?**

Findings ⇩

	Govt	Private	Total
Strongly disagree	-	-	-
Disagree	-	-	-
Neutral	5	7	12
Agree	4	2	6
Strongly agree	-	-	-

Most teacher responses suggest their agreement with the current syllabus and do not have any apprehension towards the prescribe syllabus.

5.1.3 ANALYSIS OF THE QUESTIONNAIRE REPLIES/REMARKS

- 88% of the Secondary Teachers respondent feels that there should be additional training to teach language besides their minimum qualification.

- Teachers respondent for this research are all graduate and 63% of them have additional qualification. The minimum qualification to teach at secondary level in State of Nagaland is Graduate; a Secondary teacher is therefore often designated as Graduate Teachers (GT).

- In private schools, English is the only language that is used as the medium of instruction. However, in Government schools' teachers have to used Nagamese or Mother tongue as additional language in lesson transaction. This infers that the government secondary students are less competent user of English language as compared to private students.

- One primary objective of the present research is to analyze the methodology employed to teach English and further to ascertain whether modern methods are adopted. The three main components of English syllabus prescribe by NBSE are prose, poetry and grammar. Therefore, how each component is taught was crucial to achieve the research objective. Analysis from the questionnaire can be sum up in the following points: -

  - The most common techniques used to teach prose is explanation, giving ready-made notes and Group discussion.

  - To teach poetry, similar techniques were used where explanations and notes were the main tool used to teach.

  - The common techniques that were adopted to teach grammar are -Explanation, exercises and grammar games.

The findings provide evidence that the methods that are prevailing in Nagaland is purely Teacher centric as explanation of the lesson and notes dominates the teaching process. Student's presentation and critical discussion between teachers and students are rarely practice. Project works are given as task to students and assess without students giving individual presentation. The questionnaires analysis further suggests that the system adopted to teach language is still deep rooted in traditional methods of teaching and modern approach is yet to find its place in Nagaland teaching methodology.

- The present research also reveals that most of the teachers used teaching aid only sometimes and the common teaching aid are black board, chart, textbooks, pictures and audio-visual aid. The teachers agreed that these are effective tools in teaching process. However, the teachers also point the lack of equipment's and support from schools to facilitate better teaching aid. Modern teaching aid likes smart classroom are limited to few private schools only. So, the teaching aids in this regard are again not modern teaching aid but traditional teaching aid.

- In regard to curriculum and syllabus, the teacher's respondents are either neutral or agree with the NBSE syllabus. Teachers for the present study do not have much comment on the prescribe syllabus and therefore it will be assumed that the NBSE curriculum are suited for the secondary learners.

- Teachers do not get much support for enhancing their teaching skills especially the Private Teachers. This issue needs to be deliberated as most of the secondary students are enrolled in Private Schools. The statistical data stands that out of 592 secondary schools in Nagaland, 390 are Private.

R. Achumi (2017) in her research on the topic 'A Study on the Methods of Teaching Employed by English Teachers of Secondary Schools in Kohima Town' also concluded similar findings. The study found that the teacher explained 88.18% and the common teaching technique was questioning and answering and further report that the teaching method was teacher centric in traditional class environment.

5.2. ANALYSIS OF EA IN SECONDARY COMPOSITION WRITINGS IN NAGALAND

This section of the research is an attempt to identify common types of error found in writing among secondary students of Nagaland. In this research process, the research also tries to understand how errors are treated and whether there is a wide difference between government and private schools in context of error in writing.

5.2.1 DATA COLLECTION

The research data for this topic were taken from evaluated answer scripts of 4 selected schools: P.W.D Government High School, Dr. N. Kire Government High School, Christ King Higher Secondary School, Northfield Higher Secondary School. With permission from the Principal, the school contributed evaluated answer scripts for the research. The challenges that was encountered during the data collection was that in Government schools, the answer scripts after evaluation and recording were handover to the respective students. Hence, it was difficult to get answer script in bigger numbers and also the enrollments in Government schools are much lower than Private schools. The study could get hold of only 77 answer scripts from the Government Schools, so all these scripts were used to collect data. However, private schools provided more answer scripts, so using random sampling method 140 answer scripts were picked from the two private schools. The study collected data from the writing composition section of the answer scripts.

Table 5   Presentation Of School's Name And Number Of Scripts Examined

	Private Schools		Government Schools		
Name of Schools	Christ King Higher Secondary School, Kohima	Northfield Higher Secondary School, Kohima	Dr. Neiliezhii Higher Secondary School, Kohima	Government High School P.W.D, Kohima	Total
Total No. of Answer Scripts Sampled	70	70	40	37	217

5.2.2 INTERPRETATION OF DATA

Error Analysis is a systematic study of Error. The data analysis followed Corder's (1974) suggested procedures for EA.

A. *Collection of Data*

B. *Identifying the errors*

C. *Describing errors/ Classification of errors*

D. *Explanation of errors*

E. *Evaluating the errors*

The data analysis procedure can be put under different stages:

Stage 1: Collection of data

Data's were collected from evaluated answer scripts from 2 private schools and 2 government schools in Kohima. The researcher excerpts the compositions writings from the scripts.

Stage 2: Identifying Error

Writing Composition comprises of essay writing, expansion of ideas and letter writing. A total of 217 answer scripts representing sample of four selected schools were analyzed and put under coding category after identifying the errors.

Stage 3: Describing errors/ Classification of errors

Describing errors is a crucial step for Errors research. For a clearer presentation of data, the study adopted a classification suitable for the present research. A new EA coding category was generated by integrating Hengwichitkul (2006) ,Runkati (2013) and Darus and Ching (2009) errors categories.

Table 6 Classification of Errors of the Present Study

Sentential Error	Word Error	Mechanics Error
be -verb	*Misinformation*	*Punctuations*
Conjunctions	*Numbers*	*Capitalizations*
Tenses	*Spellings*	
Prepositions	*Omissions*	
Adverbs	*Additions*	
Pronouns	*Possessives*	
Adjectives	*SMS words*	
	Articles	

5.2.3 EXPLANATION OF ERROR

This section explains the procedures of identifying errors for each category. It is vital for the research to clearly explain the errors and use the description of error to identify and categorize. These error categories are developed particularly for the present research.

a.   Capitalization Error

A capitalization error occurs when the conventions of the target language concerning upper- and lower-case usage are not followed. Using lower case: to start sentence, proper noun and pronoun 'I' are listed under this error type. In addition, using uppercase inappropriately in middle of sentence and for words are also label under this error.

b.   Punctuation Error

All forms of punctuation (question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis.) that are inappropriately use or not used in places required falls under this error.

c.   Spelling Error

Spelling errors are those that do not fulfill the conventionally accepted form of spelling in a word.

d.   Omission Error

An omission error is when a morpheme or letter is missing and caused spelling error in words.

e.   Addition Error

An addition error occurs when there is addition of elements where it should not exist and caused spelling error in words. For this research, Omission and Addition are delimited to spelling in a word only.

f.   Possessive marker Error

The general rule for possessive of a singular noun is formed by adding an apostrophe and *s*. The possessive of a plural noun is formed by adding only an apostrophe when the noun ends in *s,* and by adding both an apostrophe and s when it ends in a letter other than *s*. Improper use of these general rules are listed under this error type.

g.   Tenses and Aspects Error

A Verb is a word that expresses action, state or describes. Verb errors are influenced by tense and aspect.

"Verb tense" refers to when the action occurred. Tenses are further divided into: past, present, or future.

"Verb aspect" refers to the duration of an event within a particular tense. Four aspects in English are: simple, progressive, perfect, and perfect progressive.

h.   Preposition Error

Preposition error are when preposition such as *in, on, at, by, for, from, of, off, out, till, to, etc* that connects a noun or pronoun to a verb or adjective in a sentence are either missing or wrong preposition is used.

i. Conjunction Error

Conjunction error are when conjunction such as *but, and, yet, or, because, nor, although, since, unless, while, where etc.* that connect clauses or sentences and also coordinate words are either missing or occur in sentences when it is required.

j. Pronoun Error

Pronoun is a word that replaces a noun or a phrase. Pronoun error is when pronouns such *as he, she, it, they, someone, who, etc* are in disagreement with the noun or phrase it replaces.

k. Article Error

English has three articles*: a, an* and *the*. Articles 'a' and 'an' are called indefinite as they are used for objects which is not specific but general and 'the' is called the definite as it refers to a specific object. Basic rules for articles were established to identify articles error.

l. Misinformation Error

These errors are identified when the learners commit error for using a wrong word which sounds similar to the intended word. E.g. using the word 'this' for 'these'.

m. Plural error

English is a very irregular language and therefore many learners of English commit plural error. However, some basic rules were identified to categorized plural error.

- Plural marker -s should be added to the end of a word to make regular nouns.eg. cat-cats

- Plural marker -es should be suffix to words ending with -ss, -sh, -ch, -x, or -z, to make it plural.eg. bus-buses

- Plural marker-ies should be suffix to a singular noun ends in -y.eg. city-cities

- However, if 'y' is preceded by a vowel only –s will be added to mark the plural. eg.ray-rays

5.2.4 RECONSTRUCTION OF ERRORS

In the process of language learning, mistakes and errors are inevitable and the more incompetent you are it is likely the more error and mistakes you will commit. This is something that has been observed while investigating the secondary's writing. This section is a presentation of reconstructing errors that were identified in the study. The study identified numerous errors from the secondary's writings that were selected, error identification as illustrated in the following table is an excerpt from the answer scripts of secondary students. The errors are then put into different category according to their description.

TABLE 7: *Lists of Examples under different Error Category that are identified in the present Research.*

Sl.No	Identification of Error	Description of Error	Explanation of Error	Error evaluation	Reconstruction of Errors
1.	a little bit about the nature and beauty of Kohima	Capitalization	⬦ Sentence starting with lower case. ⬦ Proper noun with lower case.	This is a common error and the cause is due to inadequate knowledge.	A little bit about the nature and beauty of Kohima.
2.	with due respect, i would like to thank you for...	Capitalisation	⬦ Sentence starting with lower case. ⬦ First person pronoun in lower case.	This particular sentence is an excerpt from letter writing. The first-person pronoun 'I' is an error committed by many students in their writings. Inadequate learning can be considered as the source of such error.	With due respect, I would like to thank you for….
3.	technology is somewhat a part of Boon and a part of curse.	Capitalisation	⬦ Sentence starting with lower case. ⬦ Using capital in middle of the sentence where the noun is not a proper noun.	Since the repetition of using lower case in starting a new sentence is detected, it was categorized as error and not due to carelessness. Source of this error is lack of knowledge to use lower and upper case correctly.	Technology is partly a boon and partly a curse.
4.	How are you, hope you are fine and hope you will receive this letter in good health?	Punctuation	⬦ Absence of question punctuation.	Most of the writing compositions have punctuation error. Absence of emphasis on using correct punctuation is a possible source for such error.	How are you? Hope you are fine. I hope you will receive this letter in good health.
5.	Nowadays people are so dependent on the science technology.	Punctuation	⬦ Absence of comma. ⬦ Conjunction	Inadequate knowledge.	Nowadays, people are so dependent on the science and technology.
6.	Delivery will just come in our house.	Preposition	⬦ Incorrect preposition usage.	Overgeneralization of the grammar rules.	Delivery will just come to our house.
7.	We should avoid	Preposition	⬦ Insert of preposition when it is	Inadequate knowledge.	We should avoid

Sl.No	Identification of Error	Description of Error	Explanation of Error	Error evaluation	Reconstruction of Errors
	damaging <u>to</u> public properties.		not required.		damaging public properties.
8.	It would be so kind of you if you look <u>forward</u> to it and make necessary changes.	Preposition	Absence of preposition and wrong choice of word.	This line is taken from letter writing and the writer's intention could be conveyed by using preposition 'into'. Inefficient knowledge on usage of preposition and weak vocabulary can account for this error.	It would be so kind of you if you look into it and make necessary changes.
9.	Keep our book <u>in</u> the table.	Preposition Plural	Incorrect preposition usage. Not using plural form.	This particular sentence reveals that basic usage and concept of preposition is not learned. Secondly, the noun is not pluralized and not in agreement with the subject.	Keep our books on the table.
10.	<u>And</u> we should also stop misusing phone. Always be careful in doing anything we should think before we do <u>and</u> damaging <u>and</u> also know the value of development, protection <u>and</u> preservation<u>. And</u> if possible, we should have an awareness programme.	Conjunction	Repetition of conjunction 'and'.	The sentence is taken from essay writing on 'Technology'. This occurrence of 'and' repeatedly clearly shows that it is not a mistake but error due to inadequate knowledge.	
11.	They eat their lunch <u>and</u> for eating their lunch students <u>and</u> even teacher are crowded <u>and</u> the canteen was full.	Conjunction	Repetition of conjunction 'and'	This sentence is from another student's composition describing the scenario of lunch time at school breaks. Inadequate knowledge can be the source of such misuse and repetition of conjunction.	

Sl.No	Identification of Error	Description of Error	Explanation of Error	Error evaluation	Reconstruction of Errors
12.	Public properties are things that belong's to all of us.	Possessive	✦ Addition of possessive when it is not required.	Either a case of misinformation or inadequate knowledge possessive marker usage.	Public properties are things that belong to all of us.
13.	People's contact one another unnecessary during this cause accident.	Possessive or Plurality	✦ Addition of possessive when it is not required	This sentence is written in context of using phone as a drawback of technology. A case of limited knowledge of marking possessiveness or can also be a case of plural over generalization.	People contact/talk to one another unnecessarily which cause accident.
14.	The place is a unhygienic to stay.	Article	✦ Insertion of article when it is not required.	This is a common example of article error where basic usage of article is not learned.	The place is not hygienic to stay.
15.	It is also very difficult in controlling students.	Article	✦ The article is not in agreement with the noun.	The students do not have proper knowledge in usage of definite and indefinite article.	It is also very difficult in controlling the students. Or It is also very difficult in controlling the students.
16.	There is a very poor lighting in my locality.	Article	✦ Insertion of article when it is not required.	Inadequate learning in usage of articles.	There is very poor lighting in my locality.
17.	The place was so beauty and lots of parks are there.	Adjectives Word order	✦ Noun used in place of adjective. ✦ Word 'there' needs to be rearrange in the sentence	The student chooses the wrong lexical word partly due to insufficient knowledge to differentiate part of speech.	The place was so beautiful and there are lots of parks.

Sl.No	Identification of Error	Description of Error	Explanation of Error	Error evaluation	Reconstruction of Errors
18.	So a student must needs to be very alert.	Punctuation Verb	 ↓ Comma is required after the word 'so'. ↓ The verb 'must' and 'need' are synonyms. The presence of only one verb required.	Inadequate learning in usage of punctuation and lack of understanding that using two similar words together can lead to ungrammatical sentences.	So, a student needs to be very alert.
19.	Say <u>not</u> to drugs and tobacco!	Adverb	Both No and Not are negative word and both can be used as Adverb. 'No' is usually used to refer to a noun whereas 'Not' is used to express negation to show an opposite action or describing a verb. Therefore 'No' should be used for this particular sentence.	Learners inability to differentiate No and Not, a case of insufficient learning.	Say No to Drugs and Tobacco!
20.	In our today's generation technology is <u>fastly</u> approaching in all human life.	Adverb	↓ The adverb fast is suffix with –ly which caused error.	A case of over generalization where it is assumed that the suffix -ly makes a word Adverb.	In our today's generation technology is fast approaching in all human life.
21.	The <u>childrens</u> cannot study at night since there is no light. .	Plural	↓ The plural suffix -s is used for plural word 'children'.	A case of over generalisation of plural 's'	The children cannot study at night since there is no light
22.	It <u>make</u> us easy to study	Plural Pronoun Degree of adjectives.	↓ The plural form is not use. ↓ Pronoun word order is wrong ↓ The correct degree of adjective was not applied	This sentence display three errors and inadequate learning can be account for these errors.	It makes study easier.

Sl.No	Identification of Error	Description of Error	Explanation of Error	Error evaluation	Reconstruction of Errors
23.	I humbly request improve lighting in our locality.	Pronoun	➕ Second person pronoun missing.	This error can be due to lack of learning in usage of pronoun and neglecting its usage.	I humbly request you to improve lighting in our locality.
24.	People admired he present.	Pronoun	➕ Second person pronoun used in place of possessive pronoun.	Inability to understand the different kinds of pronoun and its usage can be accountable for this error.	People admired his presence.
25.	In our class there is more than 150 student.	Plural Verb agreement	➕ Failure to pluralize the noun.	This error is again was a common error that has been observed and inadequate teaching is probably the source of such error.	In our class, there are more than 150 students.
26.	Take care of you and your parent and will meet soon. .	Reflexive pronoun Dropping of subject 'We'.	➕ In this case the students fail to use reflexive pronoun where it is appropriate.	Inadequate teaching and learning is accounted for this error.	Take care of yourself and your parents. We will meet soon.
27.	If we do not care for the public people will be suffer.	Tense and Aspects Punctuation	➕ Future 'BE' Verb +ing is wrongly used. ➕	Inadequate teaching and learning is accounted for this error.	If we do not care for the public, people will suffer.

Sl.No	Identification of Error	Description of Error	Explanation of Error	Error evaluation	Reconstruction of Errors
28.	We can <u>said</u> anything anywhere.	Tense and Aspects	♦ Wrong usage of verb form	Inadequate teaching and learning is accounted for this error.	We can say anything anywhere.
29.	Without technology we cannot <u>communicated</u> through from this we are able to learn and can <u>communicated.</u>	Tense and Aspects Conjunction Word ordering	♦ The tense marker suffix –ed to the verb 'communicate' is incorrect. The repetition of the same form attests that it is an error not a mistake. ♦ A conjunction is required to connect the words in this particular sentence. ♦ Wrong word ordering is affecting the structure of the sentence.	Inadequate teaching and learning is accounted for this error.	Without technology we cannot communicate and it is through technology that we are able to learn and communicate.
30.	We will wait for your <u>responding.</u>	Tense and Aspects	♦ Adding the continuous suffix –ing to the verb respond is inappropriate for the particular sentence.	Inadequate teaching and learning is accounted for this error.	We will wait for your response.
31.	I <u>have wrote</u> all the notes for you soon.	Tense and Aspects	♦ Failure to use the past participle 'written' and wrongly used the simple past tense 'wrote'.	Inadequate knowledge to differentiate the different form of verbs.	I have written all the notes for you soon.

Sl.No	Identification of Error	Description of Error	Explanation of Error	Error evaluation	Reconstruction of Errors
32.	Sometime it will come for 1 hour and sometime it will not come for the <u>hall</u> day.	Misinformation	⬓ hall for whole.	All misinformation are mostly due to limited vocabulary and not differentiating pronunciation of similar words.	Sometimes it will come for 1 hour and other times it will not come for the whole day.
33.	Do you know the side-<u>affects</u> of Technology?	Misinformation	⬓ affects for effects.	Inability to differentiate pronunciation of similar words and not knowing the meaning of the words can account for this error	Do you know the side-effects of Technology?
34.	<u>This days</u> you are very far from Kohima.	Misinformation	⬓ this for these.	Inability to differentiate pronunciation of similar words, in addition inadequate learning of plural and singular forms can account for this error.	These days you are very far from Kohima.
35.	I would like to thank you for <u>excepting</u> my letter.	Misinformation	⬓ excepting for accepting.	Inability to differentiate pronunciation of similar words and not knowing the meaning of the words can account for this error	I would like to thank you for accepting my letter
36.	It even <u>effect</u>our eye sight, backbone and brain.	Misinformation	⬓ Effect for affect.	Inability to differentiate pronunciation of similar words and not knowing the meaning of the words can account for this error	It even affects our eye sight, backbone and brain.

Sl.No	Identification of Error	Description of Error	Explanation of Error	Error evaluation	Reconstruction of Errors
37.	Children who are <u>found</u> of junk food.	Misinformation	found for fond.	Inability to differentiate pronunciation of similar words can account for this error.	Children are fond of junk food.
38.	We want to keep our body <u>feet an</u>d healthy. .	Misinformation	feet for fit	Inability to differentiate pronunciation of similar words can account for this error.	We want to keep our body fit and healthy
39.	Yoga in physical health is keep the heart <u>passion</u> healthy.	Misinformation	passion for patient.	Inability to differentiate pronunciation of similar words can account for this error.	Yoga in physical health keeps the heart patient healthy.

5.2.5 **EXAMPLES OF SPELLING ERROR FROM THE PRESENT RESEARCH.**

A. **Spelling Errors**

Spelling error is one of the most common errors that were committed by both government and private secondary students. The data strongly suggest mother tongue interference as the students seems to be writing according to how they would pronounce the words. For instance, 'Instergram' is a typical pronunciation of Angami Naga Tribe. The study however has to delimit the interference of mother tongue as a source of error because the answer scripts that were use do not reveal the names of the students and therefore it was not possible to comment further than just observation. Inadequate learning, fossilization of error due to non remedial measures in learning process and overgeneralization are the sources of spelling errors.

Error	Reconstruction of error
instergram	*Instagram*
sreaching	*searching*
sincearly	*sincerely*
destroyes	*destroys*
explaination	*explanation*
spich	*speech*
Instate	*Instead*
coppreads	*Co-operate*
unresponsibility	*irresponsibility*
screeming	*screaming*

B.   Omission Errors

C.   Addition Error

The data were collected from evaluated answer scripts from the schools selected. The errors were identified and classified. It can be noted that a uniform topic for composition writing was not administered but relied on the topics set by language teacher for their respective schools. The prime objective of EA in this study is to identify the common errors committed by secondary students and also to investigate whether there is a wide difference in error between government and private secondary's writings. The data presented below shows that the study identified 15 errors and 14 errors are common to both private and government schools. SMS wording was not found in government student's composition writings. It is a fact that governments students are from weaker socio-economic background and therefore the access to mobile phones is more limited as compared with private students. This could explain absence of SMS wording as an error in government secondary student's writings.

Adverb errors in Northfield and D. N. Kire are presented as NIL but it should not be concluded that the students of these two schools are competent in their grammar hence no errors on Adverb were committed. As mention earlier the data were identified from the composition writing and the students have the liberty to construct their own piece of writing. Therefore, there is a possibility that students did not write sentences that they are not confident to construct and used of Adverbs in their writings were therefore limited.

In addition, the study also noted that students from both government and private schools write very short essays. Though essays usually carry 5% – 10 % of the total marks, Essays written by secondary students contains a maximum of 150 to 200 words only. Essay means a literary composition on a particular theme or subject, Standard essays requires at least three paragraphs, each paragraph dedicated to an idea or concept 'Scribbr' an online educational site recommends 300-1000 words for High School essay. In most cases from the present research specimen it was noticed that essays hardly have 150 words with no paragraph.

The following Table is a compilation of Errors that are identified and categorized from four different schools.

TABLE 8 SAMPLE DATA FINDINGS

Name of Schools	Private Schools		Government Schools		
	Christ King Higher Secondary School, Kohima	Northfield Higher Secondary School, Kohima	Dr. Neiliezhii Higher Secondary School, Kohima	Government High School P.W.D, Kohima	Total
Total No. of Answer Scripts Sampled	**70**	**70**	**40**	**37**	**217**
Sl.No Types of Error					
1. **Addition**	8	9	11	5	**33**
2. **Adverb**	8	0	0	3	**11**
3. **Articles**	9	2	18	16	**45**
4. **Tenses and Aspect**	33	12	33	29	**107**
5. **Capitalization**	46	28	30	30	**134**
6. **Conjunction**	17	1	4	4	**26**
7. **Misinformation**	37	18	20	22	**97**
8. **Omission**	17	11	10	13	**51**
9. **Plural**	8	1	5	12	**26**
10. **Possessive**	28	6	3	18	**55**
11. **Preposition**	16	7	7	10	**40**
12. **Pronoun**	13	4	5	8	**30**
13. **Punctuation**	55	30	35	36	**156**
14. **SMS- Wording**	3	5	0	0	**8**
15. **Spellings**	49	44	39	29	**161**
Total	**347**	**178**	**39**	**29**	**980**

From the study, it has been perceived that students do not have basic knowledge of composition writing. Paragraphs are poorly understood, either there are no paragraph or paragraph are just randomly developed without any single theme. This is prevailing in the secondary composition writing regardless of government or private. It is also noted that the secondary writing display limited vocabulary and weak creative writing skills. Observation further brings out that students are not separating formats and languages for formal and informal writings. Letter writings collected for the study attests this observation, the choice of words were inappropriate

and formal writing resembles a casual conversation. The cause for substandard observed in most of the writings are partly due to insufficient exposure to creative writings and limited input on developing writing skills for learners.

5.3.1 PRIVATE SCHOOLS SAMPLE DATA

The study had an assumption that there is no wide difference among the private schools and therefore proposed only to study to do a comparative study between private and government secondary schools. However, the findings show that private schools are displaying different outcomes and some difference are wide enough to separate and conclude differently.

From the data findings it has been revealed that Christ King Higher Secondary School (CKHSS) has committed higher error in most error category as compared to Northfield Higher Secondary School (NFHSS) particularly in category of Capitalization, Tense and Aspects, Possessive, Misinformation and Conjunction. The study randomly selected 70 scripts from both the schools and essays and letter writing in composition section was extracted for data collection. Though errors identified were common to both schools, the high variation in percentage or errors calls for further research.

A brief background on the two private schools may be beneficial for the study. Christ King Higher Secondary School (CKHSS) is a Catholic Institution located in the heart of Kohima Village. The enrollment is higher than Northfield Higher Secondary School (NFHSS). Northfield is located few kilometers away from Kohima town.

From personal observation, it is fair to comment that the learning environment observe during the process of the present research is that these two private schools are different in some aspects. NFHSS have lesser students in each class ranging from 30-45 in one section; CKHSS has a minimum of 50 students with maximum of 70 in a section. Students in NFHSS are more skilled in speaking English as the language environment favors only English and mother tongue/Nagamese are not use by most of the students. CKHSS is in contrast with Northfield when it comes to language environment. Many students prefer Nagamese and Mother tongue while interacting with their peers. These comments were concluded from interaction with students in the process of the study.

These observation and difference are been point out to supplement for future reference and study and no conclusion are drawn for the present study.

Table 9   **Private Schools Sample Data of Errors Identified**

Name of Schools		Christ King Higher Secondary School, Kohima	Northfield Higher Secondary School, Kohima	Total
Total No. of Answer Scripts Sampled		70	70	**140**
Sl.No	**Types of Error**			
1.	**Addition**	8	9	**17**
2.	**Adverb**	8	0	**8**
3.	**Articles**	9	2	**11**
4.	**Tenses and Aspect**	33	12	**45**
5.	**Capitalization**	46	28	**74**
6.	**Conjunction**	17	1	**18**
7.	**Misinformation**	37	18	**55**
8.	**Omission**	17	11	**28**
9.	**Plural**	8	1	**9**
10.	**Possessive**	28	6	**34**
11.	**Preposition**	16	7	**23**
12.	**Pronoun**	13	4	**17**
13.	**Punctuation**	55	30	**85**
14.	**SMS- Wording**	3	5	**8**
15.	**Spellings**	49	44	**93**
	Total	**347**	**178**	**525**

Chart 1   ***Private Schools Types of Error Identified***
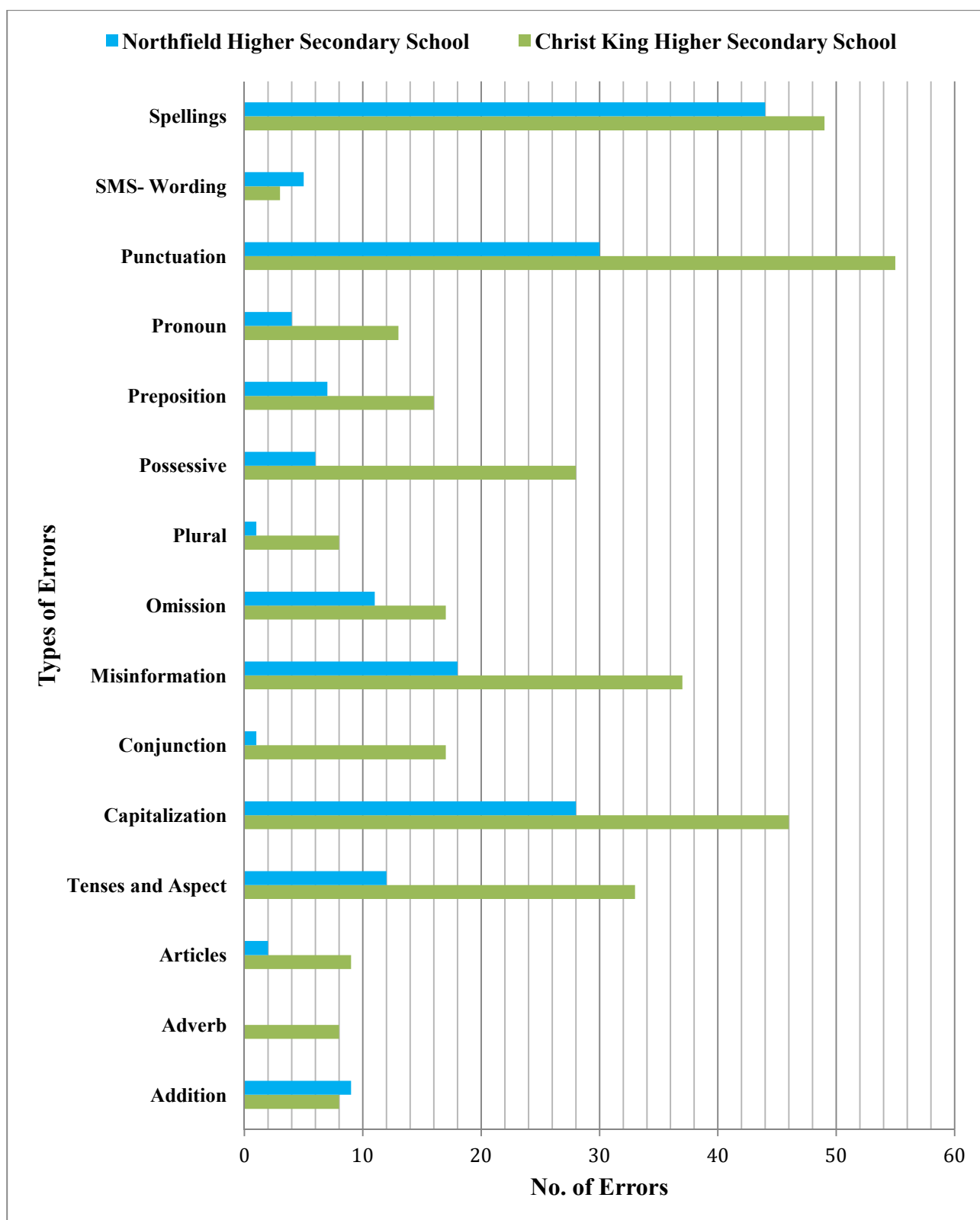
Chart 2   Percentage of Error Types in Private Schools

Private Schools - % of Total Error Types
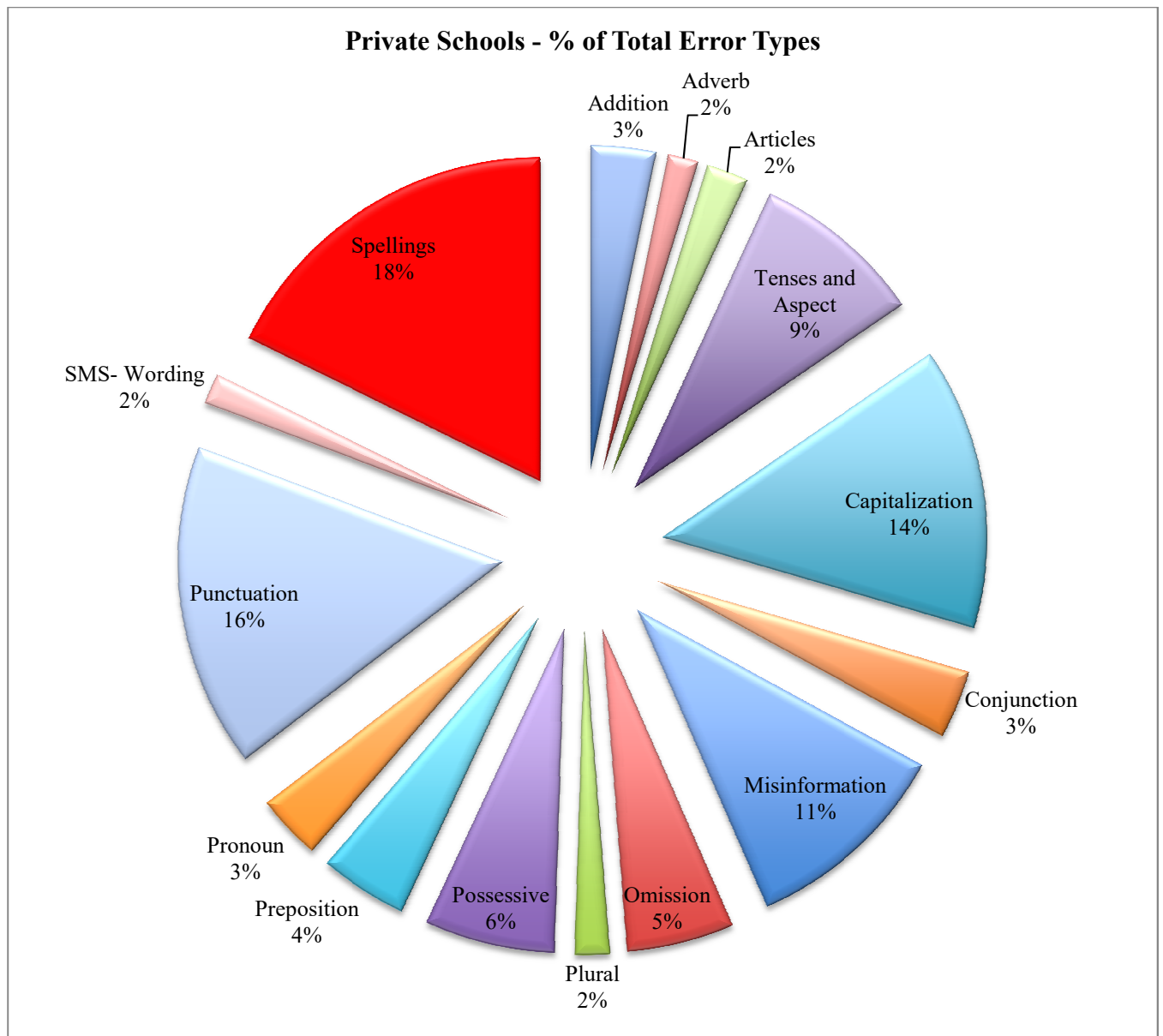
Chart 3   Christ King School – Total Errors Identified

**Christ King Higher Secondary School
Types of Errors Identified**

Addition
2%

Adverb
2%

Articles
3%

Spellings
14%

SMS- Wording
1%

Tenses and Aspect
9%

Punctuation
16%

Capitalization
13%

Pronoun
4%

Conjunction
5%

Preposition
5%

Misinformation
11%

Possessive
8%

Omission
5%

Plural
2%
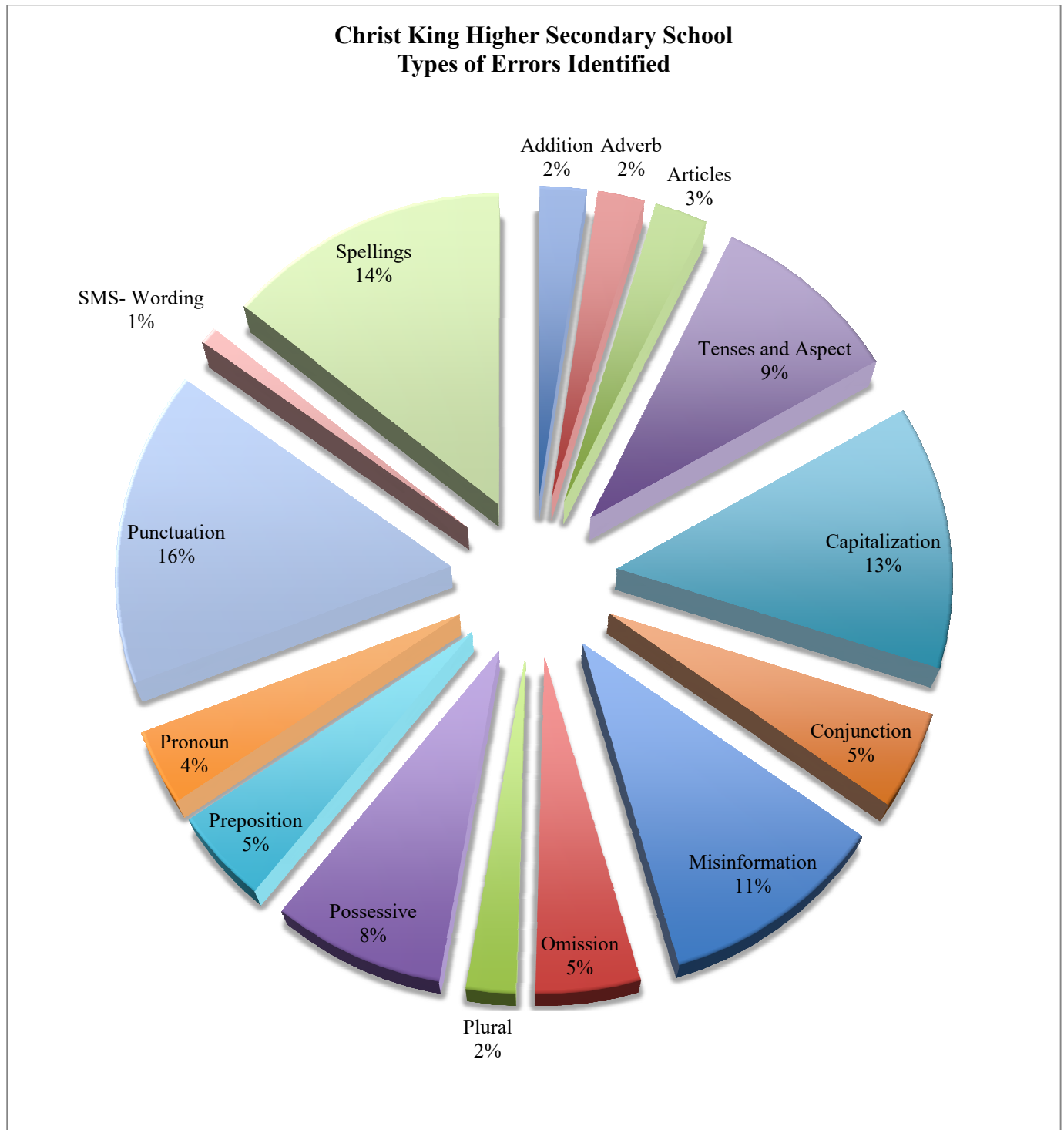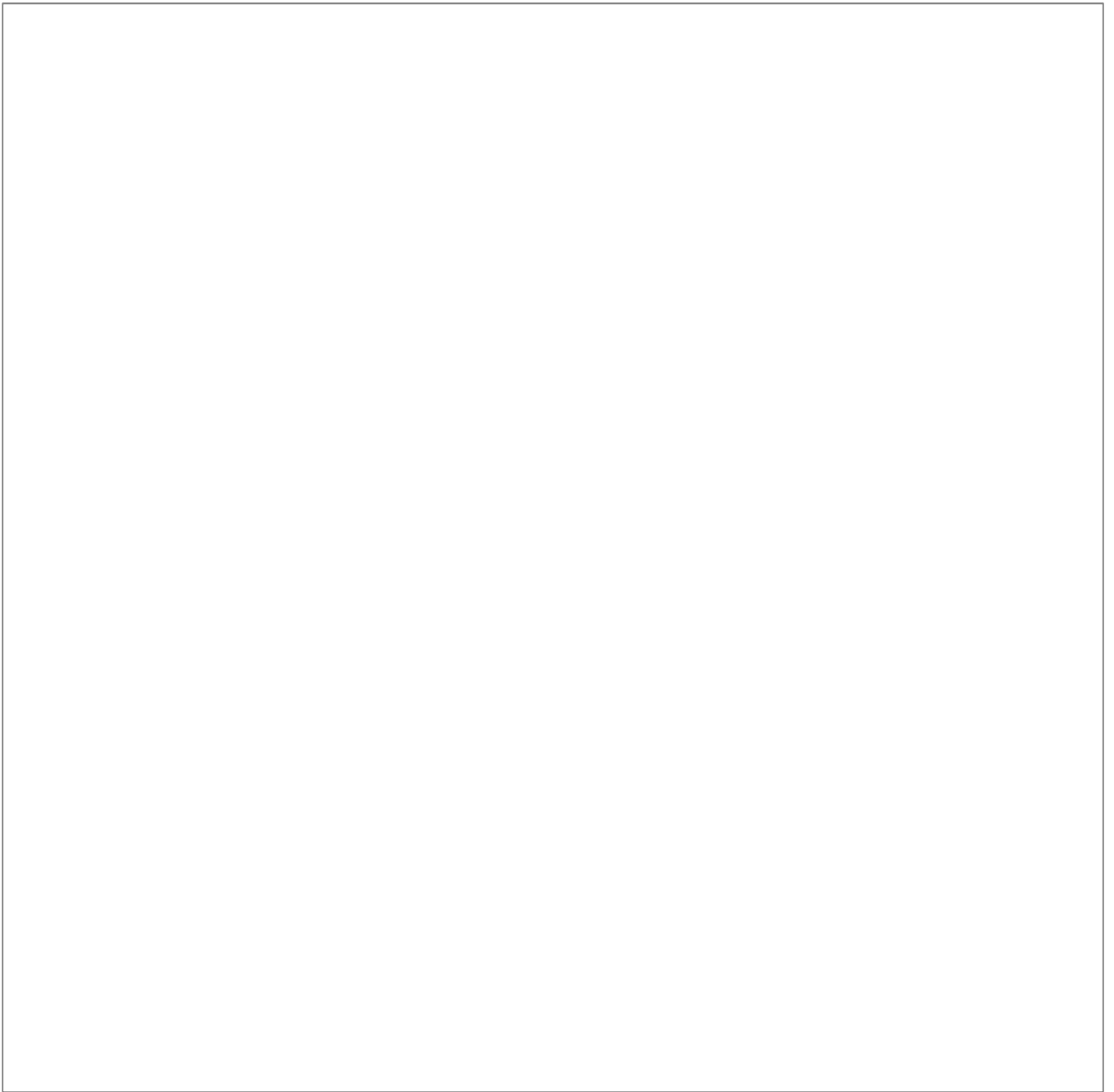
5.3.2 GOVERNMENT SCHOOLS SAMPLE FINDINGS

The study identified two government schools for the Research. Dr. N. Kire Government High School which is located in Kohima Village and P.W.D, Government High School located in heart of Kohima Town. As mention earlier, Government schools are fully aided schools and the students that are enrolled belong to weaker economic background. In the process of the present research, the researcher also interacted with the students of Government schools and finds that there is a difference between students of Private and Government students in context of English Language environment. It is more likely that students of private schools have more access to English language through mass media and through peer groups, whereas, Government students are likely to have lesser access to mass media and peer groups that speaks English. In, addition, these students do not used English outside the classroom; they prefer either Mother Tongue or Nagamese while interacting with friends and even Teachers. It was also observed that students have limited vocabulary and finds it extremely challenging to express themselves in English.

There is an assumption that Government students are weaker than Private students in context of performance and learning. Is this assumption true? Without intensive research it is too early to comment but for the future research it is worth to mention notable observation. The current research primarily focusses on identifying error and understanding Error, however, some important things were notice in the process of data collection – Secondary Students of Government Schools writes only a paragraph or two. Most of the essays that were evaluated for the research are written in less than 100 words. Weak vocabulary and inability to express a theme or idea in writing was common to all the students who were selected for the study. Comparison between Private and Government students reveals the difference as most of the selected essay writings from Private schools have at least 2 paragraph or more. The vocabulary they display in their writing are finer and their creative writing skills are better than Secondary students belonging to Government Schools.

Table 10 represents the findings of Error from the two Government school. In adverb Error, it should not be assumed that the students of Dr. N. Kire High School do not commit Adverb error, it is because the writings were limited due to inadequate vocabulary and therefore no error were detected. There is no notable difference between these two Government schools in terms of error between the two schools. Regarding SMS Wording error, no error under this category was found, it can be assumed that limited access to mobile phones could be the reason why the error was not found in their writings.

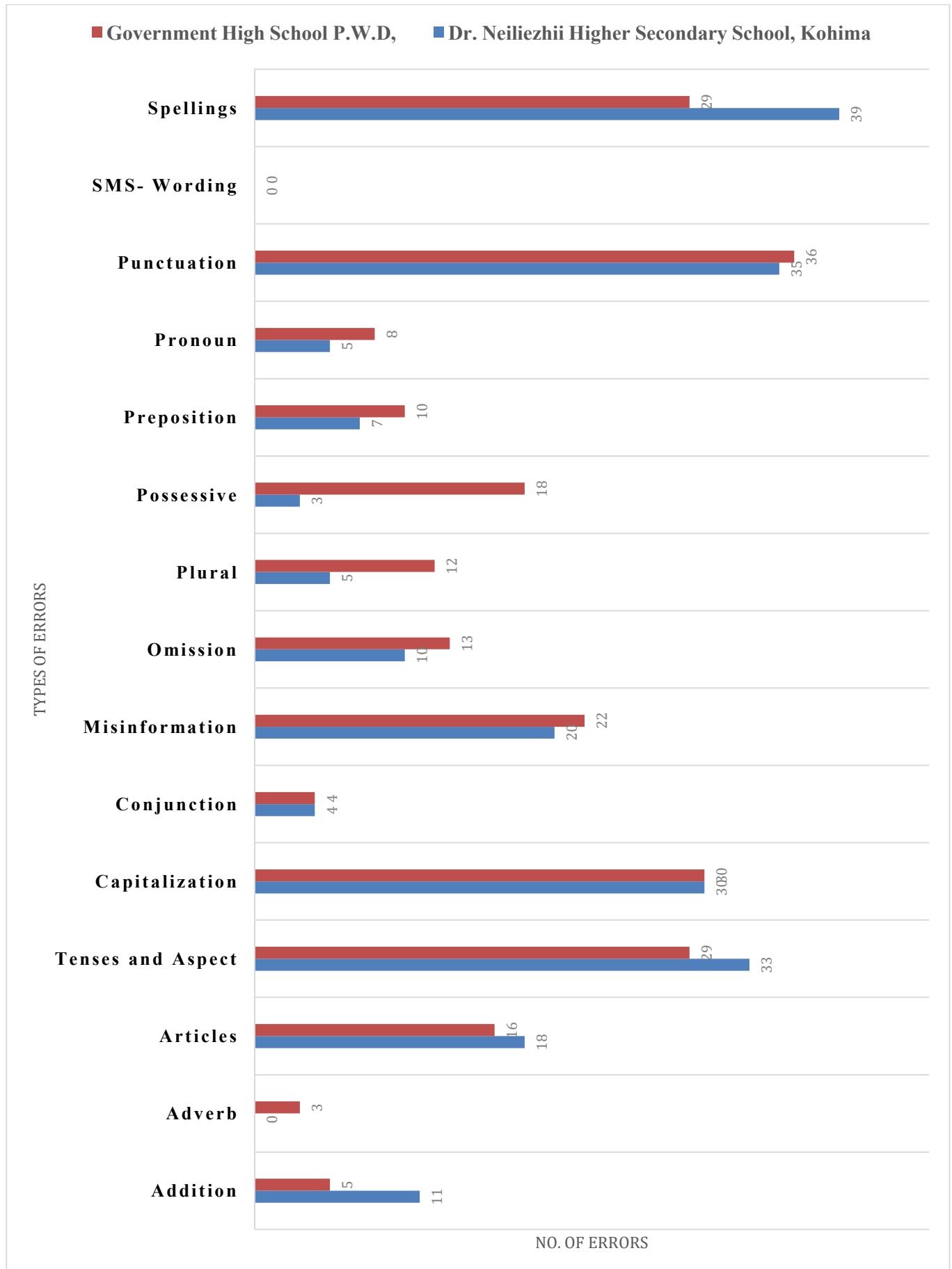**Table 10   Government Schools Sample Findings**

Name of Schools	Dr. Neiliezhii Higher Secondary School, Kohima	Government High School P.W.D, Kohima	Total
Total No. of Answer Scripts Sampled	40	37	77
Sl.No Types of Error			
1. Addition	11	5	16
2. Adverb	0	3	3
3. Articles	18	16	34
4. Tenses and Aspect	33	29	62
5. Capitalization	30	30	60
6. Conjunction	4	4	8
7. Misinformation	20	22	42
8. Omission	10	13	23
9. Plural	5	12	17
10. Possessive	3	18	21
11. Preposition	7	10	17
12. Pronoun	5	8	13
13. Punctuation	35	36	71
14. SMS- Wording	0	0	0
15. Spellings	39	29	68
Total	220	235	455

Chart 4   Comparative Graph of Government Schools Total Errors Identified

■ Government High School P.W.D,   ■ Dr. Neiliezhii Higher Secondary School, Kohima

Types of Errors	Government High School P.W.D,	Dr. Neiliezhii Higher Secondary School, Kohima
Spellings	29	39
SMS- Wording	0	0
Punctuation	36	35
Pronoun	8	5
Preposition	10	7
Possessive	18	3
Plural	12	5
Omission	13	10
Misinformation	22	20
Conjunction	4	4
Capitalization	30	30
Tenses and Aspect	29	33
Articles	16	18
Adverb	3	0
Addition	5	11

TYPES OF ERRORS

NO. OF ERRORS

COMPARATIVE CHART OF GOVERNMENT SCHOOLS TOTAL ERRORS IDENTIFIED

Addition 3%
Adverb 1%
Spellings 15%
Articles 7%
SMS- Wording 0%
Tenses and Aspect 14%
Punctuation 15%
Capitalization 13%
Pronoun 3%
Preposition 4%
Possessive 5%
Plural 4%
Omission 5%
Misinformation 9%
Conjunction 2%
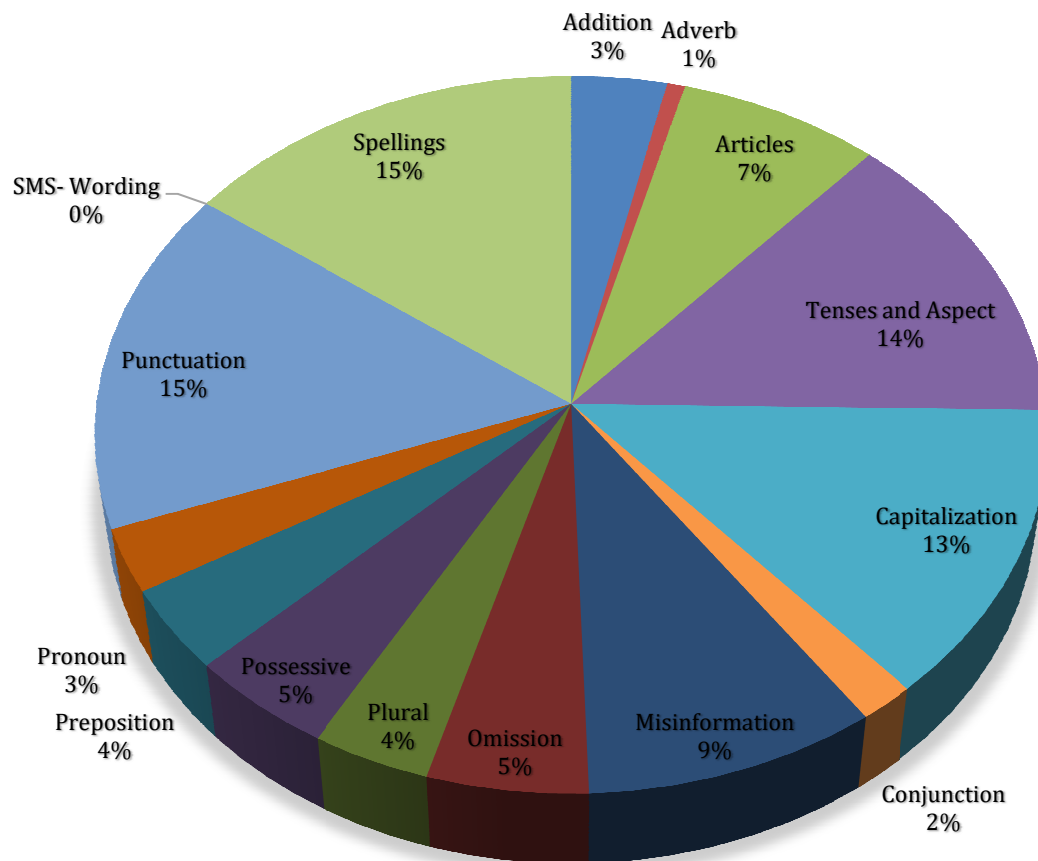
5.3.3   FINDINGS SUMMARY

➢ The research identified a total of 15 Errors that were common to both private and government secondary learners with an exception to SMS wording error which was found only in private school's writings.

➢ Mechanic Errors – Punctuation and Capitalization errors were found to be the highest types of error committed by the secondary students in both private and government schools. Out of the total errors, it was found that 30% are mechanics errors.

➢ Word Error – From the data findings, 18%of the total error from the two selected private schools' writings are identified as spelling errors whereas 15% of the total error from government secondary are found to be spelling errors.

➢ The study also infers that two sources of Errors are evident-

a) *Inadequate Learning:* The errors committed by the students are mostly due to their insufficient knowledge on grammatical rules of English. From the data, the study finds that the students are unable to differentiate the different parts of speech and their usages. For instant words like 'beauty' and 'beautiful' are not understood as Noun and Adjective. Further, classroom learning is insufficient for the students to be competent in usage of English language. Students are not given enough input to develop their English language skills.

b) *Overgeneralization of grammar rules*: This source was evident in plural errors and also in Conjunction errors. The data shows that some students tends to over generalize the plural's'. For instance, *Mens* for plural *Men.*

In context of conjunction overgeneralization, data collected from CKHSS display a significant error on Conjunction. The conjunction 'and' is used numerous of times to connect sentences. A specimen is extracted to illustrate this overgeneralization.

> *And we should also stop misusing phone. Always be careful in doing anything we should think before we do and damaging and also know the value of development, protection and preservation. And if possible, we should have an awareness programmed.*

This issue in the above text is not about starting sentence with conjunction but focus on the writer's over generalizing usage of conjunction.

➢ The study could find instances of possible Mother Tongue (MT) interference in the secondary writings but could not confirm it as a source of errors due to the fact that the answer scripts which were used as data are confidential and do not carry the students name or personal detail. Therefore, the study could not identify the tribe of the individual and draw conclusion. Further intensive study will be required to understand the interference of MT in second language learning.

➢ Errors were not identified nor treated by the language teacher. The answer scripts selected for the study provides evidence for this finding. There was no attempt to identify error and mistakes; in some few cases the teacher used a simple underline to note mistakes or error. However, no remark was provided beyond underline. The study interacted with the language teachers in regard to error identification and correction and most of their response are due to large number of students and excess workload that they cannot correct individually. The teachers also added that poor English language background are responsible for numerous errors and the pressure to finish the vast course makes it more challenging to treat errors and mistakes.

5.3.4 OBSERVATION

➢ It has been observed that the private secondary students have better writing skills as compared to the government students.

➢ Private students have richer vocabulary and more creative in language usage while writing composition in comparison with government students.

➢ Another drawback observed in government secondary composition writing is that most of them could not expand an essay or given topic to more than two paragraphs. These limitations may have also an impact on the research because the less data the less findings.

➢ Teachers do not differentiate Errors and Mistakes.

➢ Creative writing is never treated seriously in most schools, most students randomly write essay not even having basic knowledge of paragraphing.

5.3.5 SUGGESTIONS

➢ Grammar should be taught in context with understanding.

➢ Teachers need to give more emphasis on mechanics of writings such as Punctuation and Capitalization.

➢ Errors should be identified and treated to avoid fossilization of error.

➢ Creative writing should be encouraged by exposing students to creative writings workshops and writing skills developing programmes.

➢ Misinformation errors are mostly fossilized. For instance, not differentiating singular 'this' and plural 'these'. Remedial measures should be taken to give adequate knowledge to students and help them to use the correct form for the context.

➢ Teacher should be encouraged to upgrade and update their teaching skills. SCERT, Nagaland offers ELT course for secondary English teachers which covers a wide range of contemporary skills.

➢ Students can enhance their vocabulary and grammar if the school can create a better language environment like encouraging usage of English among peer groups and teachers adopting a communicative approach in lesson transaction.

5.3.6 CONCLUSION

As summary of the research, it can be concluded that the research has achieved its objectives and the study findings was able to answer the research question investigated. Let's review the objectives of the present research.

The research has three main objectives:

a. *To examine the status of English in Nagaland with reference to the introduction and growth of English in Nagaland.*

b. *To identify the methods of teaching English at secondary level and also to delve whether modern approach to teach language are adopted.*

c. *To study and classify common errors in writing descriptive composition in English in both private and government secondary students in Kohima district.*

Chapter One of the research is dedicated to achieve the first objective. A detail study of how English was introduced in Nagaland, the development process of English and the role of

English in Nagaland was presented. The research infers that English has become an integral part of the State and also to its Society. The importance of English in Education is so vital for the progress of its people as it is not only the sole medium of instruction but also it is the only official language of the state.

The second objective is also achieved in the research process. Research tools such as Questionnaire and discussion were used to investigate the methods employed by secondary English Teachers. The findings are not surprising yet it is alarming because Nagaland teaching methodology are still deep rooted in traditional method and still immerse in teacher centric teaching methods. It is a dismaying situation to witness the world in a cat race and we are still practicing methods that are relevant a century back. It will be daunting task to shift the paradigm.

The final objective was also attained using systematic research methodology. Errors were identified and classified. Common errors were found in both Government and Private Secondary student's writing. The findings were different from the assumption because there was not wide difference between Private and Government in committing Errors in writing.

In the beginning of this research we the research raised three questions. The answers can be as followed:

a.   What is the Status of English in Nagaland?
       English Language in Nagaland is secured and enjoys a privileged status. Though a foreign
       language, English has become an integral part of the state. It is the medium for education
       and an indispensable language for multilingual society of Nagaland.

b.   Are modern methods to teach language adopted by Secondary Teachers of Nagaland?
       No, modern methods are not adopted to teach language. The prevailing methodology as
       investigated by the present research reveals that Teacher centric methods are dominantly
       used by teacher to teach language. Modern approaches that advocate students' centric
       approach are yet to be implemented in the methodology of language teaching. Further,
       methods that employs e-learning and e -content are limited.

c.   What are the common Errors committed by Secondary Students while writing English
       composition?
       The research identified 14 common errors from the sample analyzed. These errors were
       common to both Government and private secondary student's composition writings. The
       most common errors are: Punctuations, Capitalizations and Spellings errors.

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