FACTORS AFFECTING ENGLISH LANGUAGE USAGE AMONG THE AO (NAGA) SPEAKERS AT THE UNDERGRADUATE LEVEL

THESIS SUBMITTED TO THE NAGALAND UNIVERSITY FOR THE AWARD OF THE DEGREE OF
DOCTORATE OF PHILOSOPHY

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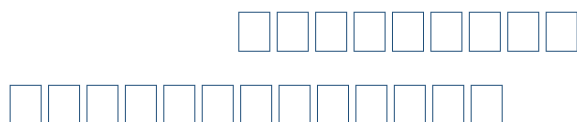
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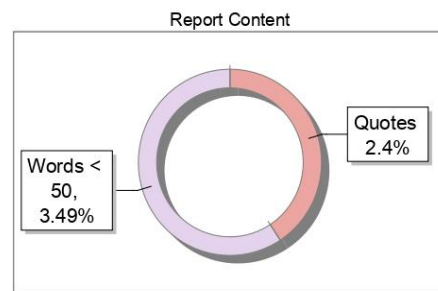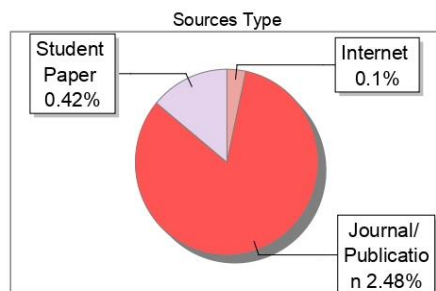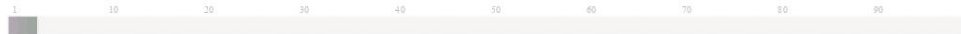
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ABBREVIATION USED

ALM	Audio-Lingual Method
ASTP	Army Specialised Training Programme
BA	Bachelor of Arts
BCom	Bachelor of Commerce
BSc	Bachelor of Science
CBE	Competency-Based Education
CBI	Content-Based Instruction
CBLT	Competence-Based Language Teaching
CLIL	Content and Language Integrated Learning
CL	Cooperative Learning
CLL	Cooperative Language Learning
CLT	Communicative Language Teaching
EFL	English as Foreign Language
ELT	English Language Teaching
ESL	English as a second Language
EST	English for Science and Technology
F	Frequency of the data
FAC	Fazl Ali College
IPA	International Phonetic Alphabet
LAD	Language Acquisition Device
L1	Language 1/ native language
L2	Language 2/ Second language/ target language
MT	Mother Tongue
MTI	Mother Tongue Influence
N	Number of data
NA	Natural Approach
NBSE	Nagaland Board of School Education
NCERT	National Council of Educational Research and Training
NEHU	North East Hill University
NEFT	North East Frontier Tract

NPSC	Nagaland Public Service Commission
NL	Native Language
OT	Other Tongue
P	Percentage or average value
PG	Post Graduate
PGDTE	Post Graduate Diploma in Teachers Education
SAT	Skill Acquisition theory
SASRD	School of Agricultural Sciences and Rural Development
SCT	Sociocultural theory
SL	Second Language
SLL	Second Language Learning
SLT	Situational Language Teaching
SMS	Short Message Service
SOV	Subject Object Verb
SSC	Staff Selection Commission
SVO	Subject Verb Object
TBI	Text-Based Instruction
TOEFL	Test of English as a Foreign Language
TPR	Total Physical Response
UG	Under Graduate
UK	United Kingdom
US	United States
UPSC	Union Public Service Commission
ZPD	Zone of Proximal Development

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Abstract

Ever since the recorded history begun, English has been recognized as the most phenomenal language globally with the accessibility of English in almost all the platforms like; media- print and electronic media, social and formal gatherings, educational institutions, homes, government organizations, and many more. In the context of Nagaland, English continues the status of prestigious language in the society and is the official language of Nagaland. It is used in all the spheres of education, mass media, religious institutions and many educated sections of people adopting English as their first language. However, despite years of teaching and learning English in educational institutions where English serves as the mode of instruction, the current literacy scenario in Mokokchung raises concerns with Mokokchung being one of the first regions of Naga hills to have received and introduce western education in Nagaland. It is observed that even among literate individuals, there is a notable lack of competency in the English. In this light, it is felt that there is an urgent need to investigate the factors influencing undergraduates in acquiring English proficiency.

This study focused on Ao Naga speakers at Undergraduate level. The Researcher proposed the following hypotheses as potential factors affecting English language usage by Ao (Naga) speakers:

1. Mother tongue/L1 influence in English/second language.
2. Approaches and method used by the English language teachers.
3. Correlation between English language teacher and the learner.
4. Environment of the learner determines the condition of second language learning/ English.
5. Determining the pronunciation of words by the spellings.
6. The learners' proficiency in English is determined by socio-economic factor.

Furthermore, the following objectives were taken into consideration in the study. They are:

1. To identify and analyze the common errors in the usage of English by the Ao Naga speakers.
2. To find out the factors determining the peculiar English usage by the Ao (Naga) speakers.
3. To find out the attitude towards learning English language by Ao (Naga) speakers.
4. To examine the teaching methods used by the English language teachers.
5. To identify the problem areas faced by the Ao speakers as a second language learners in English.
6. To explore the problems/ challenges faced by the language teachers.

The study used both primary and secondary resources. In primary resources, the researcher used self-designed research tools like questionnaires for students and teachers, audio recording, simple work sheet, interview, and others. On the other hand, secondary resources included varieties of reference books (published and unpublished), articles and journals from library and other sources both online and offline.

Chapter scheme

The entire thesis is presented by five chapters. Each of these chapters are further divided into several sub topics. Brief summary of each chapter is discussed below.

Chapter 1: Introduction

The first chapter discusses on the language and how English emerged as an international language. It presents a brief overview on the development and status of English in India and Nagaland in particular. Some of the additional topics briefly

discussed are; Christianity in Naga hills, location, Ao community (origin and migration), Ao language, genetic affiliation.

Followed by, topics regarding methodology. They are discussed as, research methodology used in the study, list of colleges, population, sample, college selection, research tools, questionnaires, audio recording, answer scripts, statistical analysis, dictation and observation.

Some of the other topics include a brief review of related literature, research objective, the motivation behind the study, selection of sample, delimitation of the study, sector of data mining, structure of thesis, methodology and hypothesis.

Chapter 2: Approaches and methods of English Language Teaching and Learning.

Chapter 2 deals with the theoretical approaches in English Language Teaching (ELT). This chapter talks on the characteristics of learning, laws of learning, domains of learning, approaches and the theories of human language learning. Language teaching methods like Grammar-Translation method, Reform movement, Direct method, Situational Language Teaching (SLT) and Oral Approach, Audio-lingual method, Communicative Language Teaching (CLT), Total Physical Response (TPR), The Silent Way, Community Language Learning (CLL), Suggestopedia are some of the methods discussed.

According to the study, there is no single universal language teaching methods used in Mokokchung district, Nagaland. However, the study found that colleges in Mokokchung partially employ the communicative Language Teaching Method. The conclusion drawn from this chapter is that since the learners in Undergraduate level are already exposed to English for the past 12 or little more years. They are aware of the basic knowledge of English. Hence, English syllabus is more of critical and analytical oriented with minimum inclusion of basic language skills. Therefore, in the

context of colleges in Mokokchung district, those teaching methods focused on beginners' level are not implemented and non-functional in the college level.

Chapter 3: Errors in teaching and learning of English language in Mokokchung

This chapter has three dimensions. The first dimension, deals with error study as a whole. The topics under these sections are: introduction of error, its significance, the need to identify errors, procedure to identify errors, difference between error and mistakes, classification of errors, error analysis, types of error analysis.

The second dimension covers the detail analysis and study on the errors detected from the study. Errors are classified on the basis of linguistic category namely; phonological errors, morphological errors and syntactic errors. Some of the findings are highlighted below.

Errors committed at phonological level

Phonological error compliments error committed in speaking skill. Under this category, the study detects the presence of substitution errors caused due to interlingual error.

The findings are presented as follows:

Substitution errors in consonants

- Errors due to use of the phonemes, bilabial voiceless plosive [p] and bilabial voiced plosive [b] in free variation.
- Substituting of the phonemes, voiceless alveolar plosive [t] and voiced alveolar plosive [d] in free variation.
- Errors due to Substitution of voiceless velar plosive [k] and voiced velar plosive [g] in free variation.
- Errors due to substitution of voiced palato alveolar affricate [ʤ] with voiceless palato alveolar affricate [ʧ].

- Error due to substitution of inter-dental voiceless fricative [θ] and voiced inter dental fricative [ð] with aspirated alveolar plosive [tʰ] and voiceless alveolar plosive [t].

The above substitution errors are caused due to influence of mother tongue in second language. Because, Ao speakers often use voiceless and voiced consonants in free variation in their Mother Tongue (MT). When this phenomenon is carried forward to second language, it causes interlingual errors.

Substitution Errors in vowels

- Errors due to substitution of open-mid back rounded vowel [ɔ] with close back rounded vowel [u].
- Substituting the vowels: close-mid front unrounded vowel [e] and open-mid front unrounded vowel [ɛ] to another vowel near-close near-front unrounded vowel [ɪ].

The study shows that there are two reasons behind this type of substitution errors. They are; mother tongue influence in second language and faulty teaching. Another obvious reason is carelessness.

Fossilized errors due to mispronunciation

Here, the students are aware of the correct spelling but continue to mispronounce. These types of errors are caused due to following factors;

- Lack of proper knowledge about the language.
- Determining pronunciation by spelling of the word.
- Having no curiosity to verify the pronunciation.
- Limited or no access to online learning mode.
- Faulty teaching.

Errors committed at morphological level is identified as lexical errors

The findings under such category are as follows:

Archi-form error – This is caused due to confusion between two different grammatical categories.

The data reveals the existence of the four types of 'Misspelling', namely; Insertion, Omission, Substitution and Transposition errors. Another significant type of error found under this type is the use of SMS lingo. Mother tongue interference, carelessness and random use of SMS language are the reason leading to this type of lexical errors. As per the analysis of the study, the learners commit substitution error as highest with (26.66%).

- SMS lingo error with (25%).
- Insertion error with (23.33%).
- Omission error with (21.66%).
- The least being transposition error with (3.33%).

Syntactic errors

In the sentential level errors; Double marking Errors, errors due to using of two degrees of comparison in a sentence, regularization (Over generalization), errors committed by wrong insertion of reduplication or wrong entity, omission errors, misordering errors and errors in capitalization.

Overall, this chapter presents a detail identification, classification, investigation and discussion on the errors detected from the data. With additional elaboration on the linguistic features of sounds such as consonants and vowels in a language.

Chapter 4: Analysis of factors affecting the use of second language among the Ao (Naga) speakers

This chapter gives a detail report on the data analysis of the study. It begins with a brief introduction on data elicitation, followed by questionnaire analysis. The study used two separate questionnaires for the learners and the teachers. Therefore, the data analysis is divided and depicted into two categories. This chapter also draws a detail interpretation and conclusion from the data analysis.

The data analysis from the study proves the following hypothesis correct. Which are taken into consideration along with the findings from error analysis as the factors affecting the competent use of English as a second language by the Ao (Naga) speakers at Undergraduate level.

Hypothesis 1

The first hypothesis is "Mother tongue/ L1 influence in English/second language."

The results from the data analysis showed that MT has a huge role in second language learning. The numerical values extracted were such as 87.94% of Mother Tongue (MT) ranks to be in the highest position of the language that can best express learners' thoughts. 54.85% ranks as the highest which shows that Mother Tongue (MT) influences a second language. Learners also have Mother Tongue (MT) with 78.92% as the highest language used by the learners, while English ranks with only 8.33%. 69.64% of the learners are aware of their Mother Tongue (MT) influence in English. While the effort has been made by the learners to help correct themselves while encountering MT influence while using English with 89.93%. Incapsulating all the findings, it is certain that MT holds the highest position in terms of language dominance in a learner. This makes the hypothesis valid that MT influences learning English as a second language.

Hypothesis 2

The second hypothesis is "Approaches and methods used by the English language teachers". Results from the study reveal that there is a link between the approaches and methods used by the English language teachers and the average level of proficiency of English among the learners. Teachers at the Undergraduate level is not solely responsible for the average competency of learners due to certain restrictions (§ Chapter- 4, hypothesis- 2). Yet, teaching and learning could have produced better outcomes with utmost dedication from the teacher's end. The study suggests that there is a primal need for collaborative initiation from the academic, political, and social aspects towards the upgradation of a quality education system.

Hypothesis 3

The third hypothesis is "Correlation between English language teacher and the learner." The following findings from the study proves this hypothesis correct. 66.67% (English literature) ranks on top of other area of specialization of the English teachers. 58.33% as the largest number of teachers who view learners' competency level in English is average in listening, speaking with 75%, reading with 50% and 58.33% in writing. 100% of the teachers do not agree that learners' lack of proficiency in English is from their end. While 57.14% of the teachers are of the opinion that the learners' schooling background is the cause for the lack of proficiency in English. 71.55% of the teachers help correct the English of the students whenever required. However, some of the noteworthy reasons given by the teachers as to why they are unable to provide assistance to the students in every occasion or rectify the errors individually is due to lack of time and multi-tasking.

Hypothesis 4

"Environment of the learner" is the fourth hypothesis proposed in the study. It is found that average ranks as the highest in terms of reading with 57.61%, 56.72% in listening, 79.48% in speaking and 56.33% in writing. 62.5% of the learners' views English as a symbol of status while 37.5% as opposite. The largest number of learners have positive attitude towards learning English with 95.07%. In supplementary, every college provide platforms for literary activities like debate/group discussions for students with 95.82%. 60% of the students do participate in college activities. 48.55% of the students participate voluntarily.

But the highest number of the students speak English occasionally with 55.70%. It is found that English is used at home with 1.87%; while Mother Tongue (MT) ranks with 95.22%. Here, we understand that the use of English by the learners is very minimal, which is why they have average proficiency in English.

Hypothesis 5

This hypothesis is "Determining the pronunciation of words by the spellings." The study discloses that 83.61%, as the highest number of learners that determine English pronunciation by the spelling while 16.39% do not.

Hypothesis 6

"The learners' proficiency in English is determined by socio-economic factor/ environment". Analysis from the parents' education qualifications and family income, it is found that father is the bread earner of the family and the highest number of them are employed with 46.23%. but the maximum educational background is Class-10 with 29.62%. Through this, it is observed that educational qualification is highly influential in employment status. Here, the maximum families are able to provide basic education to the children with very little additional support in terms of

extra supplements owing to English learning. English also turns out to be the least known language of the parents with 19.09% out of the four other languages that they use. The reason being English is taught in educational institutions, parents do not feel it essential for the children to use it at home rather use Mother Tongue (MT) since it is accessible only at home environment. In addition, the study found that the highest number of parents do not support their children in learning English with 52.07%. The support they provide to their children is by providing the basic education and things related to it.

Chapter 5: Findings and conclusions

This chapter summarizes the overall chapters, discusses on the major findings and conclusions, data analysis, hypotheses, provides pedagogical implications, suggestions for the improvement of education system, scope for further research and conclusion, followed by references and appendixes.

Suggestion

Some of the suggestion as per the study are as follows:

1) The education policy or syllabus framers need to organize, segregate and place a clear distinction between English as a language and English literature because the learners need to learn English as a skill-based language. As for the literature, those learners who are creative and wants to polish and enhance their artistic nature can opt for this paper as a major subject.

2) It is suggested that teachers from ELT, applied linguistics or any allied field should be responsible for teaching the "aspects of language" and "grammar and composition" section of the English syllabus. This approach would improve the students' learning experience by ensuring

that they are taught by subject experts, leading to more effective and specialized instruction.

3) The government and civil society should take active participation in safeguarding the education system by preventing it from social evils such as practice of ad hoc/proxy school teachers in government institutions and employment of untrained or unqualified teachers in private institutions. In other words, both government and civil societies can conduct timely inspections, with regard to the unethical teaching practices on educational institutions.

4) The government or school and college managing boards should provide timely if not at least annual trainings to the teachers. Such training would facilitate the exchange of teaching methods and learning opportunities, keeping educational institutions connected and up-to-date. Additionally, fostering this environment of continuous learning would encourage healthy competition among institutions.

5) To create exchange teaching and learning scope to them. This will also help educational institutions to stay updated and connected and create a healthy competition among them.

Scope for further research

English Language Teaching (ELT) is a wide area of study. Although many research related to pure linguistics have been conducted in Nagaland; the applied linguistics area of ELT is still very young. With the growing debates and concern regarding language policy, standardization and recognition of vernacular languages in the state; English stands as the only surviving language with no issues in higher level of academic, political and social use from the community and the people of Nagaland.

Yet, the study of ELT in relation to Nagas or Nagaland is unexplored in broader spectrum.

Conclusion

There is no doubt on the abundance of literary texts on the Ao Naga tribe and language, still, there is a significant gap in research regarding English Language Teaching. Consequently, the study identified the problem areas and proposed suggestions and remedial measures in the teaching and learning of English language, thereby facilitating functional literacy for the literate population. Hence, this study can be used as a foundational component for future exploration in applied linguistics and related disciplines.

CHAPTER – 1: INTRODUCTION

1.0 Introduction

The origin of society is closely associated with language though there is lack of concrete evidence of how, when and why did language develop. To live a normal life without language will be impossible, beginning from a child learning how to communicate for getting the basic necessities to expressing oneself in any desired situation. In other words, language plays a vital role in almost all the activities in human life. Irrespective of any place or citizen, the moment we are awake till we sleep, we find ourselves engulfed in words. Different occasions demand different words, each carrying specific meanings, from daily conversations with friends/family members/dear ones to professional writings or discussions, brings out the vibrant in the language.

"Language plays a great part in our life. Perhaps because of its familiarity, we rarely observe it, taking it rather granted, as we do breathing or walking" (Bloomfield, 1935, p. 1). According to Sharma (2011a), the word language is derived from the Latin word 'lingua' meaning 'tongue'. It is a specific type of conventional arrangement, a common usage and intelligible patterns of words and idioms which has evolved over a period of time to help the community of people for effective communication. Language is also dynamic and is known as a social phenomenon since its relevance is associated with social setting. Some of the prominent definitions of language are:

- "A thought that is expressed through the use of words and the technique of combination" (Oxford English Dictionary).
- According to O. Jesperson, "language is a set of human habits, the purpose of which is to give expression to thoughts and feelings".
- According to Ben Johnson, "Language most shows a man, speak that I may see thee".
- Sweet defines language as "A meaningful sound of words through which ideas and feelings are revealed".
- Prof. Michael Halliday says that "language is a semiogenic process, which helps man to understand himself and the world" (Ray, 2004, p. 6).

Therefore, language can be understood as a complex system of communication, consisting of either oral or written forms in accordance with the conventions accepted in a specific speech community (Sinha, 2017a).

Since language is particular to a speech community, each society has their language which is unique to them. However, the importance of language is often taken for granted until we find ourselves in a miscommunication situation with the other party. Often times, words can be tricky, where sometimes it can add fuel to the fire in an argument, on the other hand, it can also calm the situation. Therefore, we must be very careful in the usage of words in a language because there are instances where the same words in a language can have different meaning in another language. When we think about questions like; at what age did we start learning language? Is there anybody who does not know any human language? Can we actually survive without language had it been not taught to us? makes language a natural phenomenon because it is the first thing that we learn as a normal child even before we develop other abilities like eating, bathing, washing, etc. In addition, language is naturally acquired even without having the necessity for someone to teach. Language is used mostly for communication and it is not only limited to written or spoken language. It comes with a variety of forms like sign language, artificial language, the language of love, bird language and so on.

> Language is the basic tool of communication. It is a system of communicating with
>
> other people for expressing an idea, using sounds, symbols, and words in expressing it.
>
> This language can be used in many ways and forms through oral and written
>
> communication as well as using expressions through body language (Taj & Bhargava,
>
> 2016a, p. 1).

Additionally, language is the one thing that distinguishes human beings from animals. Animals mostly use sounds for communication, humans use both verbal and non-verbal language for communication. Communication in animals is mostly both instinctive and intentional. But in the case of human beings, it is an intentional activity of transmission, reception, reaction and production of messages. Sometimes the use of language is not only directed for communication towards others but also occurs as self- talk which is a continuous internal monologue happening mostly in silent within self.

Every human society has their native language. A normal child acquires its mother tongue naturally. Plus, with the growth and expansion of human society, people started learning new languages either formally through established institutions or self-teaching or through peer groups for reasons like professional purpose/marriage/business and many others. Therefore, the native language which one acquires from the family/environment gets the title of first language and the other languages which are learnt becomes second and third language in most

cases. Every country uses either one or more official language. For centuries, people have been using language not just for communication but utilizing it for several other reasons like; to create and study literature, language, and different studies. The study on the development of language can be conducted through diachronic and synchronic approach. With the growth of human race, globalization has played a great role in the importance of teaching and learning language across nations. Many people have also taken interest and initiative in language studies. Different methods like direct method, grammar translation method, audio-lingual method, the structural approach, silent way, communicative language teaching, etc. are adopted as some of the language teaching methods.

Language across the curriculum (Taj and Bhargava, 2016b, pp. 6-8) describes some of the significant characteristic and linguistic principles of language. some of the basic characteristics of language are:

1. Language is arbitrary: Linguistic form and its meaning does not share a natural connection which means that the sign and the object need not share any similarity or connection that determines them to be associated with each other.
2. Human language is generative: Humans have the potential to manipulate and experiment on their language by creating new set of language. This unique feature is exclusive to humans and no other creatures.
3. Language is simultaneous to human existence.
4. Language is not limited which means that there are infinite ways for a language to be produced and comprehended in multiple ways.
5. Every language shares some similar grammatical structure categories such as noun, verb, interjection, etc.
6. Language is dynamic.
7. Language is unique to every individual. In simple words, no two people speak exactly the same way.

Likewise, some of the prominent linguistic principles of language are,

- Language has phonological, lexical and grammatical system.
- Language features a pattern of symbols.
- Language is learned.
- Language is a social behaviour.

- Language is unique and dynamic.
- Language is oral and arbitrary in nature.

Furthermore, every language is rule governed guided by certain parameter which can be linguistically analyzed at the levels of phonology, morphology and syntax. For instance, in standard English, "furniture" is a collective noun and does not require a plural marker. However, according to Jenkins (2015, p. 142) there are "plurals in Singapore English for words such as 'furniture', 'fiction' and 'evidence'". Likewise, language has regional variations too. For instance, "British English uses 'fill in a form' whereas, American English uses 'fill up a form'". Therefore, this variation leads to linguistic diversity (Sinha, 2017b, pp. 116-117).

1.1 English as an International Language

"A language achieves a genuinely global status when it develops a special role that is recognized in every country" (crystal, 1997, p. 3). It is certain that a global language will eventually be used extensively than the other language. In this case, English has already reached this stage with some fundamental but not requisite points such as English is widely used by large number of countries. The dimension of English is such that it presents language at its optimal forms such as English as a mother tongue, English as a second language and English as a foreign language. English can be seen as the mother tongue in countries like USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa, several Caribbean countries and a sprinkling of other territories. Subsequently, "English is the most widely used language on the internet, as it has already been used in computers right from the beginning of the new technology" (Dhanavel, 2012, p. 3). Ever since the recorded history begun, the accessibility of English in almost all the platforms like; media- print and electronic media, social and formal gatherings, educational institutions, homes, government organizations, and many more, English has been recognized as the most phenomenal language globally. In the present multilingual era, English has provided citizens a convenient way of living with the knowledge in English. Except for some remote areas, the usage of English is prevalent globally. English is the language of educational establishment, a lingua-franca in airports, hotels, shops, marketplaces. English has also dominated the field of academia, media, social and cultural sector. Regarding job profile, English as an International language has become the predominant language for almost all the people in the world.

English belongs to the Indo-European language family and was named after the Angles, who were a group of migrated Germanic people in Great Britain which later gave rise to the name

England. The development of present-day English underwent three major phases of changes which were known as Old English during the 5th century, Middle English beginning in the late 11th century and Modern English since the 17th century. Ever since the wide spread of British colonization and the development of Industrial revolution during the 17th century, Modern English has become the standard/official English. Besides, there are also other varieties of English known as American English, Canadian English, New Zealand English, Australian English, South African English and Indian English; each variety sharing the basic tenets of English. Hence, with the growing demand of English many countries adopted English as their second language and courses like English Language Teaching (ELT), English as a second Language (ESL), English as Foreign Language (EFL), etc. are provided in schools, colleges and other educational institutions.

1.2 Growth of English in India

In foreign or second language learning, there are two basic motivations behind learning the language. The first is instrumental and the next is integrative purpose. Instrumental purpose is when a learner learns the language for meeting basic requirements for living. Here, learning second language happens to enable one to read, write, comprehend and have conversation in second language. Some of the reasons are job, immigration, social status, academic, etc. The integrative purpose of learning the second language is simply to enable one to effectively engage with the native speakers, to understand their culture and associate with the language and its speakers.

Ever since the beginning of nineteenth century, English as the language of colonial masters has been embraced by the Indian ruling classes as their language. In terms of the number of English speakers in the world, India ranks to be the second largest English-speaking country. English has become the first language for many educated and high-class Indians. Being a multilingual nation, majority of the speakers are either bi-lingual or multilingual. Several idiomatic forms derived from Indian literary and vernacular languages paved way in the development of Indian English.

According to Taj and Bhargava (2016c) there are three phases of teaching English in India. The first phase (1765-1813), second phase (1813-1834) and third phase (1834-1853). The first phase was the period when Britishers ruled over India as traders. In this phase their intention was to never introduce the teaching of English to Indians. As in the words of Randle Jackson one of the members of House of Commons, "We lost our colonies in America by imparting our education there. We need not do so in India too". However, after the battle of Plassey in 1757,

Britishers became rulers over Indian from being traders. With this aim, they established two educational institutions namely, Calcutta Madarssah in 1781 and Banaras Sanskrit College in 1791. With the establishment of new educational institutions, certain provisions were made to introduce the teaching of English. Hence, teaching of English as a subject started since the British rule.

In the second phase (1813-1834), India witnessed the importance of learning English for various purposes. As a supplementary, the East India company aided in the form of a sum of not less than one lakh rupees was allotted for improvement of literature. To meet this demand, social activists like Raja Ram Mohan Roy, Radhakanta Del and David Hore established the Hindu college in 1817. On the other hand, the missionaries also established Stempor college in 1818 and Bishop college in 1820. It was at this phase that English started to gradually enter the Indian society in a formal way.

The third phase (1834-1853) witnessed a stronghold position of English in India with Macaulay's Minute (1835) recommending the introduction of English in India with the intention of spreading western education and learning. Here, it was evident that English dominated in almost every sphere of society.

Subsequently, from the historical point of view, English was introduced in India when Queen Elizabeth 1 granted a charter to few merchants of London in return of the monopoly of trade in India in the East. The era of 1600 marked a new beginning in the history of Indian language, politics, administration and economy. The actual goal of England was for the expansion of trade. But later, it took the turn towards colonization. In addition to the development of trading relationships, many protestant missionaries also came to India and other parts of Asia which made the natives of these places exposed to not only a new religion but also introduced them to a new language. The introduction of English language in India can be categorized into four phases with each phase having its unique significance in the growth and expansion of English in India. The first phase began roughly from (1800 – 1857), second phase (1857 – 1880), third phase (1880 – 1947) and fourth phase (1947 – 2004). The first phase was obviously the most difficult as it was almost impossible to adopt a foreign language which was not only difficult to speak/use but difficult to understand as well. A drastic step of framing a policy to bring in this foreign language in the entire administrative and education system was made with great determination and hard work to make people aware of it and to educate them for better thinking and culture. India had a long way to reach modernity as it was deeply rooted in the orthodoxy in this phase. English was completely a new concept for Indians. But when the Indian society embraced English with high esteem as the language of prestige. It helped Indian society to

grow and worked as an eye opener. With the knowledge of English, many Indians got accessed to western books and literatures which acquainted them with western philosophies. This in turn helped them to inculcate new concepts like equality, fraternity, secularism, and many more. Mostly many thinkers and reformers were inspired in the first phase. During the second phase (1857 -1880), English paved a way to western learning for the emerging middle class where many minds were taken away from some of the emerging trends in Indian life as England was their role model for most of the Indians. With the efforts contributed by the reformers, people started to realize that irrespective of whose native language it maybe; language can be used not just as an expression but also as a communication in the society. Exposure to English helped the Indian minds to wrestle free from highly stylized and moralistic renderings of myths in Indian writings during the period.

The third phase (1880 - 1947) had a great impact in the life of Indians. The spirit of nationalism began to grow in the minds of Indians and the lack of commonness among the Indians was realized and a special relationship between Nationalistic upsurge and English had developed; where there were continuous mixed signals of supporting and opposing the emerging situation which later helped the attainment of freedom from the British rule in 1947. This phase also marked the rise of Indian languages and literature.

Despite the increasing popularity of English as a part of Indian life, the fourth phase also known as the post-Independence phase is problematic due to the slowing down of Indian languages and literatures considerably. By the end of the nineteenth century, India had two universities namely Punjab and Allahabad universities. As the number of educational Institutions increased, the importance of English grew rapidly. Hence, by the early twentieth century, English was declared as the official and academic language in India. Though various attempts were made to promote other Indian languages in bigger platforms, English continued to dominate several other Indian languages and associate itself with the title of being the language of prestige, royal and power. Besides, teaching English in educational Institutions, it had greatly gained popularity in media, young generation Indians and literature studies. Academically, English has widely attracted many studies and research in comparison to other Indian languages. Hence, it is apparently clear that English has evolved to be associated with the language of intellectuals and has been amalgamated into the social and cultural life of the Indians.

1.3 Entry of English in Nagaland

Nagaland is considered as one of the most linguistically diverse states of India, there are 17 officially recognized tribes and each tribe has more than one or two or more dialects having

linguistically distinct features which are unintelligible to each other. After Nagaland became the 16th state of India on 1st December, 1963, the state Legislative Assembly declared English as the official language of the state on 1967. Since then, English is used in all the spheres of education, mass media, religious institutions and many educated sections of people adopting English as their first language. The introduction of English to Nagaland is significantly different in many aspects from the rest of the India. English language came to India as a colonial language. Its popularity grew in India at the expense of some regional languages as Indians started preferring English over their native language. As Krishnaswamy and Krishnaswamy (2006) rightly mentions that English in India manifest the story of resistance, invasion and absorption, authority and subversion which gradually transcended from the symbol of colonialism and imperialism to the language of neutral tool of communication in modern India. However, as mentioned earlier, the history of English in Nagaland took a unique path. It took the form of revival in social, religion, literature and cultural aspects. The American Christian missionaries were the first to introduce English to the Nagas by bringing education and Christianity in Nagaland even during British rule in India. There is no record of fierce resistance from the Nagas towards adopting English language. The Nagas quickly adopted English in the education system without any resistance.

Initially, the introduction of English was for official purpose acting as a working and integral language allowing people from different tongues of different tribes to communicate effectively. Eventually, in the course of time, English has gained more popularity and so continued to enjoy its status as the prestigious language in Nagaland. Belho (2020), mentions about some of the notable factors contributing to the growth and development of English in Nagaland. They are; absence of common language, education, mixed marriage, Government role and media in form of music, movies, newspaper and videos. Besides, factor such as social hierarchy plays an important role in the development of English in Nagaland. With the introduction of formal education system in Nagaland, the literate and educated section of the society enjoys the privilege of better lifestyle as they are able to meet their livelihood out of their earning and vice versa. Which accelerates English to be linked with prestige or upgradation of social class. Furthermore, the popularity of English spread widely that even after 15-20 years of learning English, some people take additional courses to enhance the proficiency of English. So far neither institution nor the Naga society have any objection in teaching and learning English. However, the teaching of English varies not only from place to place but across different institutions. English being the official language in Nagaland, it is used as the medium of

instruction in both public and private institutions. But the quality of teaching English is of concern in many situations perhaps due to factors like; in public sector schools the teachers are not regular and teaching is done by some proxy/ad-hoc teachers while in private schools many teachers are untrained and, in some cases, teacher from any stream of specialization is assigned to teach English subject - both grammar and literature. Considering this scenario, both government and private sectors have made several attempts to enhance English teaching and learning. Initiatives such as; recruiting only trained teachers in both public and private institutions and ensuring that subject-specialized teachers are assigned to teach the subject, not to encourage keeping ad-hoc teachers/proxy in public schools, etc. are taken up by both type of institutions in order to improve the English teaching and learning. These steps are an ongoing effort to enhance quality education.

1.4 The status of English in the education system in Nagaland

Education is pivotal in shaping life and plays a significant role in either fostering or undermining societal developments. Before western education came to Nagaland, Nagas has traditional education system conducted in Morungs. Each tribe had its distinct Morung system, serving as traditional institutions where young boys and girls received instructions in essential life skills.

In the words of Jacobs (1990), Morung or youth's dormitory is typically a huge building with magnificent wood and stone carvings representing birds, animals and humans such as hornbills, mithun (bison) and human heads. Morungs are more or less autonomous in its functions with a council of Morung elders elected for administering the code of conduct in Morung. Among the naga tribes, Ao Nagas has the most developed Morung. Ao Morung features a huge building exquisitely carved with approximately over 50 feet long and 30 feet high.

Shukla and Zetsuvi, (2006a) mentions that Morung has been associated by various writers with various names such as "male club", "man hall", "bachelor's dormitory", "public school" and many more. The institution of Morung was common to all the Naga tribes and its fundamental objectives was wholistic education. However, each Naga tribe has its unique system and functions of Morung. Nonetheless, each of the Naga tribes has their identical names for Morung. The Aos/Aor calls it as *Ariji* or *Arju*, the Angamis call is *Thehou*, the Changs call it *Hakuh*, the Chakesangs call it *Thepumi Chiethichie*, the Sema/Sümi call it as *Apuki*.

> Morung serves as a guard house, recreation club and centre of education, art and
>
> discipline having its own importance for ceremonial purposes. While spinster's/female

dormitory is absolutely feminist socio-cultural and educational Institution because of
the fact that the female tribal learns here every aspect of their life. It is also called as
centre for cultural learning (Thong & Kath, 2011, pp. 93- 97).

According to the Ao tribe's practices, when a village boy reaches the age between 12 to 15 years, it was customary for him to enroll in the Morung for a period of three-years. However, the supposed age of a boy to enroll and the period of stay in Morung varies from village to village. Irrespective of whether the boy was from a well to do or poor family, adhering to the norms of Morung [1](*Arju* or *Ariju*) was required. For any male member in the village, failure to enroll in Morung resulted in depriving him of the privileges associated with manhood. The Morungs essentially functioned as night school, where the boys helped the parents in daytime and returned to Morung in the evening and stayed the night there learning essential life skills. Young boys were taught life skills and various arts like crafting of bamboo baskets, learning of folksongs and folk stories, culture and traditions, imparting knowledge of traditions and cultures, etc. Punishments were meted out on whoever disobeyed the rules in Morung. Some of the punishments were in the form of fetching water from the river or lake, or collect firewood from the forest in the middle of the night without the aid of torch or light.

Girls on the other hand, were compelled to reside in the house of a widow from her clan, once she attained puberty. The place where the girls gather is called "Tsüki" or "Züki" in Ao. There are more than one "Tsüki" in an Ao village. Here, the girls were taught basic household chores, customs and traditions, folksongs, weaving, stitching, how to yarn, how to be good housewives and be a supporter of her husbands. "Tsüki" was also a place where young boys and girls met in the evening to chat and get to know each other. However, marriage is a sacred thing in Ao custom so illicit physical attachment before marriage was strictly prohibited. In this way both boys and girls received traditional education from the village itself.

According to Educational centenary, Mangmetong (2003), the word 'arju' is a compound of two words namely 'ar' meaning 'tsükchir (enemy)' and 'chu' or 'ju' meaning 'achu (stockade)'. 'Arju' served as a common platform by unifying and imparting traditional education to the Aos of various tongues and clans. In ancient days, when Aos venture out to new places for settlement, the first thing they did was build 'arju'. There was hardly any man, who didn't attend 'arju', failing to do so were deprived of learning traditional values,

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[1] Arju or ariju is the other name of Morung in Ao language.

considered disgrace in the society and were often meted with difficult tasks. Even when Aos did not have written literature, 'arju' served as wholistic education by imparting traditional and physical education such as training traditional warfare, folk songs and folk dances, preserving and promoting ancient philosophies and proverbs, observing traditional festivals.

Little was known about the ancient Nagas (head-takers/hunters) by the outside world except for the intermittent trips to the neighboring Assam for trade and barter. In the words of Longchar (2002) in the book *The ethnography of communication: An introduction*, British intervention into the Naga hills led to the exposure of the primitive Nagas to the outside world, annexation of Naga territory, Christianity, western education and culture, health services and general administrative system. The annexation of Assam in 1838 marked a turning point in the chronicle of Naga Hills. The urge to construct a direct route to Manipur from Assam led to a long history of several expedition in the Naga Hills since 1832. Many of these expeditions faced atrocities and resistance from the Nagas. Finally, after much deliberation, it was in 1881 that Naga Hills was constituted as a district in Assam under British Empire excluding Tuensang and Mon districts. However, in 1914 the government named the hitherto unadministered areas as the North East Frontier Tract (N.E.F.T). Later, on 18th February, 1961, the Naga Hills Tuensang area was designated as part of Nagaland under the provision of the Nagaland Regulation.

Meanwhile, the attributions done by the American Christian Missionaries towards the introduction of formal education in Naga hills is not to be ignored. Since they took the courage to enter the unexplored Naga inhabited territory where headhunting is the epitome of achievement, chivalry and valorous award as mentioned by Longkumer (2022). Thong (2016) writes that the initial movement for evangelism in Naga Hills begun as early as in 1834 when a letter was sent by Captain Jenkins to Serampore Baptist Mission (present day Kolkata). This letter was initiated two years after the incursion of British into the Naga Hills. Together with a sum of Rs. 1000/- for the mission and Rs. 1000/- for a printing press. This was an invitation letter to the Christian missionaries to evangelize and help the natives who were barbarians. The invitation was received by the Board of American Baptist Missions with much enthusiasm. Soon after the arrival of Miles Bronson and Jacob Thomas along with their wives in April 1837. Bronson caught his attention on Naga hills and set out his journey towards Namsang village of Konyak inhabitant area (now in Arunachal Pradesh). But soon after eleven months, an unfortunate fate of illness afflicted the missionary's family which compelled them to abandon the mission even when he was recorded to be the first Christian missionary in an attempt to

Christianize the Nagas. Hence, the actual arrival of Christianity and formal education in Nagaland associates with Godhula, Supongmeren and Dr. E. W. Clark in the territory of Mokokchung district during the 1870s.

The introduction to the western education system came during the 1880s in Nagaland with the advent of American Christian missionaries. The first schools were Christian mission schools. The Christian missionaries not only converted the pagan Nagas but helped them to read and write. Prior to the arrival of Christian Missionaries, none of the Naga tribes had written script although there are many theories suggesting the existence of specific scripts in myths and folklores. In the words of Suokhrie in the thesis titled "A Study of the Assessment and Evaluation Practice of Secondary Teacher Education Programme in Nagaland" (2021), some of the contributions made by the American missionaries in the education for the people of Nagaland were; Rev. Dr. E. W. Clark and his wife (1872), Rev. D. E. Witter (1885), Rev. C. D. King (1878) and Rev. S. W. Rivemburg (1887). According to Kiremwati, (1995) as cited in Aier, (1996) the first formal school started in the Nagal Hills was by Mrs. Mary Mead Clark on 1878 in Molungyimsen village. Initially, it was a Sunday school for women where both English and Ao were used as the medium of instruction. The study materials include some portions of Bible and hymns. Soon the missionaries wanted to have a central base to expand their mission. Therefore, in 1894 the mission headquarters were shifted to Impur from Molungyimsen. The following year i.e., 1895 a new school was established where 9 students were enrolled. The primary objective of this school was to educate and train the students so that they could be helpful in the service of evangelism. Later in 1919 this school was upgraded to Impur Misssion Training and Middle School. Meanwhile, as per Shukla, R. P. and Zetsuvi, B (2006b, p. 160), in the book *Education Development in Nagaland*, the first school in Nagaland was established in 1882.

In respect to the commencement of education in different regions of Nagaland, Aier (2000a), records that, the first mission school was established in 1878 at Molungyimsen under the initiative of Dr. Clark. While it was on 25th august, 1885, a day school with three students was opened in Lotha area. In Kohima, Mr. C. D. King along with two members of the Nowgong Church, Henry and Sarbey engaged themselves as a school teacher till 1886 in a school with eleven (11) Naga lads which increased to thirty (30) after few months. Whereas, in Sumi/Sümi area, mission school begun only in 1937.

English played an important role in the education system in Nagaland. English was taught not simply as a second language but the alphabets and numerical system was adapted in each of the tribes' languages because as mentioned earlier, there were no written scripts used by the Nagas. In the initial years of school, English was used to translate the gospels of Bible into mother tongue and was taught to the students. However, as time progresses, numerous schools and colleges both private and public were set up which were either funded or semi-funded.

Following the attainment of Statehood on 1st December 1963, Nagaland Legislative Assembly passed an Act, leading to the formation and functioning of Nagaland Board of School Education (NBSE) from 1st October 1974. The primary role of NBSE is to develop and organize the curriculum and syllabus for school education. To ensure that the educational framework remains dynamic and relevant to the changing educational needs, NBSE timely updates the syllabus in consultation with the appointed committees, subject experts and inputs from the Government of Nagaland.

In the words of Aier, (2000b), Nagaland University was established under the Act of Parliament (No.35, 1989). The University started functioning from September 1994 with six departments. As per the University Act, Kohima campus has been declared as an interim Headquarter, while Lumami campus is the headquarter of the University.

Nagaland University (2024) official website confirms that formerly, Nagaland University had been in the catchment area of North East Hill University (NEHU). Kohima and SASRD-Medziphema were assigned as two campuses of NEHU. Nagaland University (NU) was officially established on 6th September, 1994. It is the only central University in higher level education, Nagaland. With the expansion of society and the growing demand of higher education, the number of professional training institutes and higher education have increased over the years.

In Mokokchung, all the degree colleges are affiliated to Nagaland University. There are also no private university in Mokokchung. NU offers a diverse and comprehensive Undergraduate program, providing students with a solid academic foundation and exposure to various disciplines. The Undergraduate course is a three years course, divided into six semesters. English is a mandatory subject for continuous four (4) semesters. The English syllabus is structured with a student-centric approach aiming to engage learners actively in the learning process. The external evaluation is completely based on written examination. But for internal evaluation each college gets the advantage to grade the students according to the curriculum of

the college. English syllabus comprises of poetry, prose and composition. Poetry section contains some renowned poems from different literature. Prose consists of essays, short stories and fictions. The composition part contains excises on writing letter, comprehension, essay, precise writing, grammar and writing bibliography.

1.5 A brief overview of the land and the people

Nagaland is a mountainous state in the north east of India. It covers an area of 16,579 square kilometers. A land area of total 20% of the state is enveloped with wooded forest. There are 17 recognized tribes and 16 districts of Nagaland. Aos are considered as one of the major tribes of Nagaland. According to the 2011 census of India, it has a population of 1,980,602 with Aos covering a total population of almost 227,000 ("Nagaland," 2024). Aos are native to Mokokchung district of Nagaland. The district shares the boundary with Assam to its North, Wokha to its west, Tuensang and Longleng districts in the east and Zunheboto to its south. Geographically, Aos have six divisions of ranges namely Tzurangkong, Japukong, Jangpetkong, Asetkong, Langpangkong and Ongpangkong ("Mokokchung district," 2024). The Ao country is divided into six administrative ranges, "Ongpangkong, Asetkong, Langpangkong, Changkikong, Japukong and Tzürangkong" (Imchen, 1993, p. 20).

Fig 1.1 Map of Mokokchung

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According to P.D. Stracey, an admirer of the Naga culture and tradition, the biggest mystery of the various tribes of Nagaland is their origin when it comes to ascertaining the details on the origin and history of the Nagas. Aos being a tribe with no writing scripts have no recorded history but oral tradition is practiced to pass on the knowledge of ancient literature, cultures and traditions from one generation to next. The origin of Ao tribe is rooted more on speculation than authenticity. It has given rise to some considerable speculations; there are several theories in existence, each with more or less common foundation, but with no unanimity of opinion. Basing on their mythology, Aos believed that they originated from *Longtrok/Longterok*, which means six stones. They settled in Chungliyimti village and later crossed the Dikhu River by leaving other people behind and those people who went ahead were called as "Ao" or "Aor". Substantiating this claim, one of the earliest works done by J. P. Mills gives a brief explanation of the genesis of the word "Ao".

> The name *Ao* is a current mispronunciation of *Aor*. Their own word for themselves, meaning, according to their own statements, "those who came" (i.e. across the Dikhu), as distinct from *Mirir* ("those who did not come"), the term used for Sangtams, Changs, Phoms and Konyaks (Mills, 2003, p. 1).

Likewise, we see a similar claim in the work of Bendangkokba (2019), which mentions that the name "Ao" became commonly used after the group of people who crossed the Tsüla (Dikhu River) were named as Ao meaning "going". On the other hand, some group of people especially comprising of Changs, Konyaks, Phoms and Sangtams were left behind on the other side of the river. They were called as "Merir" meaning "those who did not come/follow". "Ao" is an ethno-linguistic term, which stands for both the tribe and the language. However, in a refined term "Ao" means "Went/ going", "Aor" stands for "People belonging to Ao tribe" and "Ao oshi" refers to "language spoken by Ao people".

1.6 Language

From the history of "Aor" till date Aor use two main dialects namely *Chungli* and *Mongsen* in "Ao oshi"/Ao language. Earlier some considered *Changki* as another variety which is spoken in Jangpetkong and Japukong ranges, however *Changki* is more akin to *Mongsen*, also inorder to accentuate the authenticity of Ao blood they identify themselves as mongsen which is why it is assumed to be probably a dialect of *Mongsen* (J.P Mills, 1926, p.11) as cited by Coupe (2003). In addition, *Changki* and *Mongsen* are intelligible to each other with exceptional

number of variations in terms of vocabulary and semantic changes. In the words of Clark (1981, p. 1) "Ao have from very early times had two dialects- Zungli and Mungsen".

Each Ao village has its unique linguistic features in the variety they use, be it Chungli or Mongsen. Both of the dialects are agglutinative and follow SOV word order. The variety of Chungli spoken in Molungyimsen village became the prestigious/official dialect of Ao with the advent of Christianity under the influence of American Christian missionaries when Bible and Hymn books were first translated in Chungli during the late 19th and early 20th centuries. Additionally, we see that according to Longchar (2022) in the book *150 years The first Baptist Church in Nagaland Souvenir Sesquicentenary*, the translated works of hymns and chungli spoken in Molungkimong taught to Dr. Clark enabled Chungli to have more advantage as the dominant dialect in Ao language. However, as mentioned earlier, Mongsen is believed to have greater influence in folk songs and literature (Aier, 2019b). Many folksongs are now translated from Mongsen to Chungli in the present time.

1.7 Genetic affiliation

History of language classification dates back to the early thirteenth century. Genetic classification is the classification of the languages assuming all the languages of the world to have a common ancestor from which they have diverged. All natural languages have developed over the years instead of being created suddenly and that's why it has a historical base. When languages come into contact through events such as conquest, trade, marriage, or other interactions, they often adopt certain features from one another, even if they don't have a historical relationship. As a result, the boundaries of linguistic ancestry become unclear.

Linguist August Schleicher in 19th century introduced comparative and reconstruction methods to identify the common ancestors of a language family. The Indian languages are grouped into four language families: Indo - Aryan, Dravidian, Tibeto – Burman and Austro – Asiatic basing on these parameters. Naga languages have been classified under Tibeto – Burman language family with each language positioned in different classification. Some of the language classification related to Ao language will be briefly highlighted below.

Benedict (1972) classified the Sino-Tibetan languages into two branches, i.e Sinitic and Tibeto-Karen. He further classified the Tibeto-Karen and Tibeto-Burman. The Ao language is located under Tibeto-Burman.

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                        Sino-Tibetan


        Sinitic                 Tibeto-Karen


                        Karen           Tibeto-Burman


                                             Ao
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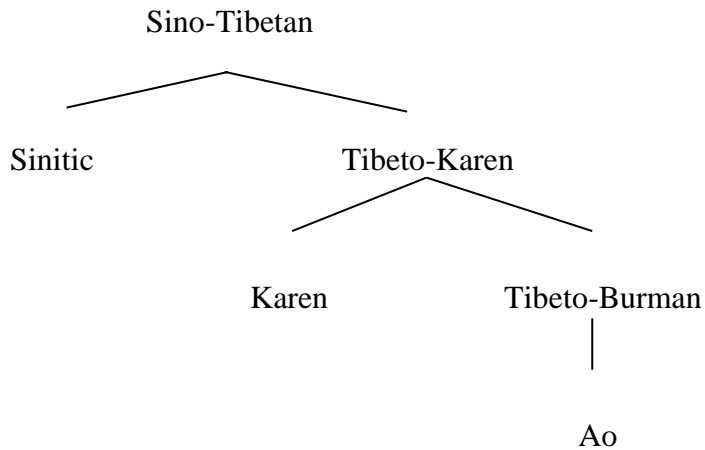
Figure 1.1 Benedict's classification of Sino-Tibetan (1972)

Under Grierson's classification of Naga languages, which has classified Naga group of
languages into three groups; they are: Western group, Central group and Eastern group. In this
classification, Ao (Chungli and Mongsen) falls under Central group. The place of negation is
used to determine the criterion for setting up each group separately. On negation, the Central
group has the negation particle preceding the verb whereas in the other two groups the negative
follows the verb. "The negative marker *ma* in Ao is evidently similar as the marker *lo* in central
chin languages" (Grierson, 1904, pp. 7-8).

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        WESTERN                              CENTRAL


Angami              Kezha              Ao                Others


     Sema      Rengma                      Lotha      Sangtam
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                    EASTERN


 Angwankhu                              Mohangia        Moshang
           Assiringia      Mutonia      (Nocte)
                                                       (Mohangia)
              Chingmengnu      Chang or
                              (Majung)      Banpara       Tangsa
                  Or
                                            (Wancho)     (Shangge)
              Tamlu(Phom)
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Fig 1.2: Grierson's classification (1901)

Tibeto-Chinese

- Tibeto-Burman
  - North Assam
  - Assam-Burman
    - Bodo
    - Naga
      - Naga Kuki (Eg.Mao)
      - Western (Eg. Angami)
      - Central (Ao,Lotha)
      - Eastern
        - Angwanku(Konyak)
        - Tamlu or Phom
        - Thukumi (Sangtam)
        - Banpara
      - Naga-Bodo (Zemi,Liangmai)
    - Kuki-Chin
    - Kanchi
  - Tibetan-Himalayan
- Siamese Chinese
  - Siamese (Thai)
  - Chinese

Fig.1.3: Grierson's (1903) classification of Tibeto-Burman Language

1.8 Review of related literature

The present study accounted both primary and secondary sources of related literatures from published book, articles, research works, journals and materials available on internet websites. In accordance to the study, the area of English language Teaching (ELT) is incorporated for review. The entire broad field of English Language Teaching may be impractical and potentially unnecessary for a study is impossible. Hence, selected number of literatures related to the study are reviewed. Review of related literature has been categorized into two parts. They are,

Review of related literature on English language teaching: Books

Review of related literature on English language teaching: Theses

Review of related literature on English language teaching in Nagaland: Theses

The contents in the review of related literature contains the studies mostly related to Indian context which is in correspondence to the present study.

1.8.1 Review of related literature on English language teaching: Books

Srivastava (1995) states that learning of Other Tongue (OT)/ second or foreign language is not a universal process of language acquisition. The fact that children learn language better outside the classroom despite the teaching approaches and methodologies being scientifically planned and executed, shows our poor comprehension of learning devices. Therefore, it becomes a necessity to achieve a thorough understanding of the functions of second language acquisition to develop an effective teaching technique. There are four common theoretical functional roles of Other Tongue (OT). They are:

1. Auxiliary function: The purpose of OT is for knowledge and not restricted to communication.

2. Supplementary function: The function of OT is limited to certain occasions as in case with tourists, intellects, and others.

3. Complementary function: OT functions as a complementary language to the Mother Tongue (MT).

4. Equative function: OT can be responsible for creating am bilinguals in situations when it functions as an alternative language along with the use of first language in every domain of language use.

In India, English can be seen as serving all the above four functions. It is this nature that enables English to operate as a complementary language in India. The three major roles and functions of English in post-independence India are as follows:

1. Study of English as an associate / official language of the Union, i.e. as a pan-Indian link language that integrates the country through its administrative goals into a political and economic unity.

2. Study of English as an International language i.e. as a second language that enables educated population to interact across national boundaries with English speaking world.

3. Study of English as a modernization factor for our regional language and society.

Hence, a thorough study of English in Indian context reveals that English has served as a complementary in function and has deep rooted in Indian soil. Which is why teaching of English takes the form of second language and not foreign language.

Gupta and Kapoor (1995) describe how English continues to remain an important language in India despite the language spoken and learned by only three percent of the population which makes a total population over twenty million in India. Constitutionally, English in India continues to retain as a non-Indian language which is recognized constitutionally as the associate National official and inter-regional link language. Educationally, English is the essentially and most preferred medium of learning with specialized education in science and technology available through English only. Socially, English is identified as a symbol of education, culture and prestige. Generally, the Indian society associates English with great value and having enormous paying potential. This creates a wide section of English-knowing Indian bi-/ multilinguals.

Agnihotri and Khanna (1997) highlights a vivid description on the introduction of English in India. The 1949 debates of Constituent Assembly witnessed how the south Indians and other non-Hindi speaking community favored the introduction of English over Hindi because they observed Hindi as a threat emerging from north Indians dominance over the south. While those Indians who dedicated their lives for the nation, viewed English as a continuity of colonial rule in India. This necessitated Hindi to be the official language while English remained as an associate official language for a period of fifteen years. Gradually, it was observed that the protagonists of Hindi could not achieve in persuading the entire nation to adopt Hindi as the official language. Whereas the anti-Hindi agitations stood firmly that in a democracy a monistic approach will not be applicable in a plurilingual society. Later, the association of English with colonial rule was de-emphasized, rather it became associated with English of wider opportunities and international contact.

Khan and Saxena (2012) states that the teaching and learning of English in India is characterized by two significant categories. The first category features a group of diverse linguistic community unified with the ideology of willingness to learn English. While, the other section is categorized by teaching for a purpose. In other words, the second category features a conventional pervasive classroom system characterized by teacher

centric classroom, utilization of textbooks for qualifying examination, regulated by the inputs from English language teaching profession which modulates the teachers' belief resulting to various degrees of influence in teaching.

However, India today faces a major shift of English language teaching from most hated language due to its association with the British colonizers to vibrant and dynamic language. Earlier English was labelled as the language of status symbol for upper classes of Indian society but when English began to emerge as the global language in the closing years of twentieth century, English in India took a new form. The liberalization of Indian economy stood as one of the strongest reasons for Indians to learn English. With the development and advancement of modern companies in private sectors led to the emergence of an entire new spectrum of job opportunities besides public sector jobs like civil services or academics. Not only does national and international companies need employees who are proficient in English but also for those desiring for immigration to the west require professional assistance for clearing IELTS. Hence, the avenues for teaching and learning of English are unlimited today.

Krishnaswamy and Krishnaswamy (2006) presents two of the most significant factors on how English became a second language in India. Firstly, in the Great Indian language Bazaar, English was absorbed as another tongue to project Indian identity and India's aspirations. Those Indians who were involved in freedom movement used English not to express British culture, instead it was used to abominate and debunk the white man's culture. Secondly, English was accelerated as a second language by the print media which was widely urban-based. In 1937, there was only thirty-two (32) English dailies which by 1947 increased to fifty-one (51). Again, in 1937, they were only thirty-two (32) English weeklies and this increased to two hundred fifty-eight (258) by 1947.

Paliwal (2002) describes about the status of teaching English in India. English is considered as a language of prestige in India. Like many countries, Indians started learning English due to social, political, economic and academic reasons. Methods such as Direct method, the Bilingual Method, Audiolingual Method and Communicative Language Teaching (CLT) and others are adopted to teach English in India. Efforts have been made to implement the best teaching methods for positive outcome. But anomalies pertaining to contradicting opinions to reach clear-cut language teaching policy from beginner to university levels cause discrepancies and concern in ELT. One of the reasons why language policy fails in India, is implementing wrong modus operandi practiced by teachers.

Some major practices of language teacher are such as:

- Teaching to complete the course within the stipulated period.
- Teaching so that the students pass in examination.
- Memorization is essential.

India needs a revival of language teaching policy, incorporating the behavioral, cognitive, methodological and pedagogical perspectives.

Verghese (1989) mentions that one person out of every four on earth can be connected through English. The spread of English has become so worldwide that it is no longer the mother tongue of only the Great Britian but people from countries like Canada, Australia and USA are also the native speakers of English. Again, due to historical incidents many countries in Asia and Africa still use English. Many countries are unable to avoid English for more than one reason. English dominated the education system and helped them attain patriotic ideas of freedom, independence, and enable them to stand for their rights. English served not only as an additional language but also aid in creative intellectuals or writers. English can be regarded for its utmost contribution in the development of science and technologies.

In India, there are three categories of people who wants to use English. First group wants English to be used as an instrument of communication. Next, English is used as a medium through which they can derive sustenance form the literatures of the west because it is notable that a great deal of west literatures is available only in English. Lastly, a small minority of people use English as a medium of creative exploration and expression of life.

Salim (2001) mentions in his book titled *A Companion to Teaching of English*, that English is recognized into English as Native Language, English as Second Language and English as Foreign Language. This tripartite model was first proposed by Barbara M. H. Strang who was professor of English language and General Linguistics at the University of Newscastle upon Tyre, England. English has become a way of life. It has been nativized, taught as second and foreign language. English gives more choices of language to the learners.

Koul (1992) work on teaching of English as a second language, shows that there are two basic roles attached to English in education. The first is the teaching of English as a subject and the second is the use of English as a medium of instruction in education system. It is rightly pointed out that the lack of proper language policy and curriculum planning leads to challenges in teaching of English as a second language. Some of the suggestions made in the book are.

Firstly, to adopt a proper National level language policy where the teaching of English and teaching of any regional language in India should not come into conflict. The language policy should be far from the personal or negative influence from political and educational planners.

Secondly, to develop a need-based National level language curriculum. While developing the general aims and objectives of English Language Teaching (ELT), several socio-cultural, linguistic, political and economic factors are to be accounted. Issues pertaining to teaching of languages at different level, medium of instruction and contents should be taken into consideration regarding the proper installation of curriculum and guidelines. A recommendation from a central professional agency is advisable.

There is a need to adopt effective teaching strategies of English at different levels of school education in India as English plays a vital role in education.

The work of Kapoor (1992, pp. 69-81) as cited in Koul (1992), brings up a question and a need to re-examine the entire concept of teaching English as a second language in India. The paper makes a statement that "English as a foreign language cannot linguistically function as a second language" with reference to the report by NCERT on teaching of Hindi as a second language in relation to the first language. According to the report, second language helps maintain and carry on one's personal and business relationship, social and cultural activities beyond one's linguistic group and to be identified within a large circle of people. In this regard, Hindi functionally serves the purpose of second language while English remains foreign language. Moreover, Kapoor claims that it is impossible to develop the competency of second language in a foreign language. But due to political and policy reasons, English is made as a second language in India. The strength of English lies in not identifying itself with any one region in India. This would help promote national integrity while the other regional languages create divisiveness and fissiparous tendencies. English in India is a symbol of linguistic centralism while other regional Indian languages represent linguistic regionalism. Another strong factor that ultimately led to the concept of English as a second language is the three-language formula. The policy of three language formula is.

- Mother tongue / regional language should be the first language.
- Hindi or English is the second language in case of non-Hindi speaking state or in Hindi speaking state.
- Either Hindi or English is the third language in non-Hindi speaking state or whichever language is not taught as a second language.

While dealing with language studies, it is inevitable to encounter errors. Kleiser (2009) made a huge contribution in the study of errors in English. Some of the common errors in English can be categorized as errors in comma, wrong entity and others. They are as below:

1. Errors in comma: missing comma after introductory phrases, missing comma in compound sentence, missing comma in a series, comma splice, no comma in nonrestrictive relative clause.
2. Wrong entity: wrong word, wrong tense or verb form, wrong/ missing inflected ends, wrong/ missing proposition.
3. Vague pronoun reference.
4. Possessive apostrophe error.
5. Tense shift.
6. Unnecessary shift in person.
7. Sentence fragment.
8. Subject-verb agreement.
9. Pronoun agreement.
10. Unnecessary commas with restrictive clauses.
11. Run-on fused sentence.
12. Dangling: misplaced modified.
13. Its/ it's error.

Paliwal (2007) presents some of the major problems in the teaching of English in India. They are as follows:

1. The aim of teaching English: lack of proper aims for teaching of English to Indian students.
2. Classroom conditions: lack of proper teacher and students ration in the classroom. Some educational institutions lack proper infrastructure.
3. Methods of teaching: prevalent use of conventional teaching methods, techniques and devices for teaching English.
4. Textbooks: prevalent use of low and below standard textbooks.
5. Other problems: lack of uniform language policy for teaching of English, lack of trained teachers, lack of proper teaching facilities like audio-visual aids, lack of effective teachers' trainings.

Therefore, in India, it is seen that there is an outmost need for improvement in English Language Teaching (ELT).

Choudhary (2010) mentions about some of the common factors affecting the teaching-learning English as a second language in India. Some of the prominent factors are categorized as follows.

Firstly, Indian students fall under two types, one who has regional language as the medium of study since the primary level (first category) and the other who has English as the medium of study since the primary level (second category). Hence, the problem of teaching English as a second language in India begins as early as pre-schooling. In addition to this, the socio-economic condition of the students plays a vital role in education. For example, poor family background is unable to meet a quality education for their children rather they encourage their children to engage themselves in some jobs for earning money and survival purpose. Therefore, these conditions become a barrier affecting the teaching-learning process.

Secondly, the infrastructure of the educational institutions adds to the problems of teaching. The first category of the students does not get access to good schools, labs, and other necessary education facilities as opposed to the second category of students who have ample access to those facilities related to education. Therefore, students from second category do not face many challenges to pursue higher education in English in contrary to the first category of students.

Furthermore, India is said to have 75% of the students coming from rural areas where regional language medium schools. By considering all these factors, it is observed that in India, there is a need to design the syllabus and adopt a common programme for English language teaching beginning from the pre-schooling level.

Huda (2005) mentions that the declining popularity of English in educational institutions is an indication of political outcome rather than natural process of language evolution. In India, English serves a variegated purpose. Accordingly, the teaching and learning methods may differ greatly. After the Central Advisory Board meeting on 16th January 1947, English became one of the compulsory languages at the secondary stage along with Hindi and mother tongue. To attain an effective teaching and learning outcome, there are some measures that needs to be considered. Some of the suggestions involves the proper age to start learning English should begin at the age of five or six with a duration of eight years course at the secondary stage from class four to eleven. The English textbooks should be of two categories, one dealing with literature and the other with language, a proper annotated texts are preferable. The desirable should not be too scanty which will be equivalent to almost useless nor too elaborated which may result to confusion and boredom. The adoption of non-English B. A. course, this will shift the interest towards mother tongue where the students will benefit the indigenous knowledge. However, despite incorporating the best effective teaching and learning measures of English in India, the results are sometimes unsatisfactory. This is because of some evil practices still prevalent in the society. Some of the notable ones are

English paper authored by commercial teachers, pre hand examination question patterns suggested by money oriented English teachers, these acts shifts' the students' aim from learning English for all purpose in life towards learning English for passing examination and scoring marks. Another factor is many examiners who are of low social status are susceptible to external influences. Their partial and liberal assessment of answer papers are accountable for low standard learning outcome. Furthermore, untrained, unqualified and low paid teachers contribute a substantial amount of damage in teaching and learning.

1.8.2 Review of literature on English Language Teaching: Theses

Over the years a good number of research in the area of language teaching has emerged providing precision to the study. This includes studies such as error study, language acquisition, English as a Second Language (ESL), English as Foreign Language (EFL), all of these constituting the branches of language studies and applied linguistics.

Devi (2023) in her study "Learning English as a Second Language in Senior Secondary of Rewari District of Haryana: A study of Macro Skills" presented some of the most significant factors responsible for incompetent learning among the senior secondary school students from Rewari district Haryana. The study found that the classrooms were monolingual classrooms and the mode of instruction was in students' native tongue since all the students had Hindi as their MT. Here, majority of the students had negative approach towards English as a compulsory subject. In relation to this approach, students expressed that teachers are to be accounted for the problems they faced in learning English. After meticulous analysis, the study revealed that not only the teachers but even the school failed in providing additional teaching facilities. Thus, the need for rapid amelioration of syllabus and the quality of teachers is addressed.

"A study on the problems of learning English as a second language with special reference to the Rongmeis at secondary level" by Pamei (2020) validated three hypotheses. They are,

1. The Rongmei students at secondary level face a number of problems in learning English.
2. The writing skill of the Rongmei learners from the three states of Manipur, Assam and Nagaland in India is significantly low.
3. The Rongmei learners commit more grammatical errors or mistakes than any other errors in their writing skill.

The analysis from the study suggests some notable ameliorations for syllabus. The syllabus designers should consider the necessity of the students based on particular regions and not generalize one syllabus for the entire

country. Textbook should be learners' friendly textbooks with ample activities. Mode of examination should shift from exclusive question paper based to activity-based exam to enhance their creativity and be able to express their ideas in their words because the previous encourages rote learning and the importance of language skills are left out. The current system of theory-oriented examination handicaps both the teachers and the students where teachers major concern is quantitative not qualitative. On the other hand, since students are theory oriented, it lowers their proficiency in English.

The study conducted on "English Language Teacher's Difficulties in Teaching English in Degree Colleges of Karnataka" by N (2020) proved some of the hypotheses based on the study. They were,

1. Situational difficulties do not have an impact in teaching English in degree colleges.
2. Operational difficulties do not have an impact on teaching English in degree colleges of Karnataka.
3. Psychological difficulties do not have an impact in teaching English in degree colleges of Karnataka.
4. Technical perception information difficulties do have an impact in teaching English in degree colleges of Karnataka

In addition, lock-step arrangement with around 80-110 students with one teacher in the classroom, cultural difficulties as in ninety five percent of the students come from Kannada medium Government schools where English is given less importance as a language and the use of direct translation method by the students are some of the greatest challenges that English teachers face to teach English in college.

Kumar (2019) carried out a study on "Investigating Materials and Methodology used to Teach English Language in Secondary Schools of west Godavari District, Andhra Pradesh". The study found that students use simple English and is context and environment based, as most of them come from rural background. However, all of them expressed their inclination towards acquiring better communication skills. Pertaining to the classroom teaching materials, the study found that there is a huge difference between what teachers believe and practice. Responses from the teachers showed that they use teaching materials from various sources like internet, story books, newspapers (children section) and school magazines of elite schools. On the contrary, during the classroom observation, it was observed that they tend to dictate notes with no additional references. Likewise, teachers responded that 'interactive method' is used in classroom teaching but classroom observation showed that most of the teachers prefer "chalk and talk way". Additionally, with regard to the teaching methods used by the teachers of both government and private schools, they use same method but it is observed that teachers need to upgrade themselves for effective teaching. The study also found that both the teachers and the students feel

that prescribed textbooks are overloaded with reference to the time allocated for teaching the same. This seems to promote conventional rote learning method. Therefore, the study presents there is a need for upgradation of syllabus and teachers to ensure effective and interesting classroom teaching and learning environment.

A study conducted on "Teaching and Learning of English at Secondary Schools in Pune City with Special Reference to Constructivist Approach" by Karande (2018) revealed that more than 90% of the teachers have completed their various training programmes on constructivism. However, most of them do not follow constructivism method in classroom teaching. Some of the prominent reasons for the failure of constructivism as pointed out by the teachers are, it is applicable only to some extraordinary students and not useful to students in general, it is time consuming and even the schools do not provide adequate teaching aids to the teachers. In accordance to the findings, the study suggested that teachers work load should be minimized and teaching of English should shift from textbook learning to activity-based learning.

Shah (2017) in the research titled "Challenges of learning English as a second language and the problems of Hindi medium students in Rohilkhand region (especially rural based)" inspects on the cause of difficulty for the Indian second language learners to have proficiency in English as a second language even after years of learning the language. The samples from the study included 123 (49.2%) students from Convent School and 127 (50.8%) students from Government School, that makes a total of 250 students who participated in the study. The study identified English teaching-learning challenges composed of five essential components of any educational system (students; teachers; materials; teaching methodologies; and evaluation), as well as two subcomponents (curriculum and policy) that are intimately related to each other. With the consideration that different people prefer different learning style where some prefer for communicative approach in learning while some prefer grammatical structured learning. Therefore, the syllabus should incorporate both approaches, meeting the needs of the students. Subsequently, the study points out a depressing context where the implementation of good English curriculum still awaits a long way. The study also points out that English complex pronunciation system, low motivation to learn and dominant use of mother tongue over English are some of the major problems faced by the students while learning English as a second language.

Research conducted on "Error Analysis: Investigating the Errors in Written English made by Telugu-Speaking Engineering Students in the State of Telangana" by Pondra (2016) identified that tense, article, preposition, spelling, lexical, concord and conjunction errors are the seven major types of errors found in the study. Another

major finding from the study revealed that mother tongue interreference in second language caused errors. The study highlighted the importance to create awareness about errors to the students to enhance better learning.

Rahman (2015) in the thesis "Teaching and learning of English as a second language in the secondary schools of Dhemaji district, Assam" carried out research on the status of English. The population of the study consists of 720 students and 50 English teachers from 30 purposely selected schools in Dhemaji district, Assam. The study draws a concern on the English policy framers, teachers and institutions who are responsible for the status of English in the state. Some of the findings are: excessive use of L1 (native language) in classroom by both teacher and students, use of traditional teacher centric method, many teachers are untrained and old school, 99% of the students are unable to perceive the teaching in English nor can they speak and write proper English, lack of interest to learn English among the students, students were overly dependent on teachers and never clarify doubts nor approach teachers. The study suggests for a collaborative action from both the government and institutions that can help improve the condition of education system.

Kalaiselvan (2012) presents a study on "The Mother Tongue Influence (MTI) and Other Problems in Learning English as a Second Language (ESL) by Tamil Speaking Under-Graduate Students of Arts and Science Colleges in Madurai District, Tamil Nadu". The study noted that one of the primary factors of mother tongue interference in second language is the structural and functional difference between these two languages. The most effective way to enhance second language learning is for the teachers to provide ample opportunities and ambience for successful learning process. In simple words, English itself is a complex language where for example, the dual role in addition of an alphabet 's' for plurality and subject-verb agreement, silent morphemes like 'h'. Therefore, students need to be taught and guided properly about the grammatical rules and functions of English so as to enhance their second language knowledge and skills.

Vijayakumar (2010) in the Ph.D. thesis "Communicative Competence in English: A Study Based on the Under-graduate Students in Kerala" explored communicative competence in English based on undergraduates of Kerala. The study pointed out the need to teach English as a language to be used and not only as a content subject. Teaching of second language should not be limited to content based although it is an essential part of the syllabus. The very nature of English is a language skill has been neglected by the syllabus. The achievement of communicative competence needs to be the objective of second language teaching, without which the goal of effective second language teaching and learning becomes incomplete. The study expressed an urgent need to

upgrade the undergraduate English syllabus which will be a shift from literary content to functional English. Despite the students' minimum exposure to English, the study resulted that majority of the students have positive attitude towards learning English. Thus, with proper upgradation and improvisation on the teaching of English will enhance learning English.

According to A (2007) in the study "A Linguistic Study of the Errors of the Second Language Learners of English (Malayalam Mother Tongue Speakers)", mother tongue interference in second language causes several errors especially in the area of phonology. Besides, omission and addition errors, wrong choice of words, double marking, hypercorrection, language transfer, fossilized errors were some of the errors found in the study. The study suggested that students should be given maximum practice in pronunciation, accent and intonation in accordance to the sound system of English. Further, the study mentioned that if errors are not taken care with proper remedies than it is likely that errors will become fossilized which makes it difficult but not impossible to change.

1.8.3 Review of related literature on English language teaching (ELT) in Nagaland: Theses

From English Language Teaching (ELT) perspective in Nagaland, one of the preliminary works done is of, Belho (2020) thesis titled "Teaching and learning of English as second language in secondary schools in Nagaland". This study presents the current status of English in Nagaland. The objectives of the study were to find out the status of English in Nagaland, to identify the teaching methods used in secondary schools and whether modern methods are adopted in secondary schools in Nagaland. Lastly, to identify and classify common errors in writing descriptive composition and to conduct a comparative study between private and government school students. The study was limited to a total of 8 higher secondary schools affiliated to Nagaland Board of School Education (NBSE) from Kohima town, Nagaland. Out of which 4 schools are private and 4 schools are government schools. Applying non probability sampling method, a total of 18 English teachers from all the 8 schools were selected for the study. Using both qualitative and quantitative method, the data is elicitated and analyzed. Research tools include, questionnaire and 217 number of evaluated answer sheets. The study found that English has become an integral part of Naga society. There is a need to shift the paradigm of traditional teacher centric mode of classroom teaching that has been followed since decades. The study also identified 14 most common errors, some of them are: errors in punctuation, capitalization, spelling errors, misinformation, tense, grammar, articles and numbers. There was not much difference between the errors committed by the private school students and government school students. At the end, this study presents some suggestions with regard to the need for the

teachers to upgrade their teaching skills, the need to identify errors and mistakes properly, the need to encourage creative writing because the study found that most schools do not emphasize more on this area, and many more. It can be understood that there are still lots of areas that can be branched out of this study.

Tsolo (2022) conducted a study on the "Aspects of Multilingualism in Nagaland" which revealed that out of 300 informants, all of them agreed that English is considered as a prestige to speak, read and write. English is the official language of Nagaland and is used in many formal domains such as media, academic and other professional domains. However, Nagamese, a lingua franca which is an amalgamation of Hindi, Bengali, Nepali, Oriya, English, and others, has become the language of masses irrespective of being literate or illiterate. The influence of Nagamese is the society is largely associated with inter-tribal trade and cross-cultural language for communication in Nagaland. In recent years, the society has witnessed that Nagamese is simultaneously employed along with English in almost all the domains of the society. From the study, it has revealed that Nagamese has gradually started to impact academics in situations when it was found out that some government schools in Kohima district use Nagamese to teach in classrooms despite English being the language of instruction in academics. The reason being told by the teachers as, the students coming from poor social-economic background are unable to comprehend English.

This study has indeed contributed a significant work in investigating the growth of Nagamese in Nagaland where it is found that Nagamese is gradually having certain impact in the language used for teaching. However, it is to be noted that the locale of the study is confined to Kohima district which is the capital city of Nagaland and people from different tongues and tribes settle for various social, economic, academic and professional reasons. In contrary to the study conducted by Tsolo (2022), the present study "Factors Affecting English Language Usage Among the Ao (Naga) Speakers at the Undergraduate Level" found out that Nagamese in not used by the teachers for instruction in the classrooms. Infact, examination from the interaction with the samples revealed that many students do not use Nagamese either because they do not know Nagamese due to limited or no necessity to use it in any social domain.

Aier (1996) in the thesis "An ethnographic study of the language situation in Nagaland with special reference to the learning and teaching of English" conducted an investigation on the pattern of language use in Nagaland. The study used research tools like; questionnaires, interviews and collected journals. A large majority of the population desired English to replace Nagamese as a lingua franca. This study presents a concern on the almost dysfunctional education system in Nagaland which needs an immediate update. A major shift in the education

system with regard to language is brough into discussion because the study identifies a mediocre level of English used despite being the official language of the state. Nor was the education system taking any steps towards upgradation of local language. Hence, the result from the study reveals an average level of proficiency in both mother tongue and English among the students.

1.9 Objective of the study

The present study aims at identifying the factors influencing the proficiency of Ao Naga second language learners in using English effectively/competently. Despite the existence of numerous literary texts and sources on the Ao (Naga) tribe and language, there has been no research work done so far that has delved into the usage, challenges, efficiency, and competency levels of English specifically among Ao Naga speakers. Therefore, this study serves as a valuable contribution to the realm of language teaching and learning. The objectives of the study are:

1. To identify and analyze the common errors in the usage of English by the Ao Naga speakers.
2. To find out the factors determining the peculiar English usage by the Ao (Naga) speakers.
3. To find out the attitude towards learning English language by Ao (Naga) speakers.
4. To examine the teaching methods used by the English language teachers.
5. To identify the problem areas faced by the Ao speakers as a second language learners in English.
6. To explore the problems/ challenges faced by the language teachers.

1.10 Motivation for the present study/research

As a native of Nagaland, the researcher has, over the years of study, encountered various challenges faced by both learners and teachers in the process of teaching and learning language. Despite a high literacy rate of 93.59% in Mokokchung with female literacy rate is 93.33% and 93.81% for male as per the 2011 general census, there are literate individuals who struggle to write a formal application or express thoughts in English. This raises questions about whether the education system prioritizes quality education or simply focuses on achieving high literacy rates. The researcher aims to explore the obstacles to quality education and understand the causes of hindrances.

Competency in English is crucial in Nagaland, where it serves as the official language, and as medium of instruction for most subjects barring other language subjects as Hindi. Weakness in English can adversely impact a learner's performance in subjects taught in English, contributing to low examination scores. Factors such as limited educational exposure, low self-esteem, unstable family backgrounds, insufficient educational institutions, untrained or unqualified teachers – in both schools or colleges, may contribute to the lack of competency in

English among learners. Teachers, too, face challenges such as learners' disinterest in studies, uneven student-teacher ratio in classroom, inadequate time frames to complete syllabi, and being compelled to teach subjects for which they are not adequately qualified.

This study aims to identify the primary reasons affecting the desired teaching and learning methods, paving the way for the adoption of alternative or remedial approaches. This research work will also be a contribution towards Ao- Naga community and envisions its extension to other Naga tribes by considering this study as a reference point for further exploration in the field of English Language Teaching (ELT).

1.11 Delimitation of the study

This study is limited to Ao (Naga) speakers of Mokokchung district at the Undergraduate level. The samples collected are from the four (4) different secular colleges in Mokokchung, Nagaland – Fazl Ali College (1959), People's College (1984), Tuli College (1997) and Jubilee Memorial College (2015). Fazl Ali College (FAC) provides Bachelors courses in Arts, Commerce, Science with additional Certificate course in Computer Application, Mushroom and Spawn Production. While the other three colleges namely, People's College (1984), Tuli College (1997) and Jubilee Memorial College (2015), provide Bachelors in Arts only. None of the four colleges are autonomous and is not upgraded to Post Graduate (PG) course. Therefore, so far, all these colleges provide Under Graduate (UG) degree only.

Professional Institutions like College of Teachers Education, Institute of Communication & Information Technology and Industrial Training Institute which provide diploma and certificate courses, are excluded from the scope of the study. Moreover, the study is specifically limited to English teachers/lecturers from the above mentioned four (4) colleges. To be able to collect reliable data, the researcher conducted diligent selection of data source to obtain and validate authentic data. However, the results from the study could have been generalizable, if it had inclusive of professional course institutions and samples belonging to Ao (Naga) learners from different districts of Nagaland. Nonetheless, considering some of the prime factors such as time and the type of study, it was more feasible to narrow the sample selection to have a closer examination into the study. Attempts are made to provide complete detailed study of the factors affecting the English usage within the identified sample and area.

1.12 College selection

The researcher applied purposive sampling technique while selecting the colleges for the current study. Since the research concentrates on the Ao (Naga) speakers, Mokokchung district of Nagaland became the ideal place

for the area of study as Ao (Naga) are native to this place. As mentioned earlier, there are only four (4) colleges which provide general courses in Mokokchung, each college providing only Undergraduate program (§ Chapter -1, "Delimitation of the research"). Out of the four colleges, Fazl Ali College (1959) is the only Government College while, the other three colleges - People's College (1984), Tuli College (1997) and Jubilee Memorial College (2015) are private college. Besides, there are two colleges that provide professional courses; one is Clark Theological College and the other is, College of Teacher Education. These two colleges were excluded in the study, as English is an optional subject in these two colleges. Also, in Teacher Education Institution, only the graduates undertake this course. This makes the sample undesirable for the study.

A total of 482 learners participated in filling up the questionnaires, 4 to 5 students from each college volunteered for one-on-one interactive session for audio data recording. Since, English is the official language of Nagaland, it is also the medium of instruction in all the educational institutions in Nagaland. The data collected from the learners are accountable for error analysis, considering the learners to be equipped with adequate language skills in English.

1.13 Sector of data mining

The scope of this study is to collect data, analyze, interpret, and represent the data on the usage of the English language by Ao speakers. With 231,084 speakers of Ao language, it stands as the second most widely spoken language in Nagaland, according to the 2011 census data. Mokokchung district of Nagaland, serves the purpose for rigorous study since Ao speakers are native to this area. Several ruminations have been made with regard to selecting this place for research.

Historically, the Ao region or the Ao inhabited areas were the first among the Nagas to receive formal education. The advent of Christian missionaries not only converted the Naga pagans but gave them the opportunity to explore the academic world by setting up schools for basic education in the regions native to Ao. This educational initiative expanded beyond the Ao tribes, influencing other tribes as well. The establishment of Fazl Ali College in 1959 adds to Mokokchung's historical importance as the oldest college in Nagaland. Hence, keeping in mind that the foundation of today's education system in the state was laid in the lands of Ao tribes; it can be taken into consideration that Mokokchung has the longest history of education in Nagaland.

Owing to the fact that Aos were the first ones to embrace Christianity and receive education simultaneously, Mokokchung not only became a hub of inter-tribal population but the educated Aos ventured out to other parts of the states for transformation in the field of religion and education at the same time. Mostly serving as government servants and Christian missionaries.

Furthermore, as rightly mentioned by Saville-troike in the book "The ethnography of communication: An introduction" (1982, pp. 109-111), "a native researcher/participant observer adds more advantage to the situation than a non-native observer". Correspondingly, the researcher in this study is a native speaker of Ao. Thus, considering all these factors, Mokokchung became the ideal location for the present study.

In addition, Undergraduate level learners for the study is an ideal choice. As R. S. Sharma rightly mentions about adolescent in his research paper *Teaching of English for Science and Technology (EST) in Indian conditions* (1992). It is at this age of adolescence that a learner desires to learn with understanding overlaps the zeal to learn through play or via visually attractive objects. With regard to this, it is ideal to take the age group of adolescents for error study and allied areas of English Language Teaching (ELT) as they are already trained with basic English and has been exposed to English speaking environment. At the same time, with proper treatment of errors and mistakes committed by the learners, there are possibilities of improving and acquiring competency in a second language. As mentioned earlier (§ Chapter-1, "Entry of English in Nagaland") there are some learners who wants to improve their English language either because of inefficient learning during their schooling years or other personal or academic reasons.

1.14 Materials and methodology

Second language learners may face different problems in the process of learning as well as in the usage of the language. This may happen not only because of the individual differences but may be due to several other influencing factors.

Every study has something to take and give. It takes various turns and challenges to complete a task. Similarly, the study faced several challenges regarding Covid protocol. The exact time of field work began from the year 2020 - 2021, alongside occasional consultation with the sample lasting till 2022. 2020 was the year of Corona virus outbreak worldwide. This led to lockdown of educational institutions, shopping malls, markets, social gatherings, etc. across the nations. In educational institutions, the mode of learning shifted from physical classes to virtual mode of learning. Not only did the teachers and students take time to adapt the new system. The researcher too faced many challenges such as; taking consultations from the concerned authority to conduct the research for data collection, the consultants refraining themselves from meeting the researcher who came from another district, following covid protocol which refrains people to have maximum of not more than five or more in a group/gathering - this protocol had slight variations from ward to ward in a vicinity, unable to have classroom observation due to lockdown and college's privacy issues, the sample/consultants turning down to participate and even respond the questionnaire despite possible efforts made from the researcher's end to aware the population/sample about the study, delaying in responding the questionnaire, the learners' nervousness to

participate in the study, and many others. However, despite all these shortcomings, the study could be successfully conducted due to the corporation provided by the institutions and the learners in various ways.

The researcher employed both qualitative (interview method through virtual and visual mode, interactions) and quantitative (questionnaires) methods for data collection. The consultants are those second language learners who have knowledge on both English and mother tongue with the age ranging from around 18 to 25 years comprising of both male and female. The learner's knowledge on vocabulary was tested by dictating some English words like; conscience, conscious, yacht, etc. Speaking skill regarding the pronunciation was tested by letting the learners utter some English words for instance; tortoise, edit, mansion, mention, buffet, etc. and having one on one interaction with the researcher. Their writing skill was conducted by collecting sentences from questionnaires where they were asked to give answers to open ended questions such as; if you prefer retaining your mother tongue influence in English, why do you do so? Please mention some of the reasons. In addition, a simple writing test was also conducted to excerpt data for the study. Their examination answer sheets were also referred for checking their writing skill. Additionally, data from 500 examination answer sheets were also used. A separate set of questionnaires was maintained for English teachers. It encompasses topics like academic profile, their teaching experiences, opinions regarding learners' performance, and many more.

1.14.1 Methodology used in the study

For a study to reach a suitable conclusion, the investigator needs a proper channel of methods to survey and adequately measure the units in the study. It is only through the application of worthy methodology can a researcher receive appropriate result. The present study attempts to apply proper methodology and materials to realize concrete evidences and data to support the claim. As the current study is an empirical and objective study, both qualitative and quantitative methods were used for the study.

The study uses various methods which includes administering questionnaires, dictation, recording the reading of words, sentences and passages, having personal interactive sessions and casual talks with the consultants both teachers and students. This is done so as to collect authentic data from the teachers and learners in terms of their opinion on English, observation from the teachers' end, socio-economic profile of both the teachers and students, learners' use and utterance of English words and sentences and many more.

1.15 Population

Population is the number of essential entity or subjects that may not necessarily be people on which the research is conducted. The present study comprised of the following population:

1. All the colleges in Mokokchung district, Nagaland.

2. All the undergraduate college students of Mokokchung district, Nagaland.

3. All the English teacher in Mokokchung colleges, Nagaland.

1.15.1 Sample

Good research requires a desirable sample for the study. Since several factors such as expense, terms and conditions of the consultants/the institutions, social and personal factors, etc. hinders the study. Taking into consideration the features of the research, the researcher decides on the selection of sample from the total population for better accessibility and results for the research. In other words, we can say that sample is basically the selected group from the total population, which is usually smaller than the whole for the study.

Given below are the sample for the current study:

1. Four (4) secular colleges from Mokokchung district, Nagaland.

2. All the students from the four selected colleges of Mokokchung district, Nagaland.

3. All the English and functional English teachers from the four colleges of Mokokchung district, Nagaland.

Name of the college	No. of colleges	Government aided college	Private College	Strength of the students	Total no. of English & Functional English teachers
	4	1	3		
Fazl Ali College (1959)				1000+	7+3=10
Peoples College (1984)				60+	3
Tuli College (1997)				74	3
Jubilee Memorial College (2015)				100+	4

Table 1.1 College samples

1.16 Research tools

The various tools used for collecting data are:

a. Questionnaires: Two separate sets of questionnaires were used; one for the students and the other for the teachers.

b. Audio recording is particularly for reading purposes. The activities included reading a list of words, reading sentences/passages and interaction sessions.

c. Dictation.

d. Answer scripts.

e. Observation.

f. Interview and focus group.

g. Statistical analysis.

h. Simple work sheet.

1.16.1 Questionnaires

Two sets of questionnaires were used for elicitation of data. One for the learners and the other set for the English teachers. A questionnaire comprised a total of 75 questions were distributed to the learners. The questionnaire is further divided into different sets to extract data on the profile, socio-economic background, their personal attitude and their aims towards English language. Question 1- 19 is framed on the ground of profile, socio-economic background, education qualification, institutional background, education qualification of the parents, of the learners. All these information tend to show the influence either as a positive or negative contributing factor on second language learning. Question 19-34 are constructed on language proficiency test. Question number 35-53 covers the area of listening ability. Meanwhile. Question 54-75 deals with speaking skill. The entire set of questionnaire encompasses the option for answers with yes/no, descriptive, multiple choice and other variant like strongly agree/strongly disagree, etc.

The questionnaires allocated for the teachers consisted of 46 questions. The set of questions included pattern such as yes/no, descriptive, multiple choice, percentage, and other variant like very good/good/average/poor.

Those questions discussed on the matters regarding the details of the college, classroom teaching and learning methods and difficulties, academic profile of the teachers, personal view on teaching and dealing with errors made by the learners, etc.

1.16.2 Audio recording

This was done for data elicitation on phonological level. The following activities were conducted:

a. An informal interview and interactive session with the respondents/learners.

b. Vocabulary list: The study uses two distinct vocabulary lists containing a total of 118 words. Each of the vocabulary list is segmented as: "vocabulary for dictation" with 48 English words and "vocabulary for pronunciation" with 70 English words. All of these words are different from each other yet they are commonly used English words.

    "Vocabulary for dictation" was orally administered in a twenty-five (25) minutes session. A random number of respondents in a group and sometimes individually with the researcher participated in this activity. They were given ample time to cross-check their spellings. During the test, each word was dictated a minimum of 3 times, supplementing with sentences whenever necessary by using the words in context to provide precision. Each of the respondents were required to write the vocabulary list in a blank paper in an uncontrolled environment so as to avoid any outcome of low self-esteem or personal fear of committing mistakes.

    "Vocabulary for pronunciation" was administered on the basis of one-on-one interaction where each participant/ learner is asked to pronounce each word from the list. The ongoing activity is recorded by the researcher. The results from this activity/test helped the researcher to investigate pronunciation errors of the students. This activity was not conducted in group as a way to avoid any discrepancies arising from participants copying the pronunciation and getting oral influence from one another.

c. Reading: The selected students were made to read passages and a poem from their English textbook. The lines were simple, and the topics were from their syllabus which they have already covered in the class.

1.16.3 Dictation

A set of two separate vocabulary lists were modelled for dictation purposes. A set of vocabulary consisted of 70 English words for the students to pronounce. Another set of 48 vocabulary lists was dictated to tract on the learners' knowledge on the language. The researcher assured that almost all the words are frequently used words (§ Chapter-1, *Audio recording*).

1.16.4 Answer scripts

A total of 500 examination answer sheets were evaluated to extract data on the errors analysis. Each answer script consists of two sets, the first as objective exclusively for grammar and composition, and the later for descriptive type answers.

1.16.5 Observation

Observation is widely used in much research. It helps the researcher or the observer to avoid biasness towards the study. Usually, it does not require a controlled environment or a lab to experiment, but observation occurs in a natural setting where the sample is more relaxed. Hence, it is one of the first-hand experiences that an observer could extract/ analyze data naturally. Depending on the nature of the research, one could adopt different types of observation. In the observation method, an observer could either be a spectator or participate with the participants. Using this method, the study draws valid evidence to reach a proper conclusion.

1.16.6 Interview and focus group

Depending on the respondents' preference, both formal and informal interaction sessions were held with random number of learners and English teachers whoever volunteered to participate. The interaction with teachers was intended to draw their job related, academic and personal views on the learners' status of English. While interaction with learners dealt with their language proficiency in English.

1.16.7 Statistical analysis

The data from the study are quantitatively analyzed by examining the frequency of the various findings using descriptive statistical analysis. It is then, illustrated by using statistical representation like tables and charts. To analyze the data statistically, each of the topics are carefully categorized based on its phenomenon. Then, the formula of descriptive statistical analysis is used to find the averages for each category.

The formula: $P = F/N \times 100\%$

Here, P: Percentage / average value.

F: Frequency of the data.

N: Total number of data.

1.16.8 Simple writing test

The students were asked to write a simple paragraph, a formal or informal letter writing, and an essay on any topic they wished to write.

1.17 Hypotheses

The Researcher believes that certain factors may impede the ability of the second language learners to use the language competently and fluently despite being brought up in English medium schools. Therefore, this study aims to identify the factors that influence or hinder the use of English among the second language learners. The Researcher proposes the following hypotheses as potential factors affecting English language usage by Ao (Naga) speakers:

1. Mother tongue/ L1 influence in English/second language.
2. Approaches and method used by the English language teachers.
3. Correlation between English language teacher and the learner.
4. Environment of the learner determines the condition of second language learning/ English.
5. Determining the pronunciation of words by the spellings.
6. The learners' proficiency in English is determined by socio-economic factor.

1.18 Structure of the thesis

The present research study aims to be presented in a number of five (5) chapters. Each chapter will contain detail content according to the title. It will further be divided into various suitable sections and sub-sections. The chapters will be organized as follows;

Chapter 1: *Introduction.*

Chapter 2: *Approaches and methods of English Language Teaching and Learning*

   used in Mokokchung.

Chapter 3: *Errors in teaching and learning of English language in Mokokchung.*

Chapter 4: *Analysis of factors affecting the use of second language among the Ao*

   Naga speakers.

Chapter 5: *Findings and conclusions.*

To briefly summarize, Chapter 1 is a brief introduction to language and its significance, introduction of English in India and Nagaland, origin and migration of Ao, Ao language, linguistic classification of Ao, motivation for the study, significance and objective of the study, sector of data mining, delimitation of the study, structure of the thesis, materials and methodology and hypothesis.

Chapter 2 provides an outline to the theoretical methods and approaches of language teaching and learning.

Chapter 3 gives an overview on errors - significance, classification, errors analysis, types of error, research tools and methodology, error classification on the basis of linguistic category. This chapter also describes the different types of error detected from the study.

Chapter 4 discusses on the data analysis and interpretation; it is an attempt to draw explanation and justification based on the hypothesis to reach an unbiased conclusion.

Chapter 5 summarizes the overall chapters, discusses on the major findings and conclusions, data analysis, hypotheses, provides pedagogical implications, suggestions for the improvement of education system, scope for further research, followed by bibliography.

Chapter 2: Approaches and methods of English Language Teaching and Learning

2.0 Learning

There are multiple ways to explain or understand what learning is. Generally, learning starts immediately after birth and persists throughout one's life. For instance, if a child experiences a burn while approaching fire, they learn to avoid not only fire but also any burning object. This occurs because the child has acquired the knowledge or experience that any burning object is harmful for him/her. Likewise, learning happens when direct or indirect experiences brings about a change in an individual's behaviour. In other words, it can be said that, learning can be seen as the accumulation of experiences. People usually consider learning to be restricted to classroom, but there are various forms of learning. A comprehensive understanding of learning requires more elucidation and precise definition.

Some of the most popular definitions of learning are presented below:

- "Learning is a relatively permanent change in behavioral tendency and is the result of reinforced practice" (Sharma & Tuteja, 1997, pp. 12-13).

- "Learning is the process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the changes in activity cannot be explained on the basis of native response, tendencies, maturation or temporary states of the organism e.g., fatigue or drugs, etc." (Hilgard, 1958, p. 3).

- "The term learning covers every modification in behaviour to meet environmental requirements" (Murphy, 1968, p. 205).

- "Learning is the acquisition of habits, knowledge and attitudes. It involves new ways of doing things and it operates on an individual's attempts to overcome obstacles or to adjust to new situation. It represents progressive changes in behaviour. It enables him to satisfy interests to attain a goal" (Crow & Crow, 1973, p. 225)

It is notable from the above overview of the definitions that learning is not genetically inherent, rather direct and indirect experiences have greater role to play in the change of behaviour in an individual.

2.1 Characteristics of learning

As an extension to the characteristics of learning some of the principles of learning in association with teaching, according to (Husain, 2016a, pp. 6-7), are as follows:

1. *Principle of Association*: Learning is constant and growth-like. Past experience is associated with present. New learning is the outcome of previous positive response. *Implications for Teaching*:

   - Start at learner's level.
   - The old should have association with the recent.
   - Step by step depending on the learner's capacity.
   - Constant reminder of an idea to the learner in multiple ways time and again.

2. *Principle of clarity of objectives*: Objectives should be clear, purposeful and relatively important to a large number of populations in the group to make learning more effective.

   Implications for Teaching:

   - Learning must be purposeful to the learner.
   - Progress must be updated timely.
   - Both teacher and the learner should have primary focus on the purpose.

3. **Principle of Self Activity**: In the process of learning, a learner is required to actively part take in the activity. Unless an initiation is taken by the learner, learning cannot take place.

   Implications for Teaching:

   - Activities should be learning specific.
   - Learning activities should be inclusive of more senses.

4. **Principle of Motivation**: One cannot learn without having an actual desire to learn. The desire to learn motivates in putting extra effort in achieving the desired goal. Therefore, learning experience should be structure in such a way that it can demonstrate the progress, which will help the learners draw closer towards their goal.

   Implications for Teaching:

   - To make learning more challenging, motivation is essential.
   - Expected standards and the capacity of the learner should be complementary to each other.
   - Achievement of the student should not go unnoticed.

5. **Principle of practice**: Learning process should involve active involvement through practice. With more practice, learners gain more confidence and less lapses of they have read, heard or seen.

   Implications for Teaching

   - Well organization of the course content.
   - There needs to be a relationship between theory and practical.

- Provide attention to the activities that stimulates actual situation.

6. **Principle of Disassociation**: Emotions affect learning. An effective way to avoid undesired response is to substitute the original with a more desirable one.

   Implications for Teaching

   - During the learning process, substitute unpleasant emotions with pleasant emotions.
   - Expression of emotions should be rightly educated.

7. **Principle of Readiness**: Someone who is willing will achieve effective learning.
8. **Principle of Set or Attitude**: A favourable attitude accelerates learning while an unfavourable reduces learning.
9. **Principle of reinforcement**: Positively reinforced behaviour are encouraged, while negatively treated are temporarily suppressed.
10. **Principle of Transfer of Learning**: what if something that one learns cannot be transferred to related work? Hence, learning must be modelled to promote transferability.
11. **Principle of Feedback**: with an update of the progress, learning becomes less difficult.
12. **Principle of Abilities**: Since every individual has unique learning abilities, the level of communication and the level of comprehensibility should align with the learner's ability.

2.1.1 Laws of learning

Thorndike (1932) as cited in Husain (2016b, p. 10), presents three laws of learning on the basis of research findings. They are as below:

The Law of Effect: Given an instance, if a teacher's attention is drawn by the student's raising of hand, leading to awareness regarding the student's concern, then the particular act is likely to be repeated which is generated from satisfying state of affairs. While on the contrary, if the same act is executed by the student but does not attract the attention of the teacher, then the student will most probably not repeat the same act. Similarly, "The Law of Effect" claims that satisfying state of affairs give rise to repetition of certain behaviour but an inverse situation delays a response.

The Law of Readiness: This law concentrates heavily on an individual's participation in learning. Categorizing it into three points, "The Law of Readiness" states that -

- Firstly, it is essential to have the knowledge on an individual's readiness in learning.
- Secondly, despite the readiness of an individual, if the opportunity is deprived from the particular individual, it will cause unsatisfying result and frustration.

- Thirdly, even when an individual is not willing for a work but is compelled to be involved in certain behaviour, then this will produce awkward result.

In other words, this law states that when an individual is ready for a particular behaviour/ work, provided an opportunity, then the final outcome will be satisfying.

The Law of Exercise: This law complies with the famous saying "practice makes perfect". With constant practice, a bond of correspondence is formed between a stimulus and a response.

2.1.2 Domains of Learning

Human behavior is inherently dynamic, subject to change depending on the surrounding environment. A large gamut of activities is associated in an individual's intellect for knowing, learning and interacting. At the level of emotions, intellect and skills; educational psychologists have made attempts to understand learning processes into domains of behavioral patterns. Furthermore, learning is also not confined to any single domain.

"Learning of a competency occurs mainly at three levels - thinking, feeling and performing that is cognitive, affective and psychomotor levels" (Viswanathappa, 2015a, p. 15).

Each of the domain is particular with their objectives. Cognitive domain deals with objectives such as; understanding, knowledge, application and other higher intellectual outcomes and primarily concentrates in Education. While affective domain focuses on the categories that concentrates on emotion and feeling such as attitude, appreciation, interest and values. On the other hand, psychomotor domain concerns the orientation of psychophysical co-ordination levels between the mind and the body.

2.1.3 Cognitive Domain

Cognitive domain involves various mental operations that aim to develop and manipulate an individual's acquisition of knowledge from the environment. The information processed in learner's mind includes visual or verbal forms like seeing and listening/hearing. In the words of Viswanathappa (2015b, p. 15), the objectives of cognitive domain are arranged in hierarchical order at six levels of learning which includes knowledge, comprehension, application, analysis, synthesis and evaluation. Knowledge is the foundation from which all the higher thinking grows. It involves memory level operations the ability to recall, recognition and memorizing data, facts, principles or concepts. This is followed by comprehension which checks the learner's ability to comprehend the information or is able to explain the given concept in their own words. The third level of learning is application which shows the learner's ability to use their previous knowledge in new concrete/real situations to estimate answers or predict outcomes in a new situation. The synthesis category shows the ability of a learner

to integrate various parts of a concept into a pattern or structure or whole which might not have been clearly perceptible earlier. The mental ability to take decision or make judgment which may be based either on the criteria of logic/consistency norms or some comparison with standards take place in evaluation category.

2.1.4 Affective Domain

Learning situations influences a student/learner's emotions, attitudes, interests and feelings which make the learner become wholly involved in learning. That is why we see that each learner has different preference of a subject as compared to others. Unlike the cognitive learning where the main organizing principles cover from concrete to abstract, simple to complex, etc.; the learning processes and assessment of affective learning may not be precise as it deals with difficult to analyze principles like attitudes, interests and values. Receiving, responding, valuing, organization and characteristics are the main organizing principles in affective domain. Where receiving comprise of the learner's inclination to receive or attend, perception of the stimuli and chosen attention. This is later followed by responding, when the learner reacts/responds to the stimuli after receiving it. The next level of affective domain is valuing, where a notion is regarded as something of value and consistently revealing a preference towards it especially in behaviour. Which is then followed by Organization, where in situations with more than one relevant value, the learner organizes or prioritize each value in a unique value system. After which, the learner allows the organized values to control the individual's behaviour in certain ways. This ability to internalize values and control the individual's behaviour explains the domain of characteristics.

2.1.5 Psychomotor Domain

The Psychomotor domain pertains to the ability to coordinate mental activity with physical skills and activity which can also be enhanced under the supervision of an expert or guide. Hence, in contrast to affective domain, assessment of learning can be more precise in psychomotor domain as it deals with any observable physical activity of an individual in learning.

The sub domains include; perception, set, guided response, mechanism, complex overt response, adaptation and origination.

- Perception is the ability to regulate motor activity through sensory guidance.
- Set is the willingness to act and adapt certain adjustment to attain a particular outcome.
- Guided response occurs in the initial stage of skill development. Often including a learner and a teacher as a guide. It is the ability to imitate usually by exercising trial and error method for better results.

- In mechanism, the learned response is converted into habitual activities with certain level of confidence and proficiency to act.

- Complex overt response will show the ability to perform complex motor actions with better precision.

- Adaptability exhibits the ability of enhancing new innovations to the learned skills for certain occasions.

- Origination refers to the process of creating new patterns of motor activity for particular situation.

Thus, learning as an integral part in every individual's life plays the role of stepping stone for progress and improvement. It is crucial to provide necessary different domains of learning as both the teacher and the learner are expected to be committed in the process of learning. In order to expect learning effective, it needs to be ensured that the teachers adopt new and multiple teaching methods/ strategies and be updated along with the growing need for more teaching approaches.

2.2 Theories of human language learning

Human beings are social animal and hardly or any man lives in isolation except for certain reasons. Language performs as the medium of communication in humans and is also one of the unique features that differentiates humans from animals. Despite several studies and experiments to teach and learn human language to animals, the results were unsatisfactory as they failed to perform like humans although there are special areas to be considered. It is believed that language is a mental process with systematic patterns designed to learn or acquire language in human. Language can be learned through formal or informal way. The formal way of learning requires a subject/language expert to teach. It is often considered that the first language or mother tongue is acquired by the child then the second language learning occurs or is achieved depending on the learner's demand. Second Language Learning (SLL)/L2/ target language is basically about the process of learning another language besides the first language. In most of the multilingual cases, first language can be more than one language where the child's parents are bilingual or multilingual or the languages exposed to the child is more than a language.

As mentioned by Sweet (1899), language is partially arbitrary, rational and irrational. Arbitrary because the text and the form may not have any relationship with each other. For instance; the word 'tree' and the meaning of the tree may not share any corresponding relationship. Then, there are occasions when certain words are adequately used to convey certain notions such as the word 'bank' can refer to riverbank, money bank and the mouth of the river. In this way language becomes partly rational. Whereas the existence of anomalies of the structure and rules in languages makes it irrational. Therefore, for centuries, Language learning has always inspired people to study

in this subject. Hence, many philosophers and researchers have made a vital contribution to provide a basic theory on how language learning takes place in human.

The beginning of language teaching is no recent. With the contributions from applied linguists, philosophers, language experts, scholars and many more; language teaching emerged as a new trend during the early part of twentieth century. The history of teaching methodologies reveals various unpredictability throughout the years. Theories have not only been fashioned for abstract concepts but to provide the most accurate explanation, analysis and results which are held responsible in language learning. Some of the most remarkable presentations from different perspectives are The Behaviourist theory, Mentalist theory, Cognitive theory, Naturalist theory, and many more are some of the popular basic language learning theories. Most commonly, known as the behaviourism, cognitivism, affective psychology and developmental psychology under the school of psychology. These theories account the areas such as cognitive, interpersonal, personal and general processes utilized by the learners while learning second language and are considered as a panacea for problems related to language teaching.

2.2.1 Principles of Language learning

Language learning is complex and requires some systematic pattern to govern the learning process. Many educators, psychologists, language teachers and other alike have immensely contributed to this area. Some of the principles as suggested by Taj and Bhargava (2016c, pp. 59-61) are as follows.

1. Principle of habit formation: According to Palmer, "Language learning is essentially a half forming process, a process during which we acquire new habits."
The principle of habit formation suggests that language learning is a skill and not acquired knowledge. Therefore, when a skill is well learned, it performs well. In supplementary, a conscious speech habit such as reading and writing is required to adopt while learning a foreign language.

2. Principles of oral approach to language teaching: basically, this principle suggests that
Speaking comes prior to reading and writing. When a child learns his/her mother tongue, he/she learns how to speak prior to learning how to write. Similarly, while learning a foreign/second language, it must begin with speech lessons where sentences are heard and uttered.

3. Principle of situational approach to language teaching: When a child learns his/her mother tongue, it happens in a natural way. Therefore, teaching of second language should also be taught in natural situations to achieve a natural way of learning. To create such situations, supplementary aids such as objects, actions, pictures,

drawings, and others can be used for reference while teaching. In this way teaching becomes easier and comprehensible.

4. Principle of practice and drill: Language learning demands an adequate amount of drill and practice as it is true that language learning is a habit formation process. However, practice alone does not suffice language learning, it also requires having adequate knowledge on the formation and rules of grammar of the language.

5. Principle of nature order of learning and multi-skill: The nature of language possesses four language skills namely, listening, speaking, reading and writing. When a child learns his/her mother tongue, he/she first listens to the sounds then produce sounds followed by reading and writing. All these four skills have equal importance in language learning. Therefore, none of them should be considered less important than the other nor over-emphasize in language learning.

6. Principle of imitation: Imitation plays a significant role at the early stage of child learning mother tongue. Therefore, a proper models of speech should be used by the teachers for imitation purpose. Tape-recorder, radio and other sound equipment should be used to provide good models of reading and writing.

7. Principle of selection and gradation: Having immense knowledge on the words of a language does not qualify on to have mastery over a language. Teaching should begin with simple to complex forms as it is the fundamental principle of teaching. Therefore, a proper selection and gradation of study materials are required for teaching, without which the outcome will be unsatisfactory. Learning can be made easier by proper gradation of vocabulary and structure.

8. Principle of accuracy: Things that are learned with error are difficult to erase and change. Hence, there is a necessity for the teacher to have accuracy on the things that one teaches. A teacher will be unable to teach English effectively without having accurate knowledge on the subject matter.

9. Principle of exposure to the language: It is a natural phenomenon that one learns a language when one is exposed to the language just like a child learns his/her mother tongue because he/she is exposed to the language. Likewise, a teachers should make sure that maximum exposure of the language is provided to the students while teaching.

10. Principle of motivation: no learning happens without motivation. As seen in the child's behaviour, mother tongue is learned so that the child's gets his/her needs fulfilled. Likewise, motivation is necessary for someone to learn a language, if the language is not serving the purpose of the learner, he/she will have no desire to learn a language.

2.2.2 Behaviourism

Between the late nineteenth and greater half of the twentieth century, second language learning was concentrated more on the Behaviourist theory based on the association of response and stimuli. This theory was propagated by Skinner 1957. Behaviourism requires certain actions to be conducted where a positive result is rewarded while negative result will be opposite. Here, reward system is conducted so as to turn it into habit formation process. In simple words, when the learners are rewarded in terms of anything like motivation, gifts, etc. the learners are encouraged to repeat the action which becomes a habit. This is how language learning happens according to behaviourism.

However, the major drawback of this theory was because it ignored the role of child in learning process and gave more importance to the environment be it verbal or non-verbal. Another drawback was that Behaviourist theory was based on animal experiment on stimuli and response which is not same in human. Because human have choice and can be creative.

2.2.3 Cognitive theory of language learning- Chomsky on language acquisition

Chomsky proposed the theory of Language Acquisition Device (LAD) in 1960s. He is of the opinion that a child is born with LAD in the brain. LAD is a hypothetical mental device. This theory is a reaction against Behaviourist theory. According to this theory, LAD enables human brain to process and generate form and rules in language. LAD is innate in nature. With correct exposure of language environment, a child can acquire language.

Parameters: LAD is constructed on hypothetical basis. Apparently, Chomsky, himself relinquishes his notion of LAD in support of other well received claim; saying that a child is born with required knowledge of language.

2.2.4 Cognitive-code learning

Researchers such as John B. Caroll and Kenneth Chastain contributed in the development of Cognitive-code learning in response to behaviourism during 1960s. This theory advocated language learning as a combination of mental and physical process. Here, situations for the learners are created where the rules of the grammar are put into practice. Language learning is now viewed as a process involved in mental dimension; where, it is understood that one cannot learn a language unless one has stable mental condition to learn and study the complexities of language structure. Language teaching methods such as Silent method and Situational Language Teaching share similarities with Cognitive-code learning.

2.2.5 Creative-construction hypothesis

1970s saw the beginning of Creative-construction hypothesis in second language acquisition. This theory shows similarities to the cognitive theory proposed by Noam Chomsky. Where language learning involves a creative process in the mind of a learner and not simply memorizing or repeating the input. Language teaching methods like, Communicative Language Teaching and Task-Based Language Teaching shows significant features of creative-construction hypothesis. Here, learning is not concentrated on achieving accuracy in grammar alone but focus is shifted to attaining fluency in communication.

2.2.6 Skill Acquisition Theory

According to Robert Dekeyser "Skill Acquisition Theory" as cited in VanPatten, B. and Williams, J. (2019), there is a gradual progress of learning, ranging from wide variety of skills that present an outstanding developmental correspondence from beginners' level to fluency, largely effortless, and highly skilled behaviour in the representation of knowledge. In other words, there is a basic set of principles commonly present in the acquisition of skills that has a huge influence in skill development from initial to expert level. Cognitive and psychomotor skills ranging from the domains of classroom learning to applications in sports and industry are taken into account for this study. With the maximum amount to exposure to many domains of study over a long period of time, it has undoubtedly gained its share of various technical terms especially with psychology researchers. In general terms, researchers have presented three stages of development such as;

- Cognitive, associative and autonomous by Fitts and Posner (1967).
- Declarative, procedural and automatic by Anderson (e.g., Anderson, 1982, 1993, 2007; Anderson et al., 2004; Taatgen, Huss, Dickison, & Anderson, 2008);
- Presentation, practice and production by Byrne (1986).

These three stages share a decent amount of contrast in the phenomenon of knowledge and its utility. The first stage is "About." Initially, a learner, pupil, trainee or an apprentice may acquire about a knowledge with no intention to use it ever. This may be through observation and analysis of someone involved in skilled performance (e.g., learning a new song), again, it is most often transmitted verbally from someone who knows to one who does not (for instance, a learner learning driving skill from an expert driver or a trainer). At times, it is often through a mixture of the two, when the expert provides necessary comments while demonstrating the behaviour slowly (for example; teaching a child how to play cricket, etc.).

The following stage is "acting on", where "knowledge that" turns into "knowledge how". Technically, this is translated as "declarative knowledge" into "procedural knowledge." This means that knowledge is taking the

form of a behaviour. The entire process is supposed to be not time consuming and can be achieved after few trials, provided that the "declarative knowledge" is available and is carried out of the target behaviour.

Next comes the "practice". There is still a decent amount of time to produce a behaviour with spontaneity, fluency and rarely exhibiting errors even after acquiring procedural knowledge. To decrease "reaction time" (time required to perform the task) and "error rate" (percentage of error), intense practice is needed. This will eventually lead to Automatization of knowledge.

Common misconceptions regarding Skill Acquisition Theory (SAT)

There are some popular misconceptions on Skill Acquisition theory. Some of them are as follows:

- The idea that SAT presents the entire explanation of second language acquisition or nothing. This theory is in competition with the other theories and tries to validate that it is the one and only theory to provide justification of the structured phenomena "second language acquisition."
- SAT is incompatible with varieties of empirical findings in the field of second language acquisition.

In simple words, SAT claims that it is most easily applicable in the initial stages of learning. Such as in:

(a) high-aptitude adult learners engaged in.

(b) the learning of simple structures at.

(c) fairly early stages of learning in.

(d) instructional contexts.

However, this does not mean that all the above four conditions need to fulfilled for the SAT to be applicable. Nor does it mean that the lesser any of the four conditions deviate from the prototype, the data will account less from SAT. In addition, overgeneralization of SAT leads to the misunderstanding that SAT is incompatible with other empirical findings. Here, SAT is overgeneralized that any kind of construction can be learned, automatized and practiced irrespective of any restrictions. In conclusion, SAT is misunderstood as exhibiting a mysterious transformation in the brain with special reference to the word "turning into" mostly used in SAT. The actual message is about acquiring skill through practice and not about other cognitive related notion.

2.2.7 Sociocultural theory (SCT) or Interactionist approach

Sociocultural theory (SCT) or Interactionist approach is a combination of the theories associated with sociology and biology. SCT traces its origin from the works of Russian psychologist named L. S. Vygotsky and his colleagues namely Luria and Leont'ev. Wertsch (1985, p. 199) points out that the developmental research of Vygotsky was inspired by the three fundamental principles of Marxist theory. They are:

1. Originally, the fundamental function of human consciousness is social and not only biological.

2. Factors such as material artifacts (e.g., computers), psychological and symbolic signs/ tools (e.g., human language, notions) mediates human activity.

3. A holistic approach is essential for the comprehension of human activity and development in the units of analysis.

This theory states that:

> Human mental functioning is fundamentally a mediated process that is organized by cultural artifacts, activities, and concepts (Ratner, 2002).

Generally speaking, participation in social events such as cultural, linguistic, and historically constructed domain like family, peer group interaction, and institutional context like schools and others leads to developmental process. While it is true that human neurobiology is an essential condition, it is important to note that the cognitive ability in human also develops through the interaction with social and material environment.

Terms such namely; mediation and regulation, internalization and Zone of Proximal Development (ZPD) are the primary constructs of SCT. Each of these terms are briefly presented in the following:

Mediation: Vygotsky acknowledged that by using higher level symbolic artifacts such as language, literacy and so on, human consciousness can voluntarily control over biology. Historical accumulation of human cultural activity and development contribute to these artifacts (Tomasello, 1999) and act as a buffer between the person and the environment. The mediation of concrete tools in the relation between humans and the physical world set a considerable example for better comprehending the psychological mediation. For instance, humans have the possibility to dig a hole by using bare hands to plant a tree; instead, the digging process is mediated through the use of tools like shovel to enable our work more efficient. It is to be noted that the goal of the activity remains same but the execution of digging hole changes its aspect.

Regulation is a prime form of mediation. In the process of children learning language, the function of words is to not only isolate certain objects and actions but also to reform biological discernment into cultural discernment and concepts. The researchers of SCT have presented terms such as object, other and self-regulation as a developmentally sequenced shift in the locus of control of human activity.

'Object regulation' refers to such instances when an activity/ cognition is provided by the artifacts in the situation or environment. For example; the use of pen while writing, use of pointers in the map, and many more.

While *'other regulation'* is the state of mediation by people such as; positive feedbacks or comments from an expert to a learner's activity. For an activity to be conducted, when an individual converts the external forms of mediation to internalized forms, it is called '*self-regulation*.'

Internalization in simple terms refers to the affair of social relation transcending into mental function. It is the process through which cultural artifacts, including language, take on a psychological function (Kozulin, 1990).

The Zone of Proximal Development (ZPD)

"The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

SCT is certainly not a complete unique approach among theoretical perspectives. However, SCT takes a serious note on the issues of research to practice taking into consideration the aspects of communicative cognitive processes.

2.2.8 Constructivism

The seed of Constructivism was sown by the three famous pioneers called; Jean Piaget, John Dewey and Lev Vygotsky. This theory view learning as a continuous internal activity rather than something transmitted from outside. Language learning happens in two dimensions. The first is cognitive dimension and the latter - social dimension. Cognitive dimension is where organization of inputs occur in the mental level. While social dimension is where the learner self corrects the input after interacting with others. The theory of constructivism can be found in language teaching methods like; Communicative Language Teaching, Cooperative Language Learning, Whole Language and Community Language Learning. Constructivism advocates the principle of learners centric and project-based method of language learning. Here, the learners are expected to actively engage themselves in classroom activities like debates, extempore, question and answer round, interpret the text in various meaning. The teacher takes the role of facilitator in the class.

2.2.9 Sociocultural learning theory / Social Constructivism

This theory is an offspring of Interactional theory and Constructivism. Social constructivism is of the opinion that language learning is a social organization. Social setting may be considered as classroom and textbook and other learning materials are the objects used in this learning process. Initially learners are supported by teachers or more advanced learners but as they upgrade gradually, they may not depend fully on the other being. Here,

learning is viewed as a collaborative effort and not just as an outcome of an individual's action. Some of the language teaching methods that attributes to this theory are; Text-based and task-based instruction.

2.2.10 Individual factors

Learning can occur only when someone decides to learn. Therefore, individual plays a vital role in learning. Some of the attributing factor in individual are; style preference, affective factors, motivation and learning strategies. Style preference refers to the choice of manner in which a learner wants to learn. It may be in group or alone. Affective factors include emotions, feelings and physical status of the learner which decides how learning will take place in an individual. Motivation on the other hand, stands for the attitude and the willingness in the process of second language learning. The, learning strategies refers to the conduct of how language is learnt by the learner. Using these factors language learning methods can be designed.

2.2.11 Krashen's Language Acquisition

Stephen Krashen, a supporter of Creative-construction hypothesis advocated Monitor Model of second language acquisition. Krashen is of the opinion that language acquisition does not require rhetoric memorization of grammatical patterns or rules. It simply requires an environment where conversation in the target language is possible. The five most popular hypothesis proposed by him are as follows:

- *The acquisition-learning hypothesis*

This hypothesis brings out a distinction between acquisition and learning in language. Acquisition literally means the language acquired without consciousness. It is somehow automatic in nature; a learner need not be aware of the process involved and the communication is authentic but not just utterances or responses with specific goals. While learning happens in a controlled or organized setting. The learner is aware of the process involved in learning the language and is a conscious act. A thin line of difference between these two is that a learners' centric setting produces acquisition. Whereas, teachers' centric environment generates learning. Because teachers have a great role in teaching the language in learning.

- *The Monitor hypothesis*

Acquisition takes the role of an initiator while learning acts as a monitor after the received language structure especially grammar rules. The monitor hypothesis views that, monitor is in mental level where it performs the job of filter, planner and editor of the input before the output. However, Krashen has identified three different categories of people in the manner of how monitor is used. First is over-users, who use the monitor overtly. They hyper correct their output with the learnt knowledge or is too afraid to make error. They are reluctant to use their

intuition or knowledge while trying to attain perfection. On the other hand, there are under-users, who does not or use very minimal monitor in their communication. Because they haven't learnt yet. Next is optimal users, simply relating to those people who use monitor or filter appropriately. Through these classification, one can identify the psychological status of an individual. For instance, over users are generally introverts, while under users are idealist and optimal users are those who are liberal.

- *The Natural Order Hypothesis*

The natural order hypothesis is constructed on the foundation laid by famous studies from Dulay & Burt (1974), Fathman (1975), Makino (1980) cited by Krashen (1982). It suggests that there is a natural order in acquiring the grammatical function. Research on language acquisition in recent years show that acquisition of grammatical structures proceeds in a predictable pattern. According to the natural order hypothesis, English stands as the most studied language. Brown (1973) reported that certain grammatical morphemes or function words are acquired earlier than others by the children acquiring English as a first language. For example, the plural marker /s/ (two trees) and the progressive marker /ing/ (She is eating fruits) were learned earlier than third person singular marker /s/ (She plays piano) and the possessive marker /s/ (Adam's shoes). Later, de Villiers and de Villiers (1973) confirmed that children tend to be correct often on the items that Brown found to be acquired earlies in time. However, this hypothesis is less celebrated and Krashen, himself discard the notion of grammatical sequencing in acquisition.

- *The Input hypothesis*

This hypothesis is concern with acquisition and not learning. According to Krashen, a learner progresses depending on the comprehensible input that he/she receives. Hence, input should be properly decided according to the learner's level because everyone has different level of linguistic competence. Therefore, syllabus should be framed taking into consideration of natural communicative input.

- *The Affective Filter hypothesis*

The affective filter hypothesis covers a range of various components that has an indirect influence in language acquisition. However, they alone are not enough for language acquisition. Psychological phenomenon such as motivation, self-esteem, anxiety and personality directly or indirectly determine acquisition process. For instance, a person with high self-esteem or highly motivated will perform better in language acquisition or even in other areas. While the opposite person will perform unsatisfactorily because there is mental block in the process of acquiring.

Indeed, the above hypothesis has greatly contributed in the field of language teaching and learning. There are many countries that still follows krashen's model of language acquisition. Nonetheless, like any theories it also has some shortcomings. This theory is criticized because it is believed that, it is a very slow process and the results are mostly dissatisfying. Because, learning naturally requires a favorable environment in particular because when a child learns native language it is new to the child and so with the freshness of the mind, will it be easily receptible. However, learning a second language requires more effort, where at times, the learner may find difficult in imitating the sounds of the second language and may even face adjustments in pronouncing the sound most closely related to the supposed sound.

2.3 Approaches in language teaching

The late nineteenth century saw a great vivacity in language learning movement. Yet, the spark begins with famous applied linguists like Henry Sweet (1845-1912) and Harold Palmer (1860-1943). They contributed a lot in laying the foundation of language teaching. Another famous American linguist Edward Anthony 1963, attempted to segregate between theoretical and practical principles in language teaching methods. He formulated three levels of hierarchical arrangement termed as approach, method and technique. According to him, approach is axiomatic in nature about the language. Method is an orderly selection of language materials in language teaching. It is practical in nature. Technique is in accordant with approach and method which explains the class room teaching strategy.

2.3.1 Content-Based Instruction (CBI) and Content and Language Integrated Learning (CLIL)

According to Richards and Rodgers (1986a; p. 116-133), CBI and CLIL are approaches to language teaching and not methods because they suggest a structure of language course but not provide prescriptions of methods for implementation in academic environment. In North America, Content-based Instruction was popularly known as a second language learning approach where content or subject was created based on any relevant topic which interests the learners. The content was not concentrated to linguistic or other organized subject matter. In Europe, this approach was known as Content and Language Integrated Learning (CLIL). Both share similarities but are not same in nature. The spur from the academics, educators and extensive literature without official permit led to the development of CBI. Whereas, CLIL emerged as a result of proposal in European Commission Policy to develop medium of instruction using more than one language in schools. Since 1994, CLIL aims in promoting multilingualism in Europe. This however, does not stand in collaboration with English as second Language, rather promotes development in language skills where English is used as lingua-franca. Both CBI and CLIL

shares similarity by using language teacher to teach the content in second or foreign language in the classroom. However, the slight variation is that, CBI may not use contents used in language class but CLIL uses the contents used in language class.

Some of the CBI principles laid by Brinton (2007) as cited by (Richards and Rodgers (1986b, p. 119) are as follows:

1. The curriculum of Content-Based provides a distinction between language and content.
2. CBI claims that, for the development of high-end language proficiency, considerable amount of comprehensible input is necessary but not sufficient.
3. Along with the learner proficiency level and skills, pedagogical accommodations are provided.
4. Importance is given on feedbacks.
5. Both fluency and accuracy are equally given importance.

Some of the CLIL principles described by Coyle et at. (2010, p.42) as cited by (Richards and Rodgers, 1986c, p. 119-120) are as follows:

1. Content matter helps improve learner's ability at personal level and not simply acquire knowledge and improve skill.
2. Content helps trigger the creative and analytical part in the learner.
3. Learning content and language learned must have a connection with each other. So, as to enable the learners to reframe and relate the content.
4. Communication is of great importance.
5. Intercultural knowledge is fundamental in CLIL.

In the words of Sinha (2017, p. 107), CLIL is an approach that uses the language to be learnt to teach other subjects and carry out all tasks. In this approach, the main objective is on the message rather than the language. Evaluation of the Canadian scheme reveals that students have a considerably high level of fluency while they lack accuracy and appropriate use of grammar. Therefore, in recent years the French immersion classroom has incorporated grammar teaching as well. This has enabled the students of the minority languages in some nations to attain instructions in their own languages simultaneously with most of the subjects conducted through the medium of national language. However, this approach was criticized by experts like Wallace Lambert (1990), because it is believed that this approach places minority children "into another form of psychological limbo." On the other hand, developmental linguists like, Chomsky (1968), considers in setting "a rich linguistic environment" for second language learners are found in a situation where they immerse themselves and be able to intuitively gain second language norms.

Some of the CBI principles laid by Larsen-Freeman and Anderson (2011a, p. 179-180) are as follows:

- Both the content and the language are targets for learning.
- Teaching should build on students' previous experience.
- The teacher scaffolds the linguistic content, i.e. helps learners say what it is they want to say by building a complete utterance together with the students.
- When learners perceive the relevance of their language use, they are motivated to learn. They know that it is a means to an end, rather than an end in itself.
- Language is learned most effectively when it is used as a medium to convey content of interest to the students.
- Vocabulary is easier to acquire when there are contextual clues to help convey meaning. It is important to integrate all the skills, as well as vocabulary and grammar in an authentic context.
- When they work with authentic subject matter, students need language support. For instance, the teacher may provide a number of examples, build in some redundancy, use comprehension checks, etc.
- Learners work with meaningful, cognitively demanding language and content within the context of authentic material and tasks.
- It is important for students to learn the discourse organization of academic texts.
- Graphic organizers help students develop the skills that they need to learn academic content.

Both CBI and CLIL give importance to comprehension in second language learning. The role of the teacher is to make students able to comprehend the content taught. Language learning occurs with the active participation of students and feedbacks from the teachers. Here, teachers have a demanding job to perform. These approaches expect teachers to be adaptable and dynamic in situations when the content is unfamiliar.

2.3.2 Whole Language

The term Whole Language came into existence by a group of US educators during 1980s. this movement started as a reaction against the previous theories which advocates language teaching in terms of word-by word reading and many more. This movement came up with the theory that language should be taught as a whole and not in fragments.

Edelsky, Altwerger, and Flores (1991, p. 11) as cited by Larsen-Freeman and Anderson (2011b, p. 183), whole language approach, as the name suggests a holistic approach rather than as pieces. This is where the students follow top-bottom pattern where the attempt is made to learn the overall text which is followed by linguistics forms comprising it. This is in contrast to other methods which follow bottom-top pattern. In other words,

attempts are made by the students to learn language word by word or piece by piece and then the work by placing each piece sequentially to form the whole meaningful text. Whole language educators concur to the ideas of Vygotsky (1978) about the nature of learning. According to which, higher order thinking emerges out of social interaction. The educators of whole language views errors as a part of learning while students are encouraged to experiment with reading and writing to enhance learning with fun.

Whole language became very popular in America during 1990s. At primary level, it became an innovative way of teaching language arts. Soon, many language specialists took interest in adopting this theory in language teaching since it shares similarities with Communicative language Teaching (CLT) and the Natural Approach (NA).

Some of the primary objectives of whole language instruction are as follows (Richards and Rodgers (1986d; p. 142):

- The application of authentic literature rather than artificial-special prepared text and work sheets to enhance individual reading skills.

- Language skills are integrated.

- Student centered learning: students are given the choice to select their preference on what to read and write.

- The goal of reading is for comprehension.

- Writing is supposed to be for real purpose that helps the learners to explore and discover meaning and not write only as a practice.

- Learners are encouraged to take risk to commit errors and explore, where errors should be accepted as a sign of learning.

The role of the teacher is seen as an active participant along with the learners and not as an instructor or an expert. The teacher has to manipulate the activity or content whenever necessary and thus can be seen as a supporter to the students. The students on the other hand, acts as an evaluator, collaborator, and an active participant as well. They also get the opportunity to choose the learning materials and activities.

2.3.3 Competence-Based Language Teaching (CBLT)

In 1970s a movement known as Competency-Based Education (CBE) emerged in the United States of America. It advocated the mastery of performance in learners at the end of the second language learning process. Likewise, Competence-Based language Teaching (CBLT) is an example of CBE. CBLT is an approach to design the course

but does not promote any particular teaching methodology. This approach is built upon two popular believes that is; learning language as a skill based and the positive progress in language learning depends on practice.

Some of the key features of CBLT according to Auerbach (1986, p. 414-415) as cited by (Richards, Jack. C. and Rodgers, Theodore S. 1986e; p. 153):are below:

1. Focus on successful functioning in society: the main objective of CBLT is to enable learners to be capable on their own.

2. Focus on life skills: CBLT views language as having practical function and so communication is essential, instead of teaching language as a separate subject.

3. Ongoing assessment: the students should be aware of their progress and try to practice and improve the areas they are weak in.

4. Instruction is individualized, students oriented: student's prior knowledge on the language is accounted in the curriculum. Each of them is taught concentration on the areas they lack. It is not time bound, so every student's progress at their own pace.

Teacher has the authority to decide which teaching materials to use and how to conduct the class depending on the situation of the learners. The roles of a teacher are to coach the students by providing proper learning strategies and supporting them. The teacher is also constantly engaged in assessment process of the students. The instructional materials for CBLT are a structured study materials and syllabus since the primary goal of CBLT is to see progress in learners' learning.

2.3.4 Task-Based Language Teaching

Task-Based Language Teaching is identified as an approach rather than methodology in second language teaching. As per the name suggest, learning is based on task that forms the basis of instruction and planning in language teaching. Like other approaches, TBLT also does not promote a particular teaching methodology.

Feez (1998a, p. 17), as cited by (Richards, Jack. C. and Rodgers, Theodore S. 1986f, p. 176) some of the features of TBLT are:

1. More emphasis is given to the process rather than result.

2. Activities and task need not be limited to practical learning purpose alone.

3. The arrangement of activities and tasks are in sequence to the level of difficulty.

4. Various factors such as past experience of the learner, complexity of the task, availability of support and the appointed language for the task determine the level of difficulty of task.

Here, the learners are active participants in classroom activities either in group work or individual task, a risk taker and monitor as well. While the teachers' play the role of organizer, motivator and supporters. They organize the activities, motivate students and support them in areas where they are needed.

2.3.5 Text-Based Instruction (TBI)

Text-Based Instruction (TBI) emerged through the work of educationalists and applied linguists like Halliday (1989), Derewianka (1990), Christie (2002) and others which originally developed in Australia and later spread to other countries like Canada, New Zealand and Singapore. Some of the principles of TBI as proposed by Feez, 1998 as cited in (Richards, Jack. C. and Rodgers, Theodore S. 1986g; p. 200) are as follows:

- Explicit teaching on the patterns and grammatical structures of oral and written texts.
- Considering social and cultural contexts for linking spoken and written texts.
- Units of work is designed with the focus on developing skills in relation to whole text.
- As the students develop their language skills, they are expected to be provided with guided practices.

> The objectives of a course based on a text-based syllabus are always related to the use of whole texts in context Feez (1998b, p. 23).

Learners are mostly dependent on the teachers to provide guidance and support through the use of norms to creating texts related to their necessity. On the other hand, the role of a teacher is somewhat demanding as they need to facilitate the students and more efforts from the teachers' end are required. The job of a teacher often involves selection of suitable text for developing the syllabus depending on students' needs, modelling, deconstructing and constructing appropriate and assessment of the students.

Instructional materials include wide range of study materials starting from real world (i.e. files, reports, etc. which are used in everyday life) or from Internet sources such as YouTube, Facebook or even from students themselves which includes contents from their experiences, work and other non-pedagogical contexts.

Thus, TBI is seen where more importance is given to the outcomes of learning rather than the process involved. This approach was later criticized that an individual's creativity and personal expression are limited while using TBI exclusively.

2.3.6 Lexical Approach

Lexical approach became popular during 1990s. This approach emphasizes on the centrality of lexicon in language teaching. In other words, it is an approach based on the notion that lexical units form basic unit in

language even before grammar and other structures. This approach emphasizes the need to study lexicon. Unlike other approaches to language learning, lexical approach is not holistic but is sample of language course that can be applied at intermediate level or above. The objective is to enable the learners to be able to identify and use lexical chunks appropriately.

The syllabus for beginners may consists of lexical units where they need to learn those. But for the intermediate and higher-level learners, similar pattern is not applicable. Since, there are potentially thousands of complex and multi-word chunks available which the learners might have encountered with the exposure to English. Here, the goal is not to teach and learn the lexical units alone but to comprehend the nature of the lexical units and provide strategies to be able to create, recognize, analyze, structuring and aptly use them whenever required. In other words, lexical approach aims to develop learners' awareness to utilize lexical chunks as an important characteristic of naturalistic language use.

An initial proposal for lexical approach on account of the learning theory as proposed by Lewis (2000, p. 184) are as follows:

- For a learning to occur, only encountering of new things on certain situations is not necessary.
- Encountering lexical chunks or collocations are necessary but does not meet a proper condition to become "intake."
- Accumulation of examples from which learners make provisional generalization enhance language acquisition and not only from the formal rules. Thus, nonlinear nature of acquisition cannot be adequately reflected by linear syllabus.

Some of the instructional materials used in LA are: coursebooks, corpora that can be assessed by both the teachers and the students, etc. Teachers are supposed to be a language analyst, evaluator, supporter and an organizer. While students are encouraged to self-correct and self-analysis their data and progress. Here, the learners do need some training in the beginning but are not solely dependent on teachers alone.

2.3.7 Cooperative Language Learning (CLL)

Cooperative Language Learning (CLL) is also known as Collaborative or Cooperative Learning (CL) which emphasis on peer support and coaching/tutoring. This approach of language learning became popular during the 1960s and 1970s in the United States. Us educator John Dewey is often recognized as one of the pioneers of CLL in promoting the concept of cooperative learning in regular classrooms. CLL intention to create an environment that fosters mutual aid qualifies it to overlap with sociocultural learning theory.

In the classroom, teacher act as a facilitator who facilitates and conducts the class while providing assistance to the students whenever needed. On the other hand, students' work in collaboration with peers and other team members to complete a given task. The materials used for CLL may be specially designed such as commercially sold jigsaw and information gap activities which may not be exclusive to a particular disciple of study. Therefore, CLL advocates group activities and learning in collaboration which are carefully planned to accelerate students' interaction. These activities can also collaboratively use other teaching approaches and methods such as Communicative Language Teaching (Richards, Jack. C. and Rodgers, Theodore S. 1986g; p. 244-257).

2.4 Language Teaching Methods

With the growing rate of population and languages across the globe, there are still large number of language communities yet to be explored. According to the bilingualism statistics in 2023 of US, UK and Global statistics, it is estimated that a total of 43% of today's population is bilingual and 17% is multilingual. It is acceptable to mention that Language teaching has been practiced throughout centuries and is constantly evolving with implementation of better techniques and tools to help develop better ways for teaching and learning language. The history of language teaching can be traced back during the nineteenth century, where Latin became the standard model of foreign language learning in schools specifically. The teaching methods were heavily concentrated on grammar, where the rules based on morphology and syntax were explained with the help of sample sentences; eventually leading to memorizing of grammar rules.

2.4.1 Grammar-Translation method

Grammar-Translation method was widely used during the 1840s and 1940s in European and foreign language teaching. J.C Flick on 1793 published the earliest Grammar-Translation method for teaching English. This method is heavily focused on grammar and translation. It is a classical method of letting the learners learns grammar rules so that they are able to translate a number of sentences. This method becomes more helpful for those learners who prefer to study literature at deeper level. In the US, this method was known as Prussian method. Some of the main features of Grammar-Translation method are:

a) Grammar translation method believed that he main objective of learning a foreign language is to enable oneself to read the literature of the target language and enhance intellectual development. So, this method focused on studying detailed analysis of grammar rules and translating the texts with reference to native language.

b) This method primarily focuses on reading and writing skills which places listening and speaking skills at a secondary level.

c) L1/ mother tongue and L2/ second language of the learner are used in this method. L1 is used for explaining new vocabularies/items. The medium of instruction in schools was mother tongue.

d) Students were anticipated to achieve excellency in translation.

e) Bilingual word list using dictionaries for references, memorization of words and the meaning are the techniques used for learning target language vocabulary.

This method still continues to be used in situations where the goal of second language learning is to understand literary text of second language. Although, grammar translation method had gained great popularity during the early nineteenth century; it received a major drawback as it concentrated heavily on grammar memorizing. This led to the development of new ways of language teaching.

2.4.2 The Natural Approach

In the study of language, grammar and dictionaries have always been part of language. Generally, grammar is a set of language specific rules that adds to the expansion of dictionary. Yet, lapses occur where both do not correspond simultaneously due to the difference in structure of each language. Hence, some reformers revolted against the focus of grammar and dictionaries in the language learning methodologies and advocated on the 'natural approach' of learning.

Natural Approach was first proposed by Tracy Terell, a Spanish teacher, in 1977. Later, he along with Krashen published a book titled 'Naturalistic Approach' in 1983. Terell and Krashen advocate on the difference between Natural Method and Natural Approach. Natural Approach adheres to the naturalistic way of language learning. It stresses less on teacher centric, drilling, traditional question and answer patterns but emphasize more on exposure. Whereas Natural method is more or less like Direct Method. The Natural Approach adheres to communication as the prime function of language, thereby concentrating more on the ability of communication. Because it believes that language learning is a spontaneous act of how human naturally acquire their first language which is made up of lexical items, structures and messages. therefore, emphasize mainly on communicative approach of language teaching.

The primary aim of NA is to enable the learners to attain adequacy in comprehension and being able to express oneself in target language. NA is designed significantly for beginners. Instructional materials include those from realia, pictures, and other visual aids but not concentrated on textbooks alone. This approach places less importance on teacher centric mode/teacher monologues, repetition/rote learning, conventional question and

answer method, and minimize the attention on the grammar/sentence structure of the target language. The central role of a teacher is view firstly, as a primary source of target language. Secondly, an organizer, who is responsible to create a learning environment in the classroom. Lastly, a conductor or collector who collects the teaching materials and helps in designing the syllabus. Natural Approach is a combination of various teaching methods like Situational Language Teaching (SLT), Community Language Teaching (CLT) and Total Physical Response (TPR). It accentuates the learner's attention on what they hear and the readiness to utilize comprehensible input before they produce language. Less attention is given on practice rather than exposure and input by optimizing the learner's emotional condition for learning.

It rejects other language teaching methods like audiolingual method and situational language teaching approach because Terrel and Krashen were of the opinion that these methods were not established on actual theories of language acquisition but the prime component of language was concentrated on grammar.

2.4.3 Reform movement

The era of mid nineteenth century underwent a huge transition in language learning; where the demand for communication proficiency in foreign language increased rather than reading comprehension. Gouin (1831-1896) a Frenchman, pioneered the reformation movement in language teaching. He advocated the need to observe children's use of language in teaching foreign language. He facilitated learning through gestures and actions related to current situations and events so as to give clearer meaning. Later, Situational Language Teaching and total Physical Response incorporated this feature.

Since the need for oral proficiency was recognized, from 1880 onwards, linguists like Henry Sweet in England, Paul Passy in France and Wilhelm Victor in Germany revitalized the discipline of linguistics by emphasizing more on phonetics. With the formation of International Phonetic Association in 1886, International Phonetic Alphabet (IPA) was formulated for precisely transcription of any sounds in the languages.

Some of the principles that Reform movement advocated are:

a) The emphasis on language was spoken over written,

b) The introduction of phonetic training in order to achieve good pronunciation.

c) Texts designed with dialogues and conversation was used for language learning.

d) Grammar teaching as an inductive approach.

Henry sweet recommended the study of psychology and scientific analysis in language teaching. While, Wilhelm Victor proposed that teachers will attain good accuracy in pronunciation, once proper training in phonetics is

provided. The reform movement did succeed in bringing a change in language teaching. Yet, the reformists failed to provide a systematic language teaching method. This ultimately led to the development of 'Direct method.'

2.4.4 The Direct Method

Sauveur (1826-1907) opened a language school in the late 1860s. Here, language was expected to be naturally elicitated; therefore, a rigorous verbal communication method was implemented in second language. This soon became known as Natural method. Later in 1884, a German scholar named Franke highlighted on the importance of monolingual approach of language teaching. Because in target language, there is a relationship between forms and meanings at psychological level. Frank believed that language can be best learned with spontaneous and direct use of the language. In the early phase of learning, textbooks were replaced with more emphasis on pronunciation. Pictures, mime, known words and demonstration were used to teach new words. This method gave rise to Direct method.

The introduction of Direct method in language teaching became very popular in France, Germany and US. In US Sauveur and Maximilian Berlitz successfully implemented this method in private language schools. However, Berlitz used the term Berlitz method instead of direct method in his schools.

Some of the features are:

    a) Mode of classroom instruction was in target language.

    b) Teaching materials included objects and pictures demonstration for concrete vocabulary and word association for abstract vocabulary.

    c) More emphasis was given on accurate pronunciation and grammar.

    d) Initially, the teaching was concentrated on common vocabulary and sentences.

Direct Method advocates natural learning of language like how we acquire and sometimes learn language without having someone to teach us. This method is in response to Grammar-Translation method so as to improve the areas where the former neglected. Out of the four language skills, its prime focus is on speaking skill. Oral exercises, repetitive drilling, visual support and example proliferation are some of the main methodologies used for teaching target/second language. This method gain popularity in private language schools whereas in public schools it did not.

Direct method was criticized due to the lack of practicality. Here, only the native speakers or someone who has achieved native-like fluency in the target language were expected to teach the target language. The teaching materials were shifted from prescribed text books to teacher centric. Even though this method looks forward for innovative teaching minds; it failed to frame a proper teaching methodology for the teachers to follow. As, every

teacher may not have the same creative mind to teach. This led to other teaching methodologies which focused on oral teaching method like audiolingualism, situational language teaching and so on.

2.4.5 Situational Language Teaching (SLT) and Oral Approach

British applied linguists Harold Palmer and A.S. Hornby during the 1930s and 1960s developed Situational Language Teaching (SLT). In the United States of America, this method is similar to Audiolingualism and bridges the gap to language teaching and communicative language teaching from grammar translation. It primary emphasize was oral skill and not second language literacy. Since, Direct Method was unable to come up with adequate pedagogy; Oral Approach is not to be mistaken with Direct Method.

Some of the important features are as follows:

a) Medium of instruction in classroom is second language.
b) Teaching material is taught verbally before introducing it in written form.
c) A proper general vocabulary selection is followed.
d) Simple rules of grammar are taught before the complex ones.
e) Language learning was taught situationally so as to form a habit.
f) Drill system of learning.

Grammar teaching took a new form of inductive approach. Here, the learners are desired to learn the meanings on their own from the structure and vocabulary provided basing on situation. Teachers are not expected to explain. The language learned inside the classroom is expected to be used in other situations as well. The core goal of SLT is to make learning through practical to achieve control over the four language skills.

Initially, the learners learn from the teachers without understanding the meanings or concepts trough listen and repeat manner. To attain perfection in pronunciation and grammatical rules is crucial. Whereas, errors are not to be considered at all. The role of the teacher becomes more of a skilled manipulator than a teacher. Because, lessons are designed according to the teachers' direction. Study materials like textbooks and visual aids are used in SLT. Here, the teacher is desired to be the expert of textbooks. The teaching process upgrades gradually from drill to uncontrolled practice in reading, speaking and writing.

2.4.6 Audio-Lingual Method (ALM)

Audia-Lingual Method, also known as Army method or New Key Method and is based on the Behaviourist theory that to learn a language means acquiring habits. In other words when there is constant reinforcement, there is successful language learning. For instance, when a learner's performance is weak then it is rewarded

with negative feedbacks and contrary in case of good performance. World war II brough a huge revolution in the system of second language teaching in America. The government realized that they need more people/army who could be fluent in any language and be used as a language interpreters, translators and code-room assistants. A new initiative from American Government commissioned the American Universities to introduce foreign language Programmes especially for military personal. Hence, from 1943 onwards, fifty-five American Universities became a part of the Army Specialised Training Programme (ASTP) which was established in 1942. The "Army Method" was to enable the students to achieve conversational proficiency. But this lasted only for two years and the remaining ten years were spent on discussion. This method also disagrees with Grammar-Translation Methods. It focuses highly on drills after drills and repetition, using only enough vocabulary. It was thought that this type of mechanical habit formation will avoid more mistakes.

The theory of audiolingualism shared several similarities with theories like British Oral Approach, which advocated the importance of oral training first; and Structural Approach, which advocated on the structure of speech. Thus, in 1964, the combination of such methods led to the development of audiolingualism, coined by Professor Nelson Brooks.

Some of the key features are:
   a) Teacher's centric method.
   b) Main objective is oral proficiency.
   c) Mistakes are directly and immediately corrected,
   d) Rigorous drilling and memorizing of dialogues.

Audiolingual method was criticized by practitioners, as mostly the students failed to use classroom learning in real live situations. Many were unsatisfied with the teaching method. Due to lack of other satisfying alternate teaching method in US paved a period of confusion, experiment and innovation. Thereafter, it gave rise to the famous Chomsky's theory of transformational grammar.

2.4.7 Communicative Language Teaching (CLT)

Communicative Language Teaching is also known as 'notional functional approach' and 'functional approach.' The genesis of Communicative Language Teaching dates back to 1960s from the changes in the tradition of British Language Teaching. The need for shift from structural approach to communicative competence was observed by the British linguists. So, in 1917, British linguists, council of Europe and textbooks writers proposed the principle of a theoretical basis for communicative approach; which was accepted by British language teaching specialists and became known as Communicative Language Teaching. Some of the characteristics are as follows;

a) The main objective is communicative competence.

b) Language helps to express meaning.

c) The goal of language is communication and interaction.

d) Language is not only a composition of structural and grammatical features but categories of functional and communicative meaning as well.

e) Does not follow any single textbook or model that is designed for the method.

f) The types of study materials and activities are not limited to one system.

g) Teachers are the facilitator of classroom conversation and discussion.

h) The fundamentals of CLT are not revolutionary but evolutionary instead.

Classroom activities include; compare and contrast tasks between two objects / pictures, role plays, exchange of dialogues, debates, extempore speech, spot the missing items task, etc. Communicative Language Teaching (CLT) is a modern approach. The content of CLT courses comprises of topics such as; expressing, complaining, suggesting, thanking, inviting and such likes. This method advocates the teaching of communicative competence and distinguishes itself from traditional approaches which focus on communicative communication.

2.4.8 Total Physical Response (TPR)

James Asher, a professor of psychology at San Jose State University, California, developed Total Physical Response language teaching method. TPR believes in the idea of "learning by doing" because of the correspondence between speech and action. TPR combines information and skills through the use of kinesthetic sensory system. This helps learners to assimilate information and skills rapidly resulting to high degree of motivation. It initiates the learners to respond to quick and simple commands like "sit down", "Open your mouth", "come with me", "walk to the door and close it". Aural comprehension is the primary focus in this method.

TPR draws reference from the psychological 'trace theory' of memory. It is of the view that when a memory is traced intensively then the association of memory will be stronger. Asher proposes that there is a parallel process involved between first and second language. According to him, there are three processes involved in language learning. First, before the development of speaking ability, children develop listening comprehension skill. Second, listening ability is developed because they are required to respond physically. Third, the natural process of speech evolves after the completion of listening comprehension.

Some of the general principles of TPL are:

a) Main goal is to teach speaking skill.

b) To teach verbal proficiency followed by comprehension.

c) Learners are the listeners and actors.

d) Teachers' role is to conduct and reveal the best environment of language and is not only concentrated to teaching.

e) Teacher should provide feedbacks.

f) Like Communicative Language Teaching, TPR does not promote any particular textbook for the course.

g) Study materials and activities are limitless depending on the situation.

TPR encourages the learners to check their own progress in language learning. Imperative drills, interaction in turn taking mode, role play, writing activities and others are some of the practices in classroom. Asher is of the opinion that, with the incorporation of other language teaching methods, TPR should be applied.

2.4.9 The Silent Way

Caleb Gattergno deviced the Silent Way in 1963, in his book *Teaching Foreign Languages in Schools: The Silent Way*, that uses silence extensively in teaching method. Silent Way is built upon Grattergno's notion of language learning as a two-way process, that is language learning and recollection. He believes that there is a difference between learning first language and second language. The objective of Silent way is to provide grammatical knowledge in practical level. It helps the students to learn a language and not simply to achieve native like oral fluency. In the classroom, the teacher is expected to be silent as much as possible and focus on student's attention and elicit responses from them. The role of a teacher is an observer and a critic; like a dramatist, who writes the play, give life to characters, sets the environment and become a silent spectator for the review. On the other hand, students are expected to be a part of the system, get involved, self-learn and self-correct when necessary. This method is an attempt of shift to learner's centric from teacher centric. Silence is used as a tool to emphasize learner's autonomy and active participation, encouraging the maximum use of the target language.

Study tools like Fidel chart designed for beginners by Gattergno in the early 1960s enables students to physically involve in learning language. It is a combination of different sounds available in the language presented with different colours and sometimes dots to mark weak and strong forms. He views vocabulary as an important essence in language learning. Therefore, the choice of vocabulary is vital. He categorized vocabulary into three; semi-luxury, luxury and functional vocabulary. Semi-luxury consists of common words in target language. Luxury vocabulary consists those words used specifically for expressing philosophical, or other specialized notions. Functional vocabulary assigns a way of comprehension. Other teaching materials include; Cuisenaire

rods, books, work sheets, picture books, tapes, and other visual aids. Even though Silent Way adopts a structured syllabus for beginners, the syllabus is not restricted to any particular type as the level upgrades.

Silent way is view as a method that shares similarities with Audiolingualism and Situational Language Teaching but is not a revolutionary method. However, today, this method is widely not used in its original form but in a modified form.

2.4.10 Community Language Learning (CLL)

Charles A. Curran, a specialist and a professor of psychology at Loyola University, Chicago, along with his associates developed Community Language Learning method. A technique of counselling-learning to teaching was introduced by Curran using psychological counselling technique in CLL. Here, the students get the opportunity to express their thought in the process of learning target language.

Teaching methodology in CLL includes the combination of conventional language teaching methods with innovative methods. Some of the followings are as below:

a) **Translation**: The procedure involves a circle of students with teacher standing outside the circle. Here, the student will whisper something in native language which will be translated in target language by the teacher. The student then repeats the translated message and further composes sentences with teacher's assistance. As the interaction among the students and the interaction between students and teachers become intense; it becomes a community of learners.

b) **Recording**: Conversations in target language is recorded by the students.

c) **Transcription**: To practice linguistically, the students record conversations and transcribe them.

d) **Listening**: Students listen to teachers.

e) **Free conversation**: The conversation among the students and teachers are not closed ended but more relaxed.

f) **Group work**: Group activities are assigned to the students such as; to prepare a topic, summary, debates, etc.

g) **Observation and review**: Students give a review on the classroom experience.

Community Language Learning draws a comparison between the different stages of human growth with language learning. In Stage 1, a learner is like an infant where everything is new and depends heavily on the teacher. In Stage 2, like how a child is little relaxed from the parent so is the learner not too dependent on the teacher. In Stage 3, the learner is able to comprehend the messages in target language. Stage 4 is like an adolescent stage in human growth. Here, the learner's ability to comprehension is elevated where he/she can

understand, analyze and function independently. Stage 5 is also known as independent stage where; the learners are capable to not only refine the concepts but also able to assist or counsel beginners or less advance learners. Probably, this is the reason why CLL is sometimes known as 'humanistic approach.'

However, CLL received major drawbacks because this method does not follow a structured syllabus. Textbooks are not considered as an essential part of learning. Which is why the objectives are unclear and evaluation process is unsatisfactory and random. On the other hand, this method puts a heavy load on the teachers because the role of a teacher is more like a nurturing parent and a supporting role. The teachers are expected to teach without using traditional teaching materials and tools. They must be dynamic and creative in character which is not possible in many cases.

2.4.11 Suggestopedia

Suggestopedia is related to pseudoscience and is a Behaviourist theory. It was developed by Bulgarian psychiatrist-educator George Lozanov in 1970s. The term suggestopedia is derived from suggestology. It is a science that studies the systematic study of human response to non-rational or non-conscious influences. The fundamental principle of suggestopedia is suggestion. The focus is not on memorization but attaining comprehension and creative problem-solving solutions. The course of suggestopedia is supposed to be thirty (30) days course. It comprises of minimum ten chapters with class hours lasting for four hours per day and six days in a week. The curriculum emphasizes more on learning through conversation and has more than 1,200 words used in the form of dialogue. Each chapters contains glossary and supplementary grammatical notes. Homework or assignments are not assigned to the students, except for some revision before and after the bed.

This method depends mostly on the physical surroundings and atmosphere of the class. There is abundance of art and music when the teachers are trained for Suggestopedia method. Teaching tools include; tape, text, music and classroom organization. Besides this, concert session is one of the unique features in suggestopedia. In this session, all conversation is supposed to freeze. The teacher reads or recites the text along with background music. When necessary, the teacher may also use facial gestures and props like pictures, objects to demonstrate and provide deeper understanding to the text. Teachers are desired to be a good initiator, skilled in singing, acting psychotherapeutic techniques, be enthusiastic, dynamic, and modest.

The course demands the students to voluntarily involve and be dedicated to the course because the underlying theory behind this method is that a learner can learn a language only when he/she has no mental blocks and is receptive to learning language. Therefore, students are strictly prohibited to engage in any intoxicating activities.

The students are divided into beginner level and modified beginner level categories according to the remarks they score from the first day of the test. Here, each chapter/ lesson is sectioned into three days process. The first and third day will have half day duration while second day will have full day duration. On day 1, the teacher highlights and reads the overall content of the chapter dialogue. A content of printed dialogue in target language translated in native language parallelly is handed over to the students. Followed by further explanation and discussion on second and third days. The students are encouraged to participate in classroom activities like discussion, responding to teachers, raising queries, etc. The students are also graded according to the written tests' performance conducted during the course. Although suggestopedia method has achieved appreciation in revolutionizing language teaching method; it has received equal amount of criticism at the same time.

Chapter 3

Errors in teaching and learning of English language in Mokokchung

3.0 Introduction

This chapter discusses the theories of errors and its different forms. It attempts to identify the errors committed by the second language learners with respect to second language learners of Mokokchung district. As the investigation on errors continues, the study reveals several problems related to language learning.

3.1 Error

In the scenario of language learning, it is imperative to understand the definition of error before the analyses and interpretation of the collected data so as to achieve precision and avoid any ambiguity in the inspection. Generally, errors are referred to as an act of unintentional deviation from the fundamental principles of a language by the language learner. Here, error is referred to an act where the second language learners apply certain rules based on presumptions or use unsuitable segments of language in the different aspects of language. Mostly visible in vocabulary, spelling, grammar, translation, pronunciation and punctuation. Earlier error was considered as a thread or problem in language learning. However, today error is no longer considered as a thread in second language learning as Corder (1967) rightly speaks about error as something which happens due to learner's lack of awareness which also shows the amount of improvement in an individual's development in new language. Several other studies (J.Richard et. al., 2002, Norrish 1983, Hendrickson 1987) have substantiated that errors help to tract the learners' actual learning process.

Error study is corelated with language acquisition, second language learning and the issues related to it and has thus attracted the attention of many researchers in the study. According to Vijayalakshmi in the Ph.D thesis, *Error analysis its use in the teaching of English to Malayalee learners of English,* there are two ways in which error study benefits the educators. They are;

- Errors will help indicate the educators to tract the potential of the learners during the learning process.
- It will guide the teachers to enhance the design of the course by taking into consideration for the well-being of the learners.

Learning a language is not a simple task. During this process learners undergo lots of trials and errors with several factors affecting the learning process and its outcome. Just as a person who learns something for the first time is prone to mistakes and learns through it, so are errors inevitable in language learning.

3.1 Significance of error

Conventionally, the term "error" and "mistake" were often interchangeably used. However, modern linguists clearly distinguish between these two terms. In simple words error, is committed by the learners when one has not attained the proper structure of the second/target language hence, it cannot be self-corrected unless someone identifies it. Whereas, mistake occurs when one commits error despite having the knowledge about the structure and rules of the second language. Hence, mistake can be self-corrected and may not necessarily need the other person to identify it for correction.

Sometimes errors are often termed as learner's language, idiosyncratic dialect or developmental language and many others. In many cases, errors lead to the formation of a structure which is seemingly different from the target language. This is usually caused by the impact of first language/ mother tongue of the learner while in the conscious attempt to produce and learn the second language/target language. There is a thin line of difference between an idiolect and an idiosyncratic dialect when it comes to error analysis therefore, it essential to understand these two terms correctly. An idiolect is the unique individual's style of speech within a speech community. "Idiolect is an individual's personal variety of the community language system and is thus identifiable pattern of speech of the individual in its totality" (Sharma, 2011, p. 5).

However, idiosyncratic dialect though, unique to an individual does not necessarily stick to refined set of rules which maybe borrowed or used in the target language. Hence, leading to less interpretable senses.

Corder (1981) brings up four classes of idiosyncratic dialect as; the language of poems, an aphasic, an infant learning his/her mother tongue and the learners of a second language.

- The language of poems can be understood as deliberately deviant because the author here chooses not to follow the conventional rules of the language and prefer to use their own language to express the thoughts. When there is evidence of difficulty in interpretation or absence of grammar or presenting it more like a different language in the language of poems, it is idiosyncratic.

- On the assumption that a learner has an idea on the structure of the language and is a native speaker of his/her mother tongue. An aphasic is an unstable dialect which presents the problem of interpretation as it is deviant and unstable.

- The third category of idiosyncratic is an infant learning mother tongue. Here, the problem of interpretation is relating the correct interpretation to the child's utterances.

- Lastly, the term interlanguage is used to imply the idiosyncratic dialect of the learners of a second language. As it shares the characteristics of two social dialects or languages irrespective of whether they share the same or not.

The characteristics of an idiosyncratic dialects are distinctive and are absent in both the source language and the target language. It is an outcome of the learners' gradual effort and is not permanent to the learner as it will fade as soon as the learner familiarizes the new set of rules while learning target language. Henceforth, it is a language that a learner possesses in the process of coming close to target language.

3.2 The need to identify errors

It is a well-known fact that one cannot learn without errors. It is through this action that one learns how to be steady and adapt or establish strategies while learning. This phenomenon is applicable in all the areas whether in second language learning, a skilled based job, manual work or as habitual as learning food etiquette. Words like mistake, error, goof, deviation, flaw, blunder are most commonly used to cite this expression in language learning. In the context of language learning, the process involves committing errors and sometimes mistakes which results in ungrammatical utterances or written sentences. This characteristic presents an interesting manifestation of the learner and so the teachers and linguists pay attention to this phenomenon to identify, analyze and correct the errors.

In the field of language learning, Behaviourist were the first to propose a theory known as *behaviourism* to analyze human behaviour in language learning. They understood the process of language learning by objectifying humans based on the models of stimuli and rewards which emphasizes on imitation, practice, reinforcement and reward. Therefore, when an action or a stimulus is initiated and the results happen to be negative then it was expected to be immediately paid attention and rectified. They considered errors or mistakes as a blunder causing fatal learning and not a contributing factor in positive responses/ learning.

Furthermore, the structuralists also believed that errors are interferences in second language learning. They posited that there is a significant influence of the mother tongue or first language on the process of learning a second language. It was assumed that if there were similarities between Language 1 and Language 2 then there was no problem in learning since the rules or structures of one language could be applied to both languages. However, when there were dissimilarities in the form and structure between the two languages then it will cause errors and problems in learning. As it was expected that a learner having a foundational understanding of the structure of their first language, would inevitably be influenced in the learning of structures and rules in the second language. Consequently, this interference leads to errors or mistakes, creating obstacles in the process of learning the second language.

However, in the later part of the 1950s Chomsky proposed a radically different outlook that rejected the Behaviourist theory on the concept of human mind as 'tabula rasa' at the initial state of mind in language

acquisition. He came forward with the theory of Universal grammar and that language acquisition is an innate process. This theory induced rational cognitive theory that elaborates on the learner's mind instead of concentrating on the environment.

The cognitive theory or the post structuralist opposed the conventional beliefs and identified language learning as a mental process and not as a physical activity. Here, a learner is examined as someone who learns a language either correct or incorrect deriving on the hypothesis that one generates in one's mind. Likewise, some assumptions may turn out to be correct and some not, this is how errors occur. Interestingly, it was later discovered by the linguists that errors are not completely a negative factor in language acquisition as it exhibits creativity of the mind and not an empty absorption box. This concept gave rise to error analysis in applied linguistics and expanded more to other areas of language studies.

Meanwhile, there was a great requirement to recognize the true nature of error and distinguish between errors and mistakes. Since all errors committed by each learner were of different manners in various occasions. Corder (1973) highlighted two different types of faults which are identified as errors and mistakes. He explains errors as grammatical faults or incorrect structure of rules that exhibit gaps in learner's target language. It indicates the learner's lack of mastery over the code of second language. Whereas mistakes are slips of tongue or lapses in performance. Here, the learner is expected to self-correct one's own fault since he/she knows the correct form of the language but happens to commit error due to emotional, physical or mental pressure. He distinguishes errors as competence error and mistakes as performance error.

Furthermore, Ellis (1997, pp. 47-67), presents some of the notable reasons of error analysis.

> Firstly, errors are a conspicuous feature of a learner's language that raises the importance on finding the reason why learners make error. Secondly, errors provide insights to the types of errors that learners commit. Thirdly, paradoxically, errors help the learners to help self-correct themselves.

Some of the procedures to analyze errors as suggested by Corder (1974) are as follows:

- Collection of a sample of learner language
- Identifying errors: Errors need to be identified. A simple way to identify errors is to compare the sentence uttered/produced by the learner with the sentence that seem to be correct in the target language. While identifying error, it is necessary to differentiate between errors and mistakes. Errors reflect inadequate knowledge because the learners are unaware of the correct forms. While mistakes reflect occasional lapses in performance. Here, the learner is unable to perform what he/she knows due to various reasons like fatigue, slip of tongue, etc.

- Describing errors: Once the errors are identified, errors can be described and classified. There are several ways to classify errors. Errors can be either classified based on grammatical categories or by using general ways in which the learners' utterances deviate from the reconstructed target-language utterances.

- Explanation of errors: After identifying and describing the errors, the following step is to explain errors. It is established on finding the source and determining the factor responsible for the creation of this type of error.

- Evaluation of errors: The context in which the errors occurred influence error evaluation. Therefore, the same error might be evaluated differently depending on the context of who, when, where and how it occurred.

Hence, the study of error is a significant project as it plays a vital role in the field of language learning and error analysis. Errors help analysis possible as it contributes to finding out the real problem areas like, why and how did errors occur and reason out the possibilities for better outcome. In simple terms, recognizing the errors help a sentence to be associated either as aberrant or accurate.

3.3 Procedure to identify errors

To analyze errors, a proper procedure for elicitation of data is required. So, to begin with that the foremost step is to identify the error. In the words of Carl James (2013) as cited by Agustinasari, E. et. al., (2022) in the paper *A review on error analysis stages in teaching English structure*, there are four prominent steps in the process of detecting or identification of errors commonly known as error detection, error location, error description and error classification.

a) *Error detection*: The collection of dubious, having errors and grammatically incorrect sentences is error detection. The units of analysis are those sentences with errors in them James (2013). Generally, errors are pinpointed in two occasions that is; in utterance and in writing. Although in many casual and informal conversations it becomes difficult to spot the errors. In contrast to the writing or in written text, where errors are less problematic to spot. A great extent of questions will be based on the detected errors in error analysis.

b) *Error location*: James (2013) pointing out the errors found in the sentence is error location. However, not all errors can be identified, as they are sometimes dispersed across larger context. Error location simply means finding out the location of the error. On the contrary it is not an easy task to locate the errors. Because some errors are intermixed with lexical items either in the sentence or throughout the

text; not all errors can be located. Errors can spread over a wide dimension in phonemic, morphological or at the sentential level.

c) **Error description**: It is a requirement to ensure the counting of certain types of errors and form distinctions among the categories of errors James (2013).

d) **Error classification**: It is the organization of errors into different categories James (2013).

The two distinctive type of errors which mostly appears in ***writing*** are global and local errors.

a) ***Global error***- This type of errors will alter the overall sense in a sentence. It is an interference that hinders the learner's intended comprehension of the language. Example; *I want cake but my mom said no, not that I shall have teeth decay.

From the above example we see that the entire sentence is erroneous.

b) ***Local error***- Unlike global error, local error does not alter or affect the sense. Here, a particular entity/constituent is affected.

Example; *I did not got.

From the example we see that the word 'get' is the appropriate to be used instead of 'got'. However, there is no need to change the entire sentence.

3.4 Classification of error

According to James (1998) as cited by Sixia Gao (2009) in the paper "Policies for teachers towards errors in college English writing", there are three criteria to classify error. They are; modality, medium and level. Modality is the attitude or behaviour of the learner whether receptive or not. Medium refers to either spoken or written condition when the language was received. level is achieved with the combination of both modality and medium. With this classification, it becomes easier to specify whether listening skill, speaking skill, reading skill or writing skill was operated in the error.

Error analysis emerged as a branch of applied linguistics to reveal that errors involve other universal strategies and not simply the learner's first language influence in target language. Conventionally, errors were classified as two major types. They are Contrastive analysis and -error analysis.

3.4.1 Contrastive analysis

As the name reflect, contrastive errors had a comparison between the native language and the target language. It stood on the assumption that native language/ mother tongue had an influence in target language which is a major source of error and hindrance in language learning. If only one has a thorough knowledge on the learner's first

language it will be easy to help identify the error or the problem area which is supposed to arise based on the differences and similarities of the two languages.

The first person to initiate the study of contrastive linguistics was an American linguist named C.C. Fries in 1945. Later, Robert Lado laid down the theoretical foundation of contrastive analysis in his book "Linguistic Across Cultures" (1957).

The followers of the contrastive analysis had made several attempts in comparing the principles of the native and target language either within the established framework of the language description or within the framework of the revolutionary generative representation. This theory highly propagates the influence of mother tongue as one of the prominent reasons of error. It is of the view that when the structures of the mother tongue and target language differs then there is negative transfer, but when there are similarities between these two languages then there will be positive transfer. Therefore, it was claimed that examining the similarities and differences between the source and target languages is enough for teaching the target language. It was expected that a thorough study like this will help achieve develop good study material and classroom techniques.

However, this theory was later criticized with the opposition stating that one of the prominent issues in second language learning is not only the differences in the forms of the native/first languages of the learners. Because, many learners with same native language continues to commit different types of error resulting in various conclusions. So, it was argued that the most effective measure was not only to study the influence of mother tongue but from the materials based on scientific expressions with careful analysis.

3.4.2 Error analysis

In linguistic analysis, error analysis is a category that centres on the learners' error in second language. It investigates on the error made by the learner in the second language. Unlike the contrastive analysis, this analysis draws a comparison between the target language itself and the errors committed in the target language. This way it helps to identify the learner's actual errors while learning the target language. Likewise, according to Gass and Selinker (2008) error analysis is a type of linguistic analysis concerned with learners' error. Unlike contrastive analysis where the comparison is between native language and target language, error analysis is similar to the weak version of contrastive analysis where the comparison is between the errors made by the learners in target language and the form of the target language itself.

3.4.3 Types of error analysis

Gass, et.al., (2020a, p. 85), mentions that error analysis is a type of linguistic analysis that concerns with the occurrence of errors by the learners. Throughout the century, error analysis has encountered astonishing discoveries. Therefore, linguists have proposed several classifications of errors. Some of the most prominent types of errors are discussed below.

1. **Systematic errors**: Systematic errors are the products of a rule that is applied in target language by the learner. The rule is expected to be systematic and frequent set of patterns in the mind of the learner. This type of errors often leads to ungrammatical utterances or sentences and alters the meaning of the sentence.

Generally, contrastive analysis is referred to as; when the rules of mother tongue is applied in the second language by the learner. However, systematic errors are not caused specifically by the application of mother tongue rules in second language. But are caused due to the application of cultivated set of rules which are identified as 'system' while learning target language.

There are several stages in this type of systematic errors. Pit Cordor (1974) has classified into three (3) stages. They are as follows;

a) **The pre-systematic stage**: Here, the learner commits errors arbitrarily because of the ignorant knowledge in target language. In simple words, the learner is ignorant of the rules in target language.

b) **The systematic stage**: Here, errors committed by the learner is in systematic pace. The learner is aware of the rules applied in target language.

c) **The post systematic stage**: Here, the learner is now well-informed regarding the norms of the target language. However, the learner makes mistakes unintentionally. So, in this case, the learner is able to self-correct.

Hence, the above three (3) stages are used to broadly understand the concept of systematic errors.

2. **Unsystematic errors:** Unsystematic errors are irregular errors committed by the learner in target language. Apparently, there is no underlying factor which causes this error. However, these errors cause ungrammatical expressions and frequently causes hinderance for the learners to convey the intended concept.

3. **Performance errors:** As the name suggests, performance errors are visible in learner's performance. It is caused due to reasons like; slip of tongue, careless or physical weariness. This type of error is not specific to certain rules or words nor systematic in occurrences.

Errors are further classified into different types. They are as follows;

1. **Interlingual errors:** Interlingual errors are those errors that attributes to the Native Language (NL) (Gass, et.al., 2020b, p. 87). Here, errors are caused due to the transfer of mother tongue norms in the target language. The learner gets confused due to this transfer and produces erroneous expressions. Example;

   - *take one one 'take one each'.

   Lexical repetition or re-duplication is one of the prominent features in Ao language. The transfer of this feature to English/target language by the learner, is an example of Interlingual errors.

2. **Intralingual and Developmental errors**: (Gass, et.al., 2020c) mentions that those errors that attribute to the language being learnerd, independent of NL are intralingual errors. In other words of Richards (1971) as cited by Ellis (1994a), Intralingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn condition under which rule apply. While developmental error occurs when the learner attempts to build up hypotheses about the target language on the basis of limited experiences.

   This type of errors imply that the learners are not well acquainted with the target language. Here, the learners create their own rules and apply in the target language assuming it to be correct rule of the target language. This characteristic is similar to the errors they commit in mother tongue. But here the application of mother tongue rules in target language is not the cause. Example;

   - * You eat 'you will eat'.
   - *I and she 'She and I'.
   - *tastyfull 'delicious.

Intralingual and Developmental errors are to a greater extend categorized as; overgeneralization, simplification, fossilized errors and unique errors. They are explained below.

a) **Overgeneralization:** According to Richards (9171), overgeneralization happens "when the learner creates a deviant structure on the basis of other structures in the target language" (Ellis, 1994b, p. 59). Here, the learner hypothesises the rules of target language. The rules of the target language are overgeneralized without any restrictions. Example;

   - *sheeps 'sheep', *childrens 'children', *womans 'women', *tooths 'teeth'. Here, the learner overgeneralised the English rule that reads, addition of 's' converts a singular form to plural form.

- *getted 'got', *goed 'went', *eated 'ate', *shinned 'shone'. Similarly, here, the English past tense rule; that is addition of 'ed' converts a present tense to past tense is overgeneralized.

b) **Simplification:** Simplification, simply means redundant deletion or omission. The errors committed in simplification is due to omission of necessary grammatical rules which the learner assumes it to be unnecessary. Example;

- *pass me book 'pass me a book', *earth is round 'The earth is round'. Here, the learner omits the necessary articles – 'a' and 'the'.
- * I no eat 'I don't want to eat', *I go, you no come? 'I am going, will you not come? From these examples, we see that the learner simplifies the sentences; be it simple or complex sentence. However, in many cases we could understand the intended meaning of the speaker/learner. It may also be noted that this feature may not necessarily be received as negative factor. Rather it exposes the learner's creative mind. As the learners tries to create new sentences/ expression to express his/her thoughts.

3. **Fossilized errors**: Of all the different types of errors, fossilized errors are considered to be troublesome in language learning. Because gradually these errors transform into established habits that keeps on repeating despite endowing with remedial measures and corrections. Unlike other forms of error, fossilized errors become a firm sub conscious part of the learner. Which is why it keeps on repeating time and again. In some cases, the learners become accustomed to it that they no more consider it to be hinderance and may cause problematic in second language learning. Example;

- */intəɹnit/ '/ɪntənet/', */iskul/ 'sku:l/, */put/ 'pot'.
   The above examples are some obvious errors in pronunciation by Ao speakers while using English.

4. **Hypercorrection:** Hypercorrection is when the teacher corrects the learners but the learners learn the correction otherwise. In other words, the learners exhaustively utilize the correction taught by the teacher in all the instances without limitation.

5. **Avoidance**: In language learning, some compound and complex sentences are difficult for the learner. So, the learners switch to simple sentences or converts the sentence into simple form for easy/quick learning. Example; *I eat apple now 'I am eating apple'.

6. **Faulty teaching**: Rarely, there are instances where the teacher is not always correct. Sometimes due to lapses in study materials, personal phenomenon or the execution of message while teaching causes faulty teaching. In some cases, the teachers too, get influenced by the learners in long term teaching career.

7. **Inadequate learning**: Inadequate learning is caused by incomplete learning or ignorance of proper rules in second language. For example; *I and she 'she and I'. *I is coming 'I am coming'.

8. **False concepts hypothesised by learner**: According to Richards (9171) this situation happens "when the learner does not fully comprehend a distinction in the target language- for example, the use of 'was' as a marker of past tense in *one day it was happened" (Ellis, 1994c, p. 59). While learning language, the learners tend to wrongly hypothesize some concepts and rules prevalent in target language. Sometimes, they omit restrictions or makes a rule flexible in all instances. This leads to errors and mistakes in target language. For instance, the learners are taught about the auxiliary verbs for past tense so they think it is applicable in all conditions and produce sentence like *I was ate cake last night 'I ate cake last night'.

3.5 The taxonomy of surface structure

Dulay, Burt and Krashen (1982) were the first to propose this taxonomy. It emphasizes on how incorrect usage of the language can lead to the surface structure alterations in the language. Here, errors were expected to occur due to the specific and systematic change in surface structure. Some of the commonly known errors are as follows:

3.5.1 Omission: Leaners exhibit omission of function words rather than content words in the earlier stages of learning. Mostly those words or grammatical morphemes that do not have a major weight in the sentence are omitted. For instance; you good, I go now.

3.5.2 Addition: Addition as the name suggest is the opposite to omission and is the result of "all-too-faithful" application of certain rules. It is further classified as three major sub categories. They are regularization, double marking and simple additions. *Regularization* encompasses the act of overlooking exceptions and expanding norms unethically even to the spheres where it is unnecessary. For example; "keeped" for "kept" or "comed" for "came", "womans" for "women". This phenomenon happens in the later stages of the learner when he/she has acquired some rules of the second language.

a) **Double marking** is a failure to omit certain entity in linguistic construction which are essential in some cases but not in others. It is a semantic feature. Example; "she didn't came" or "when did you came" or "she doesn't likes food".

b) **Simple addition** is an addition but neither as an addition of regularization nor as double marking. It could be a native speaker way of emphasizing something depending on the situation or simply an error of a non- native speaker. Example; "I do see you".

c) **Misinformation:** Misinformation is the application of incorrect form of the morpheme or structure of the language. It has four categories namely; regularization errors, Archi-forms, alternating forms and misordering errors.

d) **Regularization errors**: It is a type of error when the uniform marker is used instead of the non-uniform marker. Example; runned for run, sheeps for sheep, foots for feet, etc.

e) **Archi-form:** when a member of a grammatical class is used by the learner in various situations to represent other members belonging to the same grammatical category; it leads to the production of unsuitable and grammatically incorrect sentences. Example; *This are my books, which should be 'these are my books'.

f) **Alternating form**: This error is the result of the learner's developing grammar and vocabulary. Example; we shall stand at the bus when we are go, the appropriate being 'we shall stand on the bus while we go'.

g) **Misordering errors**: Misordering errors are those when a learner chooses to use an inappropriate morpheme or a group of morphemes in expression. Here, the learner can perform correct placement of the morpheme or grammatical category in the right context. It is the often the outcome of the learners' regular practice of translation of source/native language structure word for word. While speaking or writing in target language. Generally, it is known as an error caused by the usage of incorrect word order. Example; *what she is doing? 'What is she doing?', *they are all the more same 'they are all same.'

Hence, these errors are extensively found in the second language learners while learning the language.

3.6 Error classification on the basis of linguistic category

It is a taxonomy that signifies errors and its location in the expanse of the target language. It indicates the construction of grammar involved and the location of error in the context of language depending on the situation it occurs either in phonology, grammar, vocabulary, text or discourse. Depending on the occasion where errors occur, they are described. According to Richards Plutt and Weber (1985), errors are grouped into categories such as;

- *Lexical errors*: Errors occurring in the area of vocabulary are lexical errors.
- *Phonological errors*: those errors occurring in pronunciation/accent or speech level are phonological error.
- *Syntactical errors*: error occurring in the sentential level are termed as syntactic error.
- *Imperative errors*: this type of errors occur when the learner's intended meaning is misunderstood.

- *Pragmatic errors*: it is resulted from incorrect communicative effects.

3.6.1 Phonological errors

Errors are classified into various categories. Those errors which occur in the level of speech or pronunciation or accent are phonological errors. Here, we will analyze the errors committed by the learners in the target language in their pronunciation. An appreciable number of errors are detected from the collected data, the details of which is discussed in this chapter.

The phonemes are represented using the broad transcription symbol ([]) and the errors in phonological level is represented by using narrow transcription symbol (//).

3.6.1.1 Phonetics and Phonology

Human language is composed of various sounds each having its own unique and important role in the language. It has attracted a lot of people in this field for study. The study of human articulation of sounds is called phonetics and the study of the classification of the sounds is called phonology. Phonetics particularly studies the medium of human speech production, transmission and reception. In linguistics, Phonetics is the study of human speech sound production and perception. "Phonetics is the study of the physical aspects of speech. While, phonology deals with the linguistic patterning of sounds in human languages" (Aazfa, 2021a, pp. 4-7). Complementary to this, Phonology is the study of rules and sound system in a language.

Speech sounds are produced either through mouth or nose involving a complex system of mechanism. Those sounds produced through mouth are known as oral sounds and those produced from nose are nasal sounds. Various organs like lungs, diaphragm, etc. that participates in the production of speech sounds are called as organs of speech. The organs such as lungs, glottis, tongue, diaphragm along with ribs which are involved in generating airstream mechanism are known as initiators. The organs of speech are further identified as active and passive articulators. Organs such as lips and tongue are active articulators whereas, teeth are passive articulators.

To have a comprehensive study on the speech sounds; air stream mechanism forms the base of speech sounds. The method which allows air to flow in the vocal tract for speech production is called air stream mechanism. Generally, air stream mechanism is classified into pulmonic air stream mechanism, glottalic airstream mechanism and velaric airstream mechanism. The mechanism where the tongue, glottis and diaphragm acting as initiators pushes the air out or in by increasing or decreasing the pressure is called egressive and ingressive as when the air is inhaled.

Pulmonic airstream mechanism is the most common airstream used by majority of the world's languages across the globe. Here, lung becomes the source of air generation for speech production, with the initiation from respiratory muscles such as diaphragm.

Glottalic airstream mechanism is mostly happening while producing stop consonants. Air from the pharynx is operated by the action of glottis. This is the reason why it is also commonly known as pharyngeal air stream mechanism.

Likewise, different languages have their own collection of sound from the entire inventory of human sound system.

3.6.1.2 Phoneme

A phoneme is the smallest significant unit of sound in a language. The change of a phoneme to other phoneme in a word alters the semantic meaning of the particular word. Example; [p], [b], [k], [g], [v].

Phonemes are categorized as consonants and vowels. Generally English has approximately a total of 44 phonemes; 24 consonants and 20 vowels.

3.6.1.3 Vowels

Phonetically, when a sound is produced without any constriction in the vocal tract or it is produced with an open vocal tract then it is called vowel. Vowels are also determined by the loudness and length of its production. There are four (4) ways to describe a vowel. They are;

- *Height of the tongue*: it is the estimation to which extreme the tongue raises in the area of the palate.
- *Roundness of lips / lip rounding*: Here, the vowel is determined by the degree of roundness or unround lips. The manner of stretching lips determines the type of vowel produced.
- *Position of the tongue*: Front, centre and back of the tongue used to touch the passive articulators especially hard and soft palate.
- *Position of soft palate*: The extend of soft palate raised to produce oral sounds and closed to produce nasalized sounds.

Vowels are defined by IPA using three dimensions of height, frontness and rounding. The height of vowel refers to the position of the tongue in vertical relationship to the top and bottom of the mouth. Frontness

refers to the horizontal position of the tongue in relation to the front and back of the mouth. Rounding pertains to the two lips positions that is rounded or unrounded (Aazfa, 2021b, p. 166).

Generally, English is said to have 20 vowels, with 8 primary vowels. There are four (4) front vowels, three (3) mid vowels and four (4) back vowels.
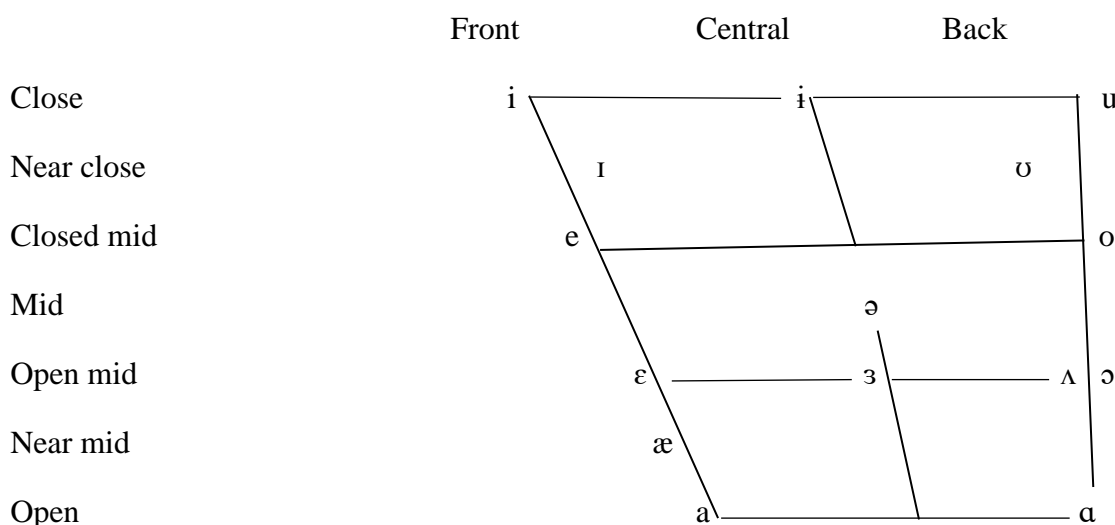
Fig 3.1 Vowel chart in English.

3.6.1.4 Diphthong

Vowels can be accompanied by other vowel sounds and together produce a vowel like sound called diphthong. Diphthong is a combination of two vowel sound. There are eight (8) diphthongs in English. Every language possesses different categories of diphthongs. In English, there are three (3) groups. They are as follows;

- Diphthongs that end in /i/ such as /ɔi/, /ei/, /ai/.

Diphthong	Transcription	English word
[ɔi]	/ɔil/	Oil
[ei]	/eim/	Aim
[ai]	/ais/	Ice

Table 3.1 Diphthongs that end in /i/

- Diphthongs that end in /ə/ such as /iə/, /ɛə/, /uə/.

Diphthong	Transcription	English word
[iə]	/iə/	Ear
[ɛə]	/kɛəful/	Careful
[uə]	/puə/	Poor

Table 3.2 Diphthongs that end in /ə/

- Diphthongs that end in /u/ such as /au/ and /əu/.

Diphthong	Transcription	English word
[au]	/hau/	How
[əu]	/ əun/	Own

Table 3.3 Diphthongs that end in /u/

3.6.1.5 Consonants

Consonants are those sounds which are determined by the place and manner of articulation. Here, the sounds are produced either with or without constriction in the vocal tract. The manner in which active and passive articulators execute in the production is the manner of articulation. While, the place in which the speech organs or active and passive articulators contact for the production of sounds is the place of articulation.

Active articulators are those flexible organs involved in speech production like tongue and lips. Whereas, passive articulators are those organs that make little or no movement in the production of sounds. Some of the passive articulators are upper teeth, the roof of the mouth – teeth ridge, hard palate and soft palate, back wall of the pharynx.

"Consonants are sounds which involve full or partial constriction of airflow. In English, the consonants are p, b, t, d, k, g, ch, j, f, v, th, dh, s, z, sh, zh, m, n, ng, l, r, w, and y (Aazfa, 2021c, p. 145)".

Consonant sounds are either voiceless or voiced sounds.

➢ When a sound does not require extra pressure in the vocal cords or no vibration in the vocal cords in the time of production. This sound is known as voiceless sound. Example; [p], [t], [k], [f], [s], [ʧ], [ʃ], [θ], etc.

➢ Whereas, Voiced sounds are those sounds, released with the vibration in the vocal cords. Voiced sounds are deeper than voiceless sounds.

Example; [b], [d], [g], [v], [z], [ʤ], [ð], etc.

Another feature that consonants exhibit is aspiration. Aspiration is classified as unaspirated and aspirated.

• In consonants, when there is sudden release of air either from the vocal tract, mouth, diaphragm, or pharynx then aspirated sound is produced.

For instance, in English [pʰ], [tʰ] and [kʰ] are aspirated sounds/consonants.

• Unlike aspirated sounds, unaspirated sounds do not exhibit sudden release of air from the vocal tract, mouth, diaphragm, or pharynx.

Example; [p], [t], [k], [l], [s], [w], [h], etc.

Conventionally, English is said to have 25 consonants with aspirated counter parts of [p], [t] and [k] as [pʰ], [tʰ] and [kʰ]. English consonants can be classified using six (6) manner of articulation and eight (8) places of articulation.

Manner of articulation encompasses plosive, fricative, affricate, nasal, lateral and glide. While the place of articulation comprises of bilabial, labio-dental, inter-dental, alveolar, post-alveolar, palatal, velar and glottal.

3.6.1.5.1 Manner of articulation

Plosive: Plosive sound is produced with sudden release of air flow with little obstruction. The phonemes, [p], [b], [t], [d], [k] and [g] in English are plosives.

Phoneme	Transcription	English word
[p]	/pit/	Pit
[b]	/bin/	Bin
[t]	/tip/	Tip
[d]	/dip/	Dip
[k]	/kiŋ/	King

[g]	/gʌn/	Gun

Table 3.4 Plosives in English

Affricate: Affricate sounds are produced with little closure and steady release of air. Affricates in English are; [ʧ] and [ʤ].

Phoneme	Transcription	English word
[ʧ]	/ʧɛk/	Check
[ʤ]	/ʤəg/	Jug

Table 3.5 Affricates in English

Fricative: Fricatives are produced when the articulators come very close to each other and air is released through a narrow path. Fricatives in English are; [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ] and [h].

Phoneme	Transcription	English word
[f]	/fit/	Fit
[v]	/væn/	Van
[θ]	/θɪŋk/	Think
[ð]	/ðæt/	That
[s]	/sɛt/	Set
[z]	/zu:/	Zoo
[ʃ]	/ʃaɪn/	Shine
[ʒ]	/mɛʒə/	Measure
[h]	/hit/	Hit

Table 3.6 Fricatives in English

Nasal: When a sound is produced using nasal cavity, nasal sound is produced. The process involves lowering of velum which allows air to escape through nasal cavity. Example; [m], [n], [ŋ].

Phoneme	Transcription	English word
[m]	/maɪs/	Mice
[n]	/nəʊs/	Nose
[ŋ]	/hæŋ/	Hang

Table 3.7 Nasal sounds in English

Lateral: Lateral sounds are produced when the tip of the tongue touches the roof of the mouth/ alveolar ridge. Here, the air escapes from the sides of the tongue rather than from the middle path. Example; [l].

Phoneme	Transcription	English word
[l]	/laɪk/	Like

Table 3.8 Lateral in English

Glide: Phonetically, glide or approximant or semi-vowel is similar to vowel sound. The production of this sound involves, raising of tongue (the active articulator) to hard palate (passive articulators). This allows the gap in the mouth to have little or no constriction to release air without any obstruction. Example; [j], [ɹ] and [w].

Phoneme	Transcription	English word
[j]	/jʌŋ/	Young
[ɹ]	/ɹəʊd/	Road
[w]	/wiːk/	Weak

Table 3.9 Glide sounds in English

3.12.1.5.2 Place of articulation

Bilabial: Phonetically, bilabial sounds are produced when both the upper and lower lips touch each other. This movement of lips partially hinders the air flow in the mouth. Example; [p], [b], [m] and [w].

Phoneme	Transcription	English word
[p]	/pit/	Pit
[b]	/bin/	Bin
[m]	/maɪs/	Mice
[w]	/wi:k/	Weak

Table 3.10 Bilabial sounds in English

Labio-dental: Labio-dental sounds are produced when the lower lip touch/meet the upper teeth. The air is suddenly released from the mouth in the production of this sound. Example; [f] and [v].

Phoneme	Transcription	English word
[f]	/fæn/	Fan
[v]	/va:s/	Vase

Table 3.11 Labio-dental in English

Inter-dental: When the tip of the tongue places between the upper and lower teeth, then inter-dental sounds are produced. The mouth experiences partial closure and the air is released with slight hindrance. Example; [θ] and [ð].

Phoneme	Transcription	English word
[θ]	/θɪŋk/	Think
[ð]	/ðæt/	That

Table 3.12 Inter-dental in English

Alveolar: When the tongue touches or contacts close to the roof of the mouth partially towards the teeth ridge, alveolar sounds are produced. Examples; [t], [d], [s], [z], [n], [l] and [ɹ].

Phoneme	Transcription	English word
[t]	/tip/	Tip
[d]	/dɑ:ns/	Dance
[s]	/stəʊn/	Stone
[z]	/zebɹə/	Zebra
[n]	/naɪt/	Night
[l]	/ləʊn/	Loan
[ɹ]	/ɹɪʧ/	Rich

Table 3.13 Alveolars in English

Post-alveolar: When the tongue reaches or reaches near the back of the alveolar ridge, post-alveolar sounds are produced. Example; [ʃ], [ʒ], [ʧ] and [ʤ].

Phoneme	Transcription	English word
[ʃ]	/ʃʌt/	Shut
[ʒ]	/si:ʒə/	Seizure
[ʧ]	/ʧə:ʧ/	Church
[ʤ]	/ʤʌʤ/	Judge

Table 3.14 Post-alveolar sounds in English

Palatal: The articulation of palatal sounds involves raising mid of the tongue against the hard palate. Example; [j].

Phoneme	Transcription	English word
[j]	/juːθ/	Youth

Table 3.15 Palatal sounds in English

Velar: Articulation of velar consonants/sounds involves the action of raising the back of the tongue against the soft palate. Examples; [k], [g] and [ŋ].

Phoneme	Transcription	English word
[k]	/kʌɪnd/	Kind
[g]	/geɪm/	Game
[ŋ]	/sɪŋ/	Sing

Table 3.16 Velar sounds in English

Glottal: The sound/consonant that are produced using only glottis is known as glottal sound/consonant. Example; [ʔ]

Phoneme	Transcription	English word
[ʔ]	/ʌʔəʊ/	Uh-oh

Table 3.17 Glottal sound in English

3.6.1.6 Allophones

Allophones are phonetic variants. In other words, allophones are variants of a phoneme. Phonetically, they exhibit aspiration. They are in complementary distribution.

Example; [pʰ], [tʰ] and [kʰ].

Phoneme	Transcription	English word
[p^h]	/sp^{h}in/	Spin
[t^h]	/t^{h}ɑp/	Top
[k^h]	/k^{h}ɪn/	Kin

Table 3.18 Allophones in English

3.7 Errors in speaking skill

It is noteworthy to have a clear distinction between 'errors' and 'mistakes.' Generally, errors occur when a learner lacks proper knowledge on the target language and has the possibility of not recognizing the error. Whereas, mistakes occur when a second language learner has learned the rules of the target language, still continues to make errors due to lapses, fatigue or other reasons. One can rectify his/her mistakes but not error. In that sense, errors become competence error and mistakes become performance error.

As mentioned earlier, it has been observed that the respondents/students did receive ample of time to rectify the errors they committed. Therefore, the errors committed by the learners in the study are considered as errors and not mistakes.

Errors committed in Phonological level are complementary to errors committed in speaking skill. Here, we will study the different categories of errors committed by the learners in speaking. The alteration in pronunciation by the learners deviates the meaning of the actual word.

3.7.1 Interlingual errors

As mentioned earlier, this type of errors is caused due to the transfer of mother tongue norms in the target language. In the following discussions, we shall witness the influence of Mother Tongue (MT) phonemes in English through substitution errors. In other words, the phonemes absent in the learners' mother tongue but present in English are substituted by the phonemes present in the mother tongue while using or speaking English.

3.7.1.1 Errors due to use of the phoneme bilabial voiceless plosive [p] and bilabial voiced plosive [b] in free variation

In this case, the study found that this type of error is caused due to substitution of a phoneme by another phoneme and vice versa.

Examples;

English word	Correct	Incorrect	Error
Be	/bi/	/pi/	[b] > [p]
Pee	/pi:/	/bi/	[p] > [b]
Pig	/pɪg/	/bɪk/	[p] > [b]
Big	/bɪg/	/pɪk/	[b] > [p]
Present	/pɹɛznt/	/bɹɛznt/ OR /bɹəznt/	[p] > [b]
Planet	/plænɪt/	/blɛnət/ OR /blanət/	[p] > [b]
Bicycle	/baɪsɪkəl/	/paɪsɪkəl/ OR /baɪsaɪkəl/	[b] > [p]
privilege	/pɹɪvɪlɪʤ/	/bɹɪvɪlɪʤ/	[p] > [b]

Table 3.19 Substitution errors in bilabial plosive sounds/consonants

Discussion: The learners commit error by using bilabial voiceless plosive [p] and bilabial voiced plosive [b] in free variation. It is not position oriented. So, no matter in which position whether in initial, middle or final position the voiceless and voiced plosive phoneme occur; the learners exhibit free variation in 'substitution errors.' Since, Ao speakers use both voiceless and voiced plosives in free variation. (§ Chapter- 4, Hypothesis 1, Table: 4.6 & 4.7).

3.7.1.2 Substituting of the phonemes, voiceless alveolar plosive [t] and voiced alveolar plosive [d] in free variation

Examples;

English word	Correct	Incorrect	Error
Set	/set/	/sed/	[t] > [d]
Sad	/sæd/	/set/	[d] > [t]
To	/tu/	/du/	[t] > [d]
Do	/du/	/tu/	[d] > [t]
led	/led/	/let/	[d] > [t]
Let	/let/	/led/	[t] > [d]
Sometimes	/sʌmtaɪmz/	/sʌmdaɪmz/	[t] > [d]
Sweetest	/switəst/	/swidəst/	[t] > [d]

Table 3.20 Substitution errors in alveolar plosive consonants

Discussion: From the above examples, we understand that voiceless alveolar plosive [t] and voiced alveolar plosive [d] are used in free variation by learners while using English. The using of phonemes in free variation is one of the features of mother tongue that is applied in English as second language by the learners. (§ Chapter: 4, Hypothesis 1, Table: 4.8 & 4.9).

3.7.1.3 Errors due to Substitution of voiceless velar plosive [k] and voiced velar plosive [g] in free variation

Examples;

English word	Correct	Incorrect	Error
Gate	/geɪt/	/kɪt/	[g] > [k]
Get	/get/	/kɪt/	[g] > [k]

Key	/ki:/	/gi/	[k] > [g]
Gay	/geɪ/	/keɪ/	[g] > [k]
Kit	/kɪt/	/gɪt/	[k] > [k]
Kid	/kɪd/	/gɪt/	[k] > [g]
kick	/kɪk/	/gɪg/	[k] > [g]
Gig	/gɪg/	/kɪk/	[g] > [k]

Table 3.21 Substitution errors in velar plosive consonants

Discussion: From the above examples, we see that voiceless velar plosive [k] and voiced velar plosive [g] are used in free variation by learners while using English. Here again, the using of phonemes in free variation is one of the features of mother tongue that is applied in English as second language by the learners. (§ Chapter: 4, Hypothesis 1, Table: 4.10).

3.7.1.4 Errors due to substitution of voiced palato alveolar affricate [ʤ] with voiceless palato alveolar affricate [ʧ]

Examples;

English word	Correct	Incorrect	Error
Danger	/deɪnʤə(ɹ)/	/tinʧəɹ/	[ʤ] > [ʧ]
Budget	/bʌʤɪt/	/paʧɪt/	[ʤ] > [ʧ]
Age	/eɪʤ/	/eɪʧ/	[ʤ] > [ʧ]
Education	/eʤʊkeɪʃən/	/iʧukɪʃən/	[ʤ] > [ʧ]
Voyage	/vɔɪɪʤ/	/vuɪʧ/	[ʤ] > [ʧ]

Table 3.22 Substitution errors in palate alveolar affricate consonants

Discussion: From the above examples, it is visible that voiced palato alveolar affricate [ʤ] is substituted by voiceless palato alveolar affricate [ʧ] by the learners while using English. It is because Ao does not exhibit the voiced counterpart of voiceless palato alveolar affricate [ʧ]. Hence, we can infer that this is mother tongue influence in secod language. (§ Chapter: 4, Hypothesis 1, Table: 4.11).

3.7.1.5 Errors due to substitution of open-mid back rounded vowel [ɔ] with close back rounded vowel [u]
Examples;

English word	Correct	Incorrect	Error
Source	/sɔːs/ OR /sɔːɹs/	/suɹs/	[ɔ] > [u]
So	/sɔ/	/su/	[ɔ] > [u]
Law	/lɔː/	/lu/	[ɔ] > [u]
Record	/ɹekɔː(ɹ)t/	/ɹɪkuɹt/	[ɔ] > [u]
Door	/dɔː/	/tuɹ/	[ɔ] > [u]

Table 3.23 Substitution errors in back rounded vowels

Discussion: The above examples exhibit the use of open-mid back rounded vowel [ɔ] and close back rounded vowel [u] in free variation by the learners in English. In Ao, the alphabets 'o' and 'u' are used in free variation even when the pronunciation parallels with the sound of the alphabet 'u' [u]. Example;
'Atu' /atu/ OR 'Ato' /atu/ (human name), 'parnok'/paɹnuk/ (they), 'kechiyong' /kəʧɪjuŋ/ (because), 'raraogo' /ɹaɹaukʰu/ OR /ɹaɹaukʰo/ (fought), 'hon' /hun/ OR /hon/ (gold), 'koba' /kupa/ (which).
Hence, this feature of mother tongue is impacted while using English by the Ao learners.

3.7.1.6 Substituting the vowels close-mid front unrounded vowel [e] and open-mid front unrounded vowel [ɛ] to near-close near-front unrounded vowel [ɪ] and central vowel/ shwa [ə]

Example;

English word	Correct	Incorrect	Error
Pen	/pɛn/ OR /pen/	/pɪn/	[ɛ], [e] > [ɪ]
Send	/sɛnd/ OR /send/	/sɪnt/	[ɛ], [e] > [ɪ]
Men	/mɛn/ OR /men/	/mɪn/	[ɛ], [e] > [ɪ]
When	/wen/	/wɪn/	[e] > [ɪ]
Self	/self/	/sɪlf/ OR /səlf/	[e] > [ɪ], [ə]
Tell	/tel/	/tɪl/ OR /təl/	[e] > [ɪ], [ə]

Table 3.24 Substitution errors in front unrounded vowels

Discussion: Regarding the above data represented, it is observed that the learners exhibit the behaviour of substituting the phonemes [ɛ] and [e] with [ɪ] and central vowel shwa [ə]. Ao language does not have the vowels [ɛ] and [e]. Therefore, we can infer from the above substitution errors that the cause of this type of errors is due to interlingual error.

3.7.1.7 Errors due to substitution of inter-dental voiceless fricative [θ] and inter-dental voiced fricative [ð] by alveolar aspirated plosive [tʰ] and alveolar voiceless plosive [t]

Examples;

English word	Correct	Incorrect	Error
Think	/θɪŋk/	/tʰɪŋk/	[θ] > [tʰ]
Thought	/θɔ:t/	/tʰu:t/	[θ] > [tʰ]
That	/ðæt/	/tat/	[ð] > [t]

This	/ðɪs/	/tʰɪs/ OR /tɪs/	[ð] > [tʰ], [t]
Therefore	/ðeə(ɹ)fɔː(ɹ)/	/təɹfɔɹ/	[ð] > [t]

Table 3.25 Substitution errors in inter-dental voiceless fricative consonant

Discussion: According to the above data, we understand that Ao language does not have inter-dental voiceless fricative [θ] and inter-dental voiced fricative [ð], so it is substituted by alveolar aspirated plosive [tʰ] and alveolar voiceless plosive [t]. This is a good evidence of mother tongue influence in target language. At the same time, it also indicates cognate pronunciation. Here, the learners do not make an attempt to produce certain sounds regardless of whether they have the ability to produce it or not. Meanwhile teacher could also be another factor for this type of error. Sometimes, teachers are not always correct because lapses from the teachers' end happen due to several reasons.

To understand this, the data from the study is presented below.

Your subject specialization/area of interest	Frequency	Percentage
American literature	1	8.33%
English Literature	8	66.67%
Gender and folklore studies	1	8.33%
Poetry	1	8.33%
Writings from Nagaland, American Literature	1	8.33%

Table 3.26: Teacher's area of specialization

Interpretation: From the above tabular representation, we infer that all the English teachers are from English literature background. None of them are from Linguistics or English Language Teaching (ELT) background. Their area of specialization is translated as 66.67% English Literature and remaining all (American literature, Gender and folklore studies, Poetry and writings from Nagaland, American literature) have 8.33%.

Discussion: In the present study the researcher observed that none of the English teachers who participated in the study used the inter-dental voiceless fricative [θ] and inter-dental voiced fricative [ð] while speaking English. Infact, they replaced these consonants' sounds by alveolar voiceless plosive [t] and alveolar aspirated plosive [tʰ].

We also see from the above table and chart that none of them have a background in Linguistics. This observation implies that their knowledge of phonetics and phonology is likely limited to the surface layer. From the personal

interview conducted with the teachers, it was also learnt that in some cases teachers felt the need to employ teachers from Linguistics background as they agree that a linguist perform better in teaching the portion in English syllabus which deals with "Aspects of language".

Meanwhile, only Fazl Ali College, Mokokchung provides "Functional English" where the teachers teach basic linguistics. The Functional English teachers' have educational background from English literature with Post Graduate Diploma in Teachers Education (PGDTE). Still, none were found to have a background in Linguistics or English Language Teaching background.

Hence, apart from the mother tongue interference and cognate pronunciation, teachers' teaching in the classroom attributes a lot in determining the fluency and accuracy of the learners in English as second language. In this situation, we get by accumulating all the above three factors leading to the substitution of inter-dental voiceless fricative [θ] and inter-dental voiced fricative [ð] by alveolar aspirated plosive [tʰ] and alveolar voiceless plosive [t].

3.7.2 Errors caused by mispronouncing

One of the prominent features of English is that it is not a phonetic language, meaning that the pronunciation of a word may not coordinate with its spelling. This becomes a barrier among the English learners and sometimes it takes longer time to achieve proficiency in the language.

Correspondingly, in the words of Kenworthy (1987), unlike the spelling system of some other languages, English does not follow a systematic pattern where several alphabets can have more than one sound value. In English, there is no strict one-to-one correspondence between letter and sound. Some letters are of single-value and some multi-valued. Single-valued letters are those letters having only one value. For example, letters like; d, p, and m. On the contrary, multi-valued letters can have more than a value, for instance, the letter 'c' can represent the sound 'k' in the word 'cat' and 's' in the word 'city'.

Some of the most common examples are discussed below.
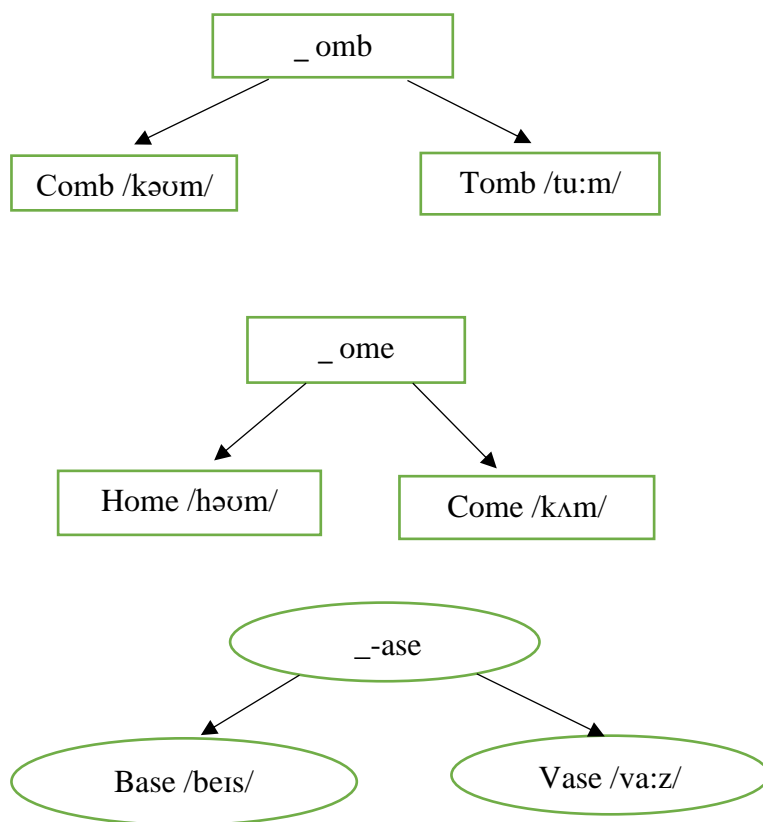
Fig 3.2 Multi-valued letters in English

The above given examples demonstrate how a change of a letter in a word completely changes the sound of the word. We see that by replacing the alphabet 'C' with 'T', 'H' with 'C' and 'B' with 'V' in situations where the other letters remain same, will not retain the same following sound in the words rather it changes the pronunciation. Situations like these are prone to error for a learner, unless one is proficient and knows the detail background of English.

The study aimed to examine pronunciation errors among learners by investigating the pronunciation of commonly used English words. The findings of the research are surprising, highlighting that learners may be either unaware or uninformed about the accurate pronunciation of these frequently used English words. This result is concerning, especially considering that the glossary examined in the study comprises words commonly used in educational institutions.

Example:

English word	Correct	Incorrect
Tortoise	/tɔ:təs/	/tɔɹtɔɪs/
Edit	/edɪt/	/ɪdɪt/ OR /ɪtɪt/
Buffet	/bʊfeɪ/	/bʌfet/
Yacht	/jɒt/	/jaʧ/
Phonetics	/fənetɪks/	/fonɪtɪks/
Secretary	/sekɹətɹi/	/sekɹeteɹi/
Bow	/baʊ/	/bo/
Encourage	/ɪnkʌɹɪʤ/	/ɪnkoɹeʧ/
Whisk	/wɪsk/	/wɪks/
Risk	/ɹɪsk/	/ɹɪks/
Restaurant	/ɹest(ə)ɹɒnt/	/ɹestuɹənt/
Curtain	/kɛ:(ɹ)t(ə)n/	/kəɹten/
Random	/ɹændəm/	/ɹandəm/
Bald	/bəʊld/	/bʌlt/ OR /pʌlt/
Salt	/sɔ:lt/	/salt/
Conscience	/kɒnʃ(ə)ns/	/konʃəs/ OR /konsaɪns/
Jewellery	/ʤu:əlɹi/	/ʤu.we.lə.ɹi/
Reign	/ɹeɪn/	/ɹi.ʤn/
Infinite	/ɪnfɪnɪt/	/ɪn.fi.nait/

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Myth	/mɪθ/	/mitʰ/ OR/ maɪt/
White	/waɪt/	/wʰait/
Dept	/det/	/deb/

Table 3.27 Mispronouncing errors

Discussion: From the above data, we see that the undergraduate students mispronounce English word although they are aware of the correct spelling. Some of the prominent reasons are:

- Lack of proper knowledge about the language.
- Determining pronunciation by spelling of the word.
- Having no curiosity to verify the pronunciation.
- Limited or no access to online learning mode.

This miscommunication tends to become entrenched or "fossilized" when students neglect to verify the correct pronunciation independently.

In addition to the above reasons pointed out, another factor influencing mispronunciations is the transmission of incorrect pronunciation by teachers to students, particularly in the early years of schooling. Furthermore, this type of error developed into fossilized errors when the students do not verify the correct pronunciation of the words. To substantiate this assertion, the researcher, a native of Nagaland deems it pertinent to recount a personal experience; during the schooling days, the researcher observed a uniform mispronunciation of the word 'Tortoise' (/tɔɹtɔɪs/) among classmates and peers across diverse educational institutions. Notably, this collective mispronunciation (/tɔɹtɔɪs/ rather than the correct /tɔːtəs/) was perpetuated through pedagogical instruction imparted by the teachers.

In places such as Nagaland, access to the internet has only become prevalent in recent times. Consequently, students lacked extensive opportunities to explore online resources during their formative years of education before the late twentieth century. This limitation contributed to the fossilization of pronunciation errors, stemming from deficient teaching methods and insufficient learning resources.

3.8 Lexical errors

Errors occurring in vocabulary inclusive of morphological areas are lexical errors.

According to Michael Goodline (2002) in "Lexical errors in TOEFL writing", errors related to word usage and not necessarily issues related in grammatical sense are lexical errors. Lexical errors are of various types, some of them are as follows:

- **Wrong choice of words**: This type of error occurs when the learner uses incorrect word in a situation which makes the sentence difficult to comprehend from the intended meaning.

- **Errors of literal translation:** This type of error occurs when the learner literally translates their mother tongue to English which leads to incorrect use of words in English.

- **Errors of omission or incompletion:** This happens when the learner omits a word and it changes the intended meaning of the word.

- **Misspellings:** Spelling does matter in Teaching of English as Foreign Language (TOEFL). This happens when the learner uses wrong spellings.

- **Errors of redundancy:** This type of error occurs when the learner use dispensable or extra words or phrases in a sentence.

- **Errors of collocation:** This type of error occurs when the learner use inappropriate grammatical class or spellings or words.

- **Errors of word formation:** This type of error demonstrates the wrong choice of grammatical class in a situation.

As mentioned in Samran Tao-ngoen's Ph.D. dissertation (2005) *The problems of learning and teaching English as a foreign language at Graduate level in Rajabhat Institute Phetchabun, Thailand*, omission and substitution cause lexical errors.

This section discusses in details the morphological level errors made by Undergraduate learners.

3.8.1 Errors due to confusion between two different grammatical categories

In English, certain words share similar pronunciations but belong to different grammatical categories, each conveying distinct semantic meanings. Learners may frequently confuse these words unless they possess adequate knowledge of each term. This study identified some English words that learners frequently make error with.

Example:

There	Their
This	These
Whether	Weather
Then	Than
Accept	Except
Affect	Effect
Patient	Patience
Position	Possession
Quiet	Quite

Table 3.28 Homophones

Discussion: The given example exhibits misinformation error. Misinformation error is when a learner uses a wrong word for another intended word which sounds similar with the former. It is evident from the data that the students exchange the use of two different grammatical categories in various situations, causing erroneous sense in sentences. It is visible from the words like; 'accept' /əksɛpt/ and 'except' /ɪksɛpt/, 'patient' /peɪʃnt/ and 'patience' /peɪʃns/, 'position'/pəzɪʃn/ and 'possession' /pəzɛʃn/, that there is phonological error associated with mispronunciation error. While all the above examples of misinformation errors show discrepancies at semantic level.

3.8.2 Misspelling

Spelling performs an important role in exhibiting one's proficiency in a language. As a second language learner, it is essential for a learner to have a strong grasp of the vocabulary in the target language. Quality writing is significantly enhanced through accurate spelling, and errors in spelling are frequently viewed as indicators of inadequate learning.

Sounds and symbols are two eminent features in any language. Usually sounds represent the expression. While symbols, often referred to as alphabets, serve as representations of these sounds. The connection between symbols (alphabets) and sounds is not inherently logical or predictable. In other words, there might not be a

direct correspondence between the appearance of a symbol and the specific sound it represents. Determining which alphabet corresponds to which sound is not always straightforward, as these associations are often arbitrary in language development.

English as a language has inadequate system of sound and spelling, where a sound may or may not be adequately represented by the alphabets. With the several changes undergone in the history of English and the efforts made by the language experts to reform the spelling system in the language, the language still continues to show some discrepancies persists in both the spelling and pronunciation system.

Some of the notable features in English are,

- More than one sounds are represented by an alphabet.
- Different alphabets represent a particular sound.
- Letters with silent sound in some words.

For example.

Alphabet	Sounds	Word
a	[æ], [aː], [ɒ], [ə], [ɔ]	/sæt/ 'sat', /waː/ 'war', /jɒt / 'yacht', /əmeɪzɪŋ/ 'amazing' /tɔːl/ 'tall'
c	[k], [s]	/kæt/ 'cat', /saɪt/ 'cite'
d	[d], [ʤ]	/dɪd/ 'did', /eʤukeɪʃn/ 'education'
g	[g], [ʤ], [ʒ]	/get/ 'get', /ʤendə/ 'gender' /ʒɒnɹə/ 'genre'
t	[t], [ʧ]	/teɪk/ 'take', /stæʧuː/ 'statue'
z	[z], [ʒ]	/zɪp/ 'zip', /siːʒə(ɪ)/ 'seizure'

Table 3.29 One alphabet representing different sounds

Here, the above table clearly illustrates shows how an alphabet is used to represent different sounds in various words.

Moving on, some examples highlights how a particular sound is represented by several alphabets in English.

For example.

Sound/ phoneme	Alphabets/ letters	Word
[f]	f, ph, gh	/fæt/ 'fat', /fəʊtəʊ/ 'photo', /tʌf/ 'tough'
[k]	c, k, q, ck, que	/kɑ:st/ 'cast', /ki:/ 'key', /kwɪk/ 'quick', /dek/ 'deck', /junik/ 'unique'
[dʒ]	d, g, j, dg	/edʒukeɪʃn/ 'education', /dʒendə/ 'gender', /dʒʌdʒ/ 'judge'
[n]	n, gn, kn	/ni:t/ 'neat', /nɔ:/ 'gnaw', /naɪf/ 'knife'
[s]	s, c	/sɪt/ 'sit', /saɪt/ 'cite'
[ʃ]	s, ss, ch, sh	/ʃɔ:(ɹ)/ 'sure', /pɹeʃə(ɹ)/ 'pressure', /kɹəʊʃeɪ/ 'crochet', /ʃi:t/ 'sheet'
[t]	t, te, ght	/tɪp/ 'tip', /geɪt/ 'gate', /bɹaɪt/ 'bright'

Table 3.30 One sound represented by several letters

With reference to the above table, we understand that English has a feature where a phoneme/sound can be represented by more than one alphabet.

Word	Silent alphabet/ alphabets
/kəʊm/ 'comb'	b
/gædʒɪt/ 'gadget'	d
/geɪm/ 'game'	e
/aʊə(ɹ)/ 'hour'	h

/ka:m/ 'ca**l**m'	l
/ɹɪsi:t/ 'recei**p**t'	p
/aɪən/ 'i**r**on'	r
/debju/ 'debu**t**'	t
/θɹu:/ 'throu**gh**'	gh

Table 3.31 Letters with silent sound in words

Based on the above table, it is evident that some alphabets lose its sound in some words. This characteristic may be due to etymological reason.

To understand English, one needs to truly understand the foundation of English language. It is a dynamic language shaped by diverse influences and linguistic borrowings. In a digital age, English continues to evolve and update and expands its vocabulary through coining of new words. It is a language where one cannot easily determine the pronunciation by the spelling of the words. As discussed earlier, the lack of a consistent spelling system often results in making frequent spelling errors, particularly in written form.

According to Cook (1999) *Teaching spelling*, spelling errors are categorized into four types. They are:

- ➢ Omission- Here, some letters in a word are deleted.
- ➢ Substitution-This is when a letter or some letters is/are replaced with another letter/letters.
- ➢ Transposition - Here, the position of the letters in a word are reversed from its actual position.
- ➢ Insertion – Insertion is when an extra letter or letters are added in a word.

Based on the study, the data exhibit Insertion, Omission, Substitution and Transposition errors. The data is represented in table and chart below.

Type of spelling error	Frequency	Percentage
Substitution	13	28.26%
Omission	13	28.26%
Insertion	18	39.13%
Transposition	2	4.34%

Table 3.32 Types of spelling errors committed by the Ao (Naga) speakers at Undergraduate level in Mokokchung district, Nagaland

Types of spelling errors committed by Ao (Naga) speakers at Undergraduate level in Mokokchung district, Nagaland.

- Substitution
- Omission
- Insertion
- Transposition
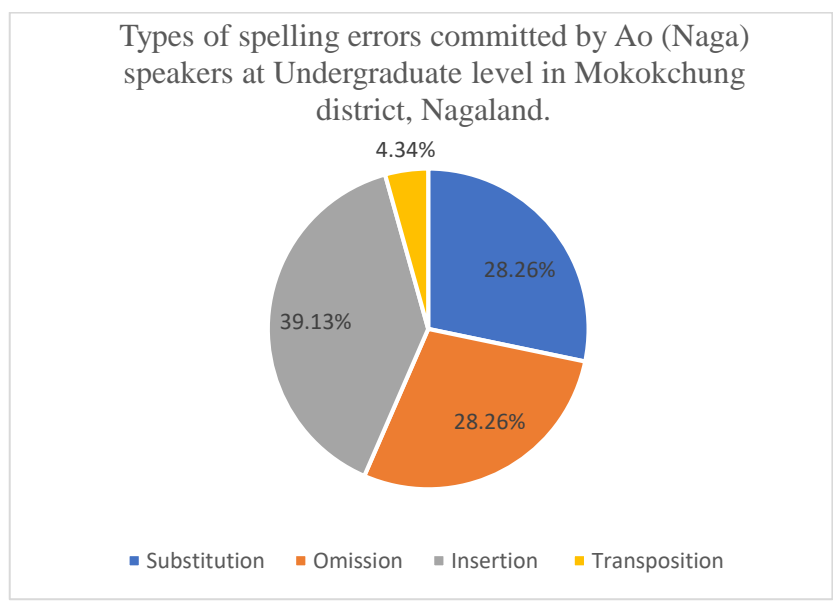
Chart. 3.1 Types of spelling errors committed by the Ao (Naga) speakers at Undergraduate level in Mokokchung district, Nagaland

Discussion: From the above table and figure, we infer that learners commit Insertion errors as most frequent with 39.13%, followed by substitution and omission errors with 28.26% and the least with 4.34% transposition error.

Types of Errors	Correct words	Misspelled words
Insertion	Align	Alline OR aeline
	Worship	Worshipe
	Hawk	Haulk
	Weather	Weathere
	Epiphany	Abeyfany OR Ephyfany
	Accent	Acciend

	Unanimous	Unanemious
	Taught	Thaught
	Explanation	Explaination
	Listening	Listeningn
	Pronunciation	Pronounciation OR pronounviation OR pronouncetion
	Technique	Tecchnique
	Spellings	Speelings
	Evidence	Envidence
Omission	Wrist	Rist
	Gnash	Nash
	Gnarled	Narled
	Mortgage	Morcage
	Possess	Posses
	Difficult	Deficult
	Therefore	Therfore
	Interpret	Interpet
	Quite	Quit
	Writing	Wrting
	Nervous	Nevous
	Null	Nul

	Pronounce	Pronoun
Substitution	Pushed	Bushed
	Superstitious	Supersticious
	Beneficial	Benefitial
	Foe	Foo OR Fow
	Effort	Efford
	Privilege	Previlage
	Bicycle	Bycycle
	Stutter	Atutter
	Cope	Sope
	Difficulty	Diffivulty
	Accent	Ascent OR axcent
	To	Do
	Basis	Bases
	Wrestle	Rascel
	Fugitive	Fewjitef
	Athlete	Adelete OR Attlied
Transposition	Understand	Undersatnd
	Grasp	Graps

Table 3.33 Spelling errors committed by the Ao (Naga) speakers at Undergraduate level in Mokokchung district, Nagaland

Discussion: From the above table, it is evident that the present study reveals Substitution, Omission, Transposition and Insertion errors.

3.8.2.1 Insertion errors

The analysis from the insertion errors indicates that phonological reason is one of the major causes. Words like; align, hawk, worship, weather, spellings are erroneously written as *alline, *haulk, *worshipe, *weathere, speelings. Another possible reason is due to lack of certainty in homophonous words such as; explain in explanation *explaination, pronounce in pronunciation *Pronounciation OR pronounviation OR pronouncetion. Additionally, words like; *alline, *ephyfany, *acciend, *adelete, *unanemious are misspelled due to insertion of graphemes such as; 'line' in *alline 'align', 'fany' in *ephyfany 'epiphany', 'i' is inserted in *acciend 'accent', 'e' and 'i' are inserted in *unanemious 'unanimous.

Furthermore, words such as; *worshipe, *weathere, *thaught, *listeningn, *technique, *speelings stems from false idea or rule hypothesized by the learners. Here, learners hypothesize that there needs an addition of random vowels and consonants mostly either in middle or final position of a word. The addition of these alphabets may not have any logical reason but this may be considered as the correct spelling by the learners. This could also be due to carelessness.

3.8.2.2 Omission errors

In the category of omission, it is observed that error words like; *rist, *nash, *narled, *morgage, *nevous, *therfore, results from silent graphemes such as; 'w' in 'wrist', 'g' in 'gnash' and 'gnarled', 't' in 'mortgage', 'r' in 'nervous', 'e' in 'therefore'. Also, words like; *posses 'possess', *nul 'null', *deficult 'difficult' arise from dual phonemes occurring simultaneously in a word which sounds like a phoneme rather than two separate phonemes. On the other hand, words like *interpet, *wrting, *pronoun are due to carelessness as we can certainly see that the alphabets 'r', 'i' and 'ce' are omitted from the words 'interpret', 'writing' and 'pronounce'; where, it is impossible for these words to be pronounce correctly by omitting the mentioned phonemes.

3.8.2.3 Substitution errors

Substitution errors stem from pronunciation-related factors. As seen from the examples, errors occur due to confusion between voiceless and voiced phonemes such as; [p] is substituted by [b] *bushed in 'pushed', [t] is substituted by [d] in *efford 'effort' and *do 'to.'

Moreover, words like; * supersticious, * benefitial, *bycycle, *foo or *fow, *bases, *previlage, *axcent, is due to wrong substitution of graphemes such as; 't' is substituted by 'c' in 'superstitious', 'c' is substituted by 't' in 'beneficial', 'i' is substituted by 'y' in 'bicycle', 'e' is substituted by 'o' and 'w' in 'foe', 'i' is replaced by 'e' in 'basis', 'i' and 'e' is substituted by 'e' and 'a' in 'privilege', 'c' is replaced by 'x' in 'accent.'

Another possible reason is due to lack of certainty in homophonous words such as; few in fugitive. While errors such as, wrestle *rascel, foe *foo OR fow is due to learner's inadequate knowledge in second language/ English. While carelessness is the cause of errors such as, stutter *atutter, cope *sope.

3.8.2.4 Transposition errors

With regard to the transposition errors, it makes the least noticeable errors in the study. Several reasons behind this type of errors are; lack of one-to-one correspondence between alphabet and phoneme in English. For example; the phoneme [f] is represented by the alphabets- 'f', 'ph' and 'gh'. Likewise, [k] is represented by alphabets- 'c', 'k', 'q', 'ck', 'que.' Next, we have alphabets representing multiple phonemes such as; the alphabet 'a' can represent the phonemes -[æ], [aː], [ɒ], [ə], [ɔ]. The alphabet 'c' can stand for -[k] and [s]. Beside this, another clear factor for such errors like; *undersatnd and *graps is one's own carelessness. Nevertheless, it has been observed that pronunciation has an impact on transposition errors. Because, many learners tend to transposition certain consonants especially in relation with 's' in order to fit their convenient pronunciation. For instance; 'flask' is mispronounced as '*flaks', 'crisps' as '*crips', 'ask' as '*aks', and many more.

3.8.2.5 SMS lingo

One of the significant findings of this study is the influence of SMS lingo in writing leading to confusion in the writing system among both students and teachers. The rise of digital advancements has revolutionized various aspects of life, including the introduction of Short Message Service (SMS) or text chat. There are various applications and software both in offline and online mode particularly designed for virtual chatting. SMS lingo comprises a vocabulary characterized by a non-conventional system of spelling, special characters, and emojis. SMS lingo, characterized by a non-conventional approach to spelling, use of special characters, and emojis, is commonly employed by users seeking to optimize both space and time during typing. Essentially, it represents a contemporary and non-traditional form of shorthand.

Some of the SMS lingo that the study identified are given below.

Vocabulary	SMS lingo
Because	cos, bcoz, becoz, cause
Even	evn
Of course	ofc
You are	ur
Your	ur
Through	Thru
I don't know	Idk
I am	M
And	N
Kind of	Kinda
Are	R
You	U

Table 3.34 SMS lingo in writing

The study also brings a comparison among the different types of spelling errors found from the data.

Type of spelling error	Frequency	Percentage
Insertion	14	23.33%
Omission	13	21.66%
Substitution	16	26.66%
Transposition	2	3.33%
SMS lingo	15	25.00%

Table 3.35 Comparative analysis of the different types of errors committed by the learners

Comparative analysis of the different types of errors committed by the learners.

Insertion	23.33%
Omission	21.66%
Substitution	26.66%
Transposition	3.33%
SMS lingo	25.00%
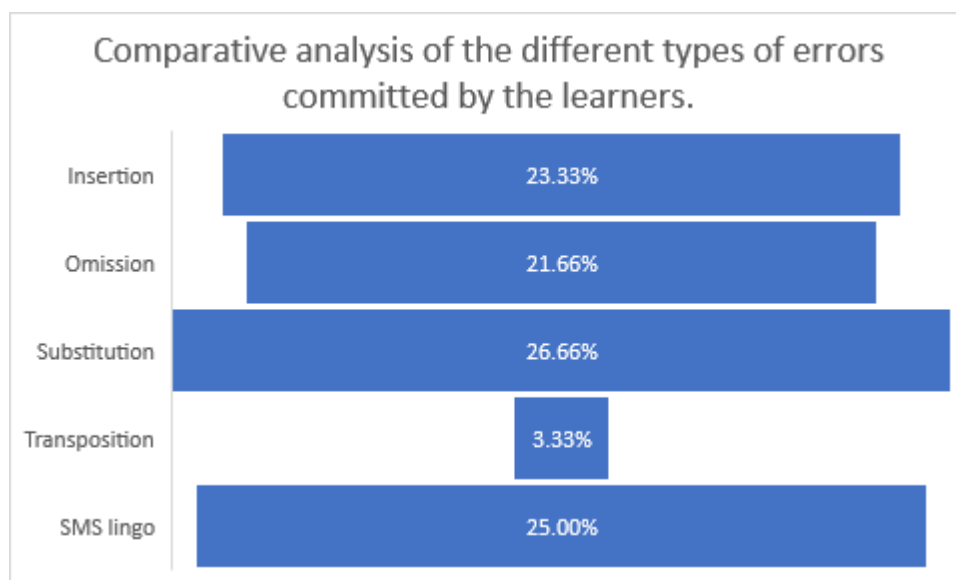
Chart 3.2 Comparative analysis of the different types of errors committed by the learners

Discussion: As apparent in Table: 3.34 above, learners make errors influenced by SMS lingo. Table: 3.35 further indicates that the use of SMS lingo is a noteworthy concern, ranking second at 25% in comparison to other error types, as revealed by the study.

As per the analysis of the study, the learners commit substitution error as highest with 26.66%, then, SMS lingo error with 25%, followed by insertion error with 23.33% and omission error with 21.66%. The least being transposition error with 3.33%. The result from the analysis also shows that there is a major influence of mother tongue especially in pronunciation that contributes to spelling errors. As we can see from the data; *Abeyfany / *Ephyfany 'epiphany', use of 'do' in place of 'to', and *adelete / *attlied 'athlete'. The Ao language lacks voiced consonants, leading Ao speakers to inadvertently employ both voiced and voiceless sounds interchangeably in free variation. This linguistic phenomenon extends to their use of English, resulting in errors in spelling.

At a closer look, the results also reveal that while evaluating examination answer papers it was very rare to find the short message language. However, messaging language was highly used in responding the questionnaires. This indicates that the students are aware of situation when to use what type of language. Therefore, they made sure that the informal way of writing is not practiced in formal writing. This indicates that the learners have the potential to segregate the two different phenomenon of writing spellings. However, this discernment might make

students less inclined to use formal spelling in casual, unrestricted, or informal settings. It also implies that students may not stay updated on correct spellings and only check them when necessary.

Furthermore, the use of text language raises concerns in language learning as it inadvertently leads to the misuse of words in inappropriate situations due to a lack of attention to semantic meanings. For example, data from the study reveals instances such as the substitution of 'cause' for 'because' and the use of 'ur' for both 'you are' and 'your,' underscoring this concern. Another reason SMS lingo poses a problem is its lack of proper structure, allowing for the arbitrary use of letters to represent words and slangs by anyone.

3.9 Syntactic errors

According to Lado (1971, p. 21), Syntax is the patterns of arrangement of words in phrases and sentences.

> The term syntax is from the Ancient Greek syntaxis, a verbal noun which literally means 'arrangement'
>
> or 'setting out together'. Traditionally it refers to the branch of grammar dealing with the ways in which
>
> words, with or, without appropriate inflections, are arranged to show connections of meaning within the
>
> sentence (Valin, 2001, p. 1).

Similarly, (Shabina, 2021, p. 1) states that "syntax is the set of rules, principles, and possess that govern the structure of sentences (sentence structure) in a given language, usually including word order."
Error occurring in the sentential level are termed as syntactic error.

3.9.1 Double marking Errors

As mentioned earlier, 'Double marking errors' occurs when the rule of an entity is applied in certain situations where it is not necessary.
Example.

1. *he did not liked (he did not like).
2. *I did not got (I did not get).
3. *I did'nt went (I didn't go).

From the above data, we see that even though only one entity is required to represent past tense, the learners tend to use two past tenses in a sentence assuming it to be the correct norm.

3.9.2 Errors due to using of two degrees of comparison in a sentence

The English grammar teaches that there are three degrees of comparison in adjective. They are positive degree (example - large), comparative degree (example – larger) and superlative degree (example – largest). This rule is learnt by the learners and happen to overgeneralize it then, applies it in certain situations which leads to error. Example:

- *You are the most luckiest (you are the luckiest).
- *He is more smarter than me (he is smarter than me).
- *I am most unhappiest to attend online classes because of bad network (I am the unhappiest to attend online classes due to poor network connectivity).
- *You look more prettier than her. (You look more pretty than her).

From the given example, we understand that the addition of certain words such as more or most followed by another degree of comparison is due to overgeneralization and hypercorrection.

When the researcher investigated on why the learners intend to use two degrees of comparison in a same sentence or utterance; the responses received were as below:

- The learners feel that using of two degrees of comparison for a word in an utterance or in a sentence makes the sentence more elaborate.
- They were not aware of the rule that it is error to use two degrees of comparison for a word in a sentence.

3.9.3 Regularization (Over generalization)

There are some exceptional rules in English grammar which are not applicable in every situation. For instance, noun changes its form from singular to plural by the addition of -s or -es. Such as cow < cow + s = cows, house < house + es = houses, etc. However, this rule is restricted to noun.

When a second language learner learns this rule, sometimes the learner happens to apply one rule on all occasion. The present study reveals this phenomenon.

Example

1. *She dance well (She dances well).
2. *He sleep a lot (He sleeps a lot).
3. *He play games very well (He plays games very well).

Here, we see that the learners are aware of the regular rule of plural form and so they happen to not add -s in verb. The addition of -s is a plural marker in noun but not in verb, rather it is about second person pronoun agreement with the verb.

This shows that the learners are not properly aware of the restricted rule. Therefore, when they regularize one rule in every grammatical utterance, it results in error.

3.9.4 Errors committed by wrong insertion of reduplication or wrong entity

Linguistically, Reduplication is a morphological process when an entity of a word or root or stem or the entire word or certain sounds of the word are repeated. As a Tibeto-Burman language, reduplication is one of the typological features in Ao language. Reduplication is most commonly found in adjectives, adverbs and distributive numerals. For instance,

- Kha kha /kʰa- kʰa/
  one-one
  'One each'

- Ana – na /ana-na/
  two-two
  'Two each'

- Tila-la /tila-la/
  little-little
  'Little by little'

- Kesa-sa /kəsa-sa/
  same-same
  'Same'

- Tulu-lu /tulu-lu/
  big-big
  'Big'
- Tanem tanem /tanəm-tanəm/
  slowly-slowly
  'Slowly'

This study also identified the influence/application of this phenomenon while using second language/English. Some examples are given below;

Example;

- *take one *one* 'take one each'.
- *eat little *little* 'eat little by little'.
- *we have big *big* classrooms 'we have big/large classrooms.

From the above examples conclusion can be drawn that such errors are committed by the learners due to mother tongue influence in second language/ English.

The study identified another variant of errors stemming from reduplication.

Example:

*morning *morning* I woke up 'I woke up early morning.'

- mɔˊɪnɪŋ mɔɪnɪŋ

  morning morning

  'Early morning'

Here, the above data shows that the learners reduplicate the initial words as seen from the above example; '*morning morning', the error committed in '*morning morning' exhibits pitch or tonal feature, where the first word is used to emphasize the semantic of early. The pitch goes higher in the initial word 'morning' followed by the normal pitch in the next word.

We see that this feature not only contributes to error study but also presents an analytical look on word-formation process under morphology. The phrase '*morning morning' exhibits reduplication, where the attribute/ modifier 'early' is substituted by reduplicating 'morning'. This phenomenon is caused due to false concept hypothesized. The learners create a concept in their minds assuming it to be correct and applies this rule which subsequently leads to an error. Another factor could be inadequate learning, where the learners have only partially grasped the rules of the target language or have not been adequately taught in the school.

However, there is no evidence of this tonal or pitch variation feature in other similar words such as:

*slowly *slowly* 'Write slowly'

- slowli slowli

  slowly slowly

  'Write slowly'

*jump **jump** - I jump jump and crossed the ditch 'I crossed the ditch by jumping'

- ʤʌm ʤʌm

    jump jump

    'Jumping'

3.9.5 False concept hypothesized

The term false concept hypothesis refers to when the learners tend to wrongly hypothesize some concepts and rules prevalent in target language. Sometimes, they omit restrictions or makes a rule flexible in all instances. This leads to errors and mistakes in target language. The data from the study exhibit an interesting variant of false concept hypothesis. Given below are some of the examples.

- ***yesterday*** night 'last night'.
- ***today*** morning 'this morning'.
- ***today*** evening 'this evening'.

The mentioned examples stem from false concept hypothesis. Here, the learners are ignorant or unaware of the fact that combining two words from different time frames to refer to a single period can alter the intended meaning of a particular period. In other words, 'yesterday night' is an awkward construction of "day" with "night" although some people may consider it to be not grammatically incorrect. Some of the possible reasons why 'yesterday night' is inappropriate are:

1. In layman's term, 'day' pertains to 'daytime, while 'night' represents 'dark hours.' So, day and night cannot happen together at a particular period even when they together make a day (24 hours).

2. To be precise, the time period from 12:00 A.M including the sunrise and the early phase of the day is called 'morning'. While night begins after the sunset till 12:00 P. M. This makes the dark phase of the day split into two phases; one for the morning shift and the other for night shift. This particular situation demands the allocation of word with the certain period to be accurate so as to avoid ambiguity.

3. With reference to the words used for present day, there are clear distinct words for daytime 'today', evening phase 'this evening' and night period 'tonight'. So will it be appropriate to use terms like 'yesterday' for daytime, 'last evening' for evening time and 'last night' for night time.

The investigation found that learners mistakenly assume that words used for reference should exclusively pertain to time, such as 'today' and 'yesterday,' instead of using demonstratives such as; 'this' and 'that' along with the intended word for time. Thus, it is understood that false concept hypothesis, fossilization and inadequate learning are the prime factors of this type of errors.

3.9.6 Omission errors

Like the name suggests, omission errors occur when some important constituents are removed from the word or sentence. This type of error is commonly found among those learners who are in their initial stage of second language learning. For instance, second person singular marker '-s', plural marker '-s', past tense marker '-ed', punctuation mark 'apostrophe' and many more.

Some of the data below from the present study.

Incorrect	Correct	Error
*Hardy **bring?** out the problem.	Hardy brings out the problem.	Omission of 's'
*It is a figurative language where it **use?** words 'like' or 'as.'	It is a figurative language where it uses words 'like' or 'as.'	Omission of 's'
* Mary **Sutherland?s** mother	Mary Sutherland's mother	Omission of punctuation mark 'apostrophe'

Table 3.36 Omission errors

The result from the above examination discloses that concord (agreement) is a problem widely faced by the learners. The basic rule of verb agreement with third person singular is often mistaken or replaced by verb plural. Such errors indicate reasons like carelessness, ignorant or lack of proper knowledge on grammatical rules or personal reason.

3.9.7 Misordering errors

In the typological structure of any language, each one has its unique pattern of word order. Beside the basic word order of English - Subject (S), Verb (V) and Object (O), certain grammatical classes have specific pattern in syntactic level and is vulnerable to errors.

For instance, tense, interrogative, adjective, etc.

➢ *I am eating food daily 'I eat food daily.'
➢ *You are coming home late? 'Are you coming home late?
➢ * Land for sale forest 'forest land for sale.'

According to some of the famous linguists, this type of error is caused due to word-by-word translation from native language to target language by the learner.

The data from the current study exhibits this type of error. Given below are some of the examples,

- ➢ *****Jude is from a middle working class 'Jude is from a working middle class.'
- ➢ *Why I am slow in learning? Why am I slow in learning?
- ➢ *How I will appear exam? How will I appear exam?
- ➢ *You are coming? Are you coming?

Although it can be agreed that this type of error is due to mother tongue interference, there are other factors like fossilization error, carelessness, personal and inadequate learning which contribute to misordering error.

3.9.8 Errors in capitalization

In language learning, writing is as important as any of the other language skills. A good writing shows the writers' knowledge on the language. One significant rule in English is that, the initial letter/alphabet of any phrase or sentence must begin with capital letter. On the contrary, capitalization is restricted to alphabets occurring in any position in a sentence except for acronyms, quotes and proper nouns. This is one of the foremost rules taught to every beginner in English.

However, there happens to be instances where a second language learner often commit error in capitalization. To break it down, capitalization errors occur when a writer/ learner capitalize a word/ an alphabet where it is not required or when a word/ an alphabet is not capitalized where it is required. This is a problem because it makes the text appear unprofessional and so this needs to be fixed soon.

While examining the different types of errors, the data manifest capitalization errors from the present study. Some of them are as follows;

Incorrect	Correct
*Billy Joel is famous for his romantic and sensational songs and beautiful **Captivating** lyrics.	Billy Joel is famous for his romantic and sensational songs and beautiful captivating lyrics.
*The **Song** which was **Sung** by heart directly appeals to listeners.	The song which was sung by heart directly appeals to listeners.
***arabella** & **jude** marriage	Arabella & Jude marriage.

*My dog is not friendly **Specially** to strangers	My dog is not friendly specially to strangers.
*setting goals And priorities	Setting goals and priorities.
*Listening, Because I don't understand quickly	Listening, because I don't understand quickly.
*I don't know Maybe concentrating fully and paying more attention to teachers	I don't know maybe concentrating fully and paying more attention to teachers.
*Because it's Unique and natural	Because it's unique and natural.

Table 3.37 Capitalization errors

As per the above data analysis, we can comprehend that capitalization errors are caused due to factors like, inadequate learning or inadequate teaching. The factor could be either of these because a learner may not have had efficient English teacher during his/her early years of school due to socio-economic or other reasons. It is widely recognized that a proficient teacher plays a crucial role in imparting proper knowledge. Therefore, it is plausible that the teacher either did not teach the fundamental rule or failed to correct errors made by the learners. Simultaneously, a child's lack of interest or other personal phenomenon may have hindered in effective learning. Furthermore, carelessness could be another factor too. In such cases, the learner is aware of the rule but commits errors due to situational factors such as fatigue or failure to review their own writing. It is important to note that, one cannot conclusively attribute the occurrence of errors solely to the teacher. Teaching and learning constitute a two-way process wherein both the student and the teacher should engage in effective communication to achieve a healthy learning environment and better outcomes.

Chapter 4

Analysis of factors affecting the use of second language among the Ao (Naga) speakers

4.0 Introduction

Research in any field requires analysis so as to achieve unbiased and suitable conclusions. Here, analysis relates to dissecting the notion or topic into minute junks and unravel the hidden agenda or parallel patterns or recurrent concepts and perform a systematic study to attain desirable answers.

This chapter deals with the analysis and interpretation of the collected data through both qualitative and quantitative research analysis with regard to the factors affecting the competent or proficient use of English among the Undergraduate Ao (Naga) speakers in Mokokchung district of Nagaland.

4.1 Technique of Primary data analysis

The foundational information related to research questions is gathered from the respondents. Questionnaires are meticulously organized into two distinct groups, each containing questions tailored for English teachers and learners separately. The social and family details of the respondents serve as the foundation for questionnaires designed for learners.

With respect to the current study, it is crucial to assess the English language competency of the undergraduate learners and identify the extent of errors they make in using English. This contributes in identifying the actual factors influencing the competent of English/second language by the learners. The basic details pertaining to research questions were collected from the respondents.

In addition, results of writing that is vocabulary, grammar, spelling as well as comprehension has been accumulated from a simple test conducted based on writing skill. The respondents were given the task to write an essay, paragraph and letter and a regular word dictation was performed.

The test for speaking was conducted using the observation method, where the researcher listened to the conversation of the learners in English and made them read out a story or poem from an English handbook. From their performance, various errors were identified, and the reasons for these errors were determined. This type of data was then analyzed descriptively.

The questionnaire comprises a mix of both open-ended and closed-ended questions. Using the simple excel spread sheet, the information obtained from the data are presented using pie chart and histogram representation. Research tools like graphs, tables, figures and charts are employed to represent a comprehensive analysis.

The questionnaire of the teachers, features the subject matters like; the classroom teaching and learning methods employed in the classroom and difficulties associated with teaching, academic profile of the teachers, personal view on teaching and dealing with errors made by the learners. The data analysis was analyzed based on the responses received via questionnaire and interview method as each one of the teachers have their unique opinions.

4.2 Regulation of data elicitation

Out of the more than 600 questionnaires distributed both through online and offline mode, the researcher received 510 responses back from the four colleges of Mokokchung district, Nagaland. Out of which only 482 responses were qualified for data analysis due to discrepancies from the respondents' end.

4.3 Questionnaire analysis

4.3.1 Analysis of students' questionnaire

More than 600 questionnaires for students were distributed to the four (4) colleges in Mokokchung. Out of which the researcher received 510 responses back. However, only four hundred eighty-two (482) responses were deemed qualified for data analysis due to discrepancies, such as, receiving questionnaires with only names of respondents and no responses or either the questionnaires were responded by other college students which did not fall under the current study due to lapses from the students' end. The students were allowed to take the hardcopy of the questionnaire to their respective homes and return after sometime in case they needed more time to respond. So, some of them have misunderstood the instruction provided by the researcher and the questionnaire, this led to receiving responses from the colleges outside the study. Hence, questionnaires that did not meet the criteria were removed for the interpretation of data. The questionnaires are analyzed using simple mathematical calculation and the data are presented in various dimension of presentation by either using pie chart and diagrams. A specimen of the questionnaire is attached in Appendix 1.

This section of the study will execute descriptive analysis of data which is segmented into two categories; one for the learners and the other for teachers. Descriptive analysis includes demographic variables of the samples. Demographic variables provide insights of the sample's socio-economic status of the family, family educational background, level of support from the family, age, gender and academic qualification of the participants.

The empirical data collected are presented as table below with graphical representation as an illustration.

Place of birth	Count of Place of birth
City	3
Town	318
Village	160

Table 4.1 Showing learners' place of birth

Interpretation: From the above tabular representation, we infer that out of 482 respondents, there are total of 318 respondents from town, 160 from village and 3 from city as in case anyone could be born in another city but living in Mokokchung. One respondent did not provide a response. Hence, maximum respondents/ learners are from town.

Gender	Count of Gender
Female	262
Male	219

Table 4.2: Gender distribution

Interpretation: From the above table for gender representation, we understand that 262 females and 219 males participated in responding the questionnaire out of 482 responses received. Here, 1 respondent did not respond on gender question.

Hypothesis 1: Mother tongue/ L1 influence in English/second language

Singh (1998, pp.124-147) presents the various definitions according to the various Indian Census. Mother tongue was defined as:

"1881 census- mother tongue is the language spoken by the individual from the cradle

1891 census- mother tongue is refered as 'parent tongue', the language spoken by the parents of the individual.

1901 census- 'language ordinarily used

1991 Census- language ordinarily spoken in households

1951 language spoken from the cradle

1961 language spoken in childhood by the person's mother. In case of mother's death, the language

mostly spoken in the person's home in childhood becomes mother tongue."

"Mother tongue is not just a verbal pile. It is a psychology, an environment, a source of cultural and cognitive sustenance, an emotion, a bond, and many collateral things" (Ray, 2012, p. 137). The impression of mother tongue interference is related to the positive and negative transfer that affects learning (Subandowo, 2017). According to Raju and Joshith (2017) students use MT as a reference while learning SL. Likewise, some conformers agree the existence of MT interference in SL. For instance, research conducted by Thomas (2021) mentions that it is definite for the culture of local language to interfere in the aspects of target language such as pronunciation, vocabulary and grammar. Moreover, according to Garner (2004), if a foreigner makes an error in English, then it can either mean inadequate knowledge in second language or first language interference or cross-linguistic transfer. Furthermore, Denizer (2017) reports that speaking skill and grammar are the two areas where the interference of MT is highly visible in SL. Similarly, Ao speakers exhibit MT interference in English as a second language.

In which language can you best express your thoughts?	Frequency	Percentage
English	43	8.94%
Mother tongue	423	87.94%
Nagamese	15	3.12%

Table 4.3 Learners' language that can best express their thoughts

Interpretation: According to the above table, we see that the highest number of learners can best express their thoughts in mother tongue 87.94% and the least in Nagamese 3.12%. "Nagamese is considered as a common lingua-franca in Nagaland. Nags treat is as a vital language for inter-communication. The government of Nagaland considers Nagamese as an important language for publicity purposes" (Boruah, 1993, p. 10).

Discussion: There is no doubt that one is more comfortable on mother tongue as compared to the other languages that one uses. Similarly, the above data result shows that the learners in this study, can express their thoughts best in their mother tongue (Ao language) as Ao being used as the dominant language in their day-to-day affairs. Hence, the influence of mother tongue in other languages is obvious.

Do you find mother tongue interferences while speaking second language?	Frequency	Percentage
No	135	45.15%
Yes	164	54.85%

Table 4.4 Mother tongue interference in second language

Interpretation: With reference to the above statistical representation, 54.85% of the learners find their mother tongue interference in second language/English. While 45.15% learners do not find the interference. Hence, maximum number of learners agrees on the notion of mother tongue interference in second language.

Discussion: From the results of the previous data analysis on Table: 4.4, we understand that the highest number of learners are most comfortable in their mother tongue as compared to other languages that they speak. Following this, the results from Table, exhibits that the highest population of learners/sample find mother tongue interference in their second language.

Language	In which language can you best express your thoughts?	Which language do you commonly speak at home	Languages that parents speak.	Percentage
Mother tongue (Ao)	423	458	482	78.92%
English	43	9	92	8.33%
Nagamese	15	14	191	12.73%

Table 4.5 Comparison of languages used by learners

Interpretation: The above data analysis reveals that maximum number of learners have mother tongue with 78.92% as their dominant language over English 8.33% and Nagamese with 12.73%.

Discussion: The above data analysis is in support to the observation on the mother tongue interference in second language. Combining the data from previous findings in table 4.3, 4.4 and table 4.5; the languages used in comparison are Mother tongue, English and Nagamese.

The outcome of the data analysis exhibit that maximum number of parents use mother tongue and the dominant language at home is mother tongue as well. The maximum number of learners are also able to best express their

thoughts in their mother tongue. Hence, the analysis clearly presents that mother tongue has dominancy over other languages; which is why it can be considered as one of the reasons of mother tongue influence in second language.

	Do you help yourself correct your English while encountering mother tongue interference?	Do you find mother tongue interferences while speaking second language?	Do you take mother tongue interference in English lightly/consider it to be normal?	Percentage
Yes	268	164	192	69.64%
No	30	135	107	30.35%
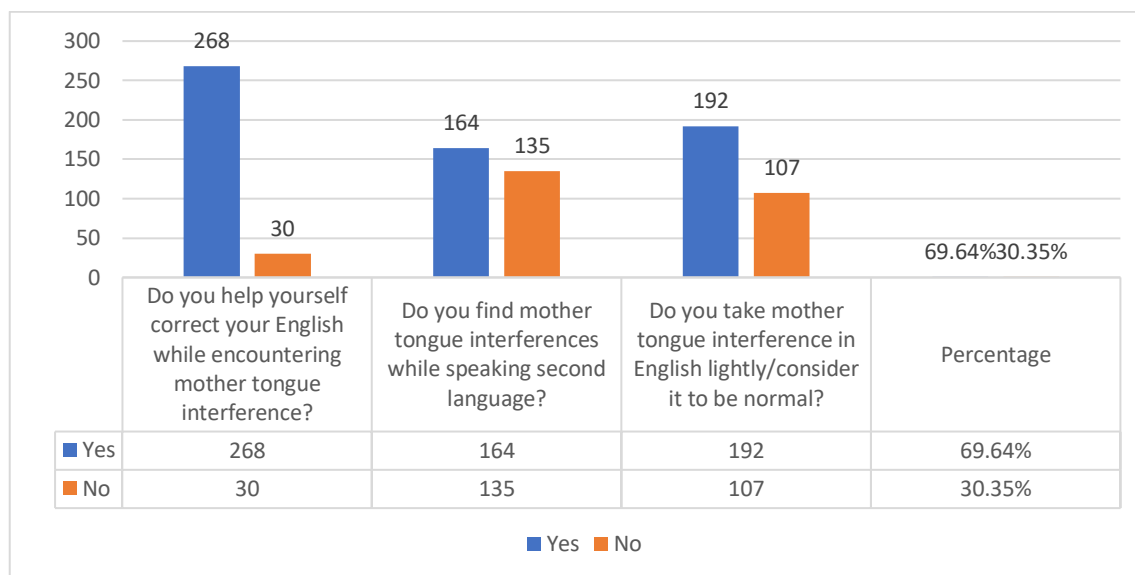
Chart 4.1 Learner's awareness of mother tongue interference in second language

Interpretation: According to the above data representation, we see that the highest population of learners with 69.64% are aware of their mother tongue influence in second language. Whereas, only 30.35% of the learners are unaware of their mother tongue influence in second language.

Discussion: Sometimes the learners are ignorant of mother tongue interference in second language. So, when errors are committed, they are unable to trace the actual reason; unless someone identifies it for them. Here, the current study investigates on whether they realize that their mother tongue has impact in second language/ English.

The above result of the data analyzed is not specific but based on general language skills (speaking, writing and comprehension). Once again, we learned that majority of the Undergraduate Ao speaker learners are aware of mother tongue influence in second language.

These evidences further demand to find out whether the learners prefer retaining this position (mother tongue influence in second language) or they try to correct/remove it.
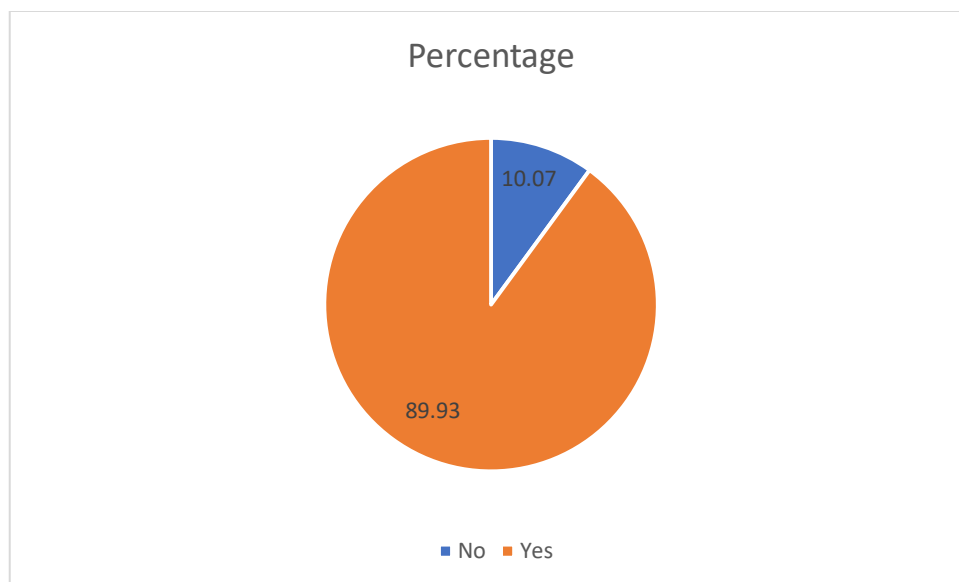
Chart 4.2 Learners correcting themselves while encountering mother tongue interference

Interpretation: From the given chart, we infer that maximum 89.93% learners do correct themselves while encountering mother tongue interference while using English. While, 10.07% learners don't. Thus, we understand that many learners do not like mother tongue interference and put effort to improve English.

Discussion: With reference to the above result, the researcher found out several reasons in support of why the learners do not want to retain mother tongue in English. Some of the most received responses were;

➢ Mispronunciation –"because the alphabet (e) is mispronounced as (i)".[1]

➢ Misspelling- the influence from mother tongue leads to misspelling in English[2].

Example; using 'mood' in place of 'mode'- "It helps the student for easy *mood of learning."[3]

On the other hand, some of the reasons why the learners wanted to retain the influence of mother tongue are;

➢ "Mother tongue is a traditional language and so it must be preserved."[4]

➢ "Mother tongue is their language and they can best express their thoughts."[5]

Looking into these responses, it can be understood that the learners who want to retain their L1 influence in L2 have misunderstood the meaning of preserving mother tongue over how it is impacting second language usage

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[1] Students' response received on the question why they do not want to retain mother tongue influence in English.
[2] Students' response received on the question why they do not want to retain mother tongue influence in English.
[3] Students' response received on the question why they do not want to retain mother tongue influence in English.
[4] Students' response received on the question why they want to retain mother tongue influence in English.
[5] Students' response received on the question why they want to retain mother tongue influence in English.

negatively. However, it can be clearly visible that those who prefer to avoid L1 influence has comprehended the need of having proficiency in English.

		Bilabial	Labio Dental	Inter dental	Alveolar	Post Alveolar	Palatal	Velar	Glottal
Plosive	Unaspirated	p b			t d			k g	ʔ
	Aspirated	pʰ			tʰ			kʰ	
Affricate						tʃ dʒ			
Fricative			f v	θ ð	s z	ʃ ʒ			h
Nasal		m			n			ŋ	
Lateral					l				
Semi-vowel/ Approximant/Glide		w			ɹ		j		

Fig. 4.1 Phonemic inventory of English

Phonetically, English is said to have 25 consonants sounds. The researcher has recognized 28 consonantal phonemes, inclusive of the aspirated and voiced counterpart phonemes in English, out of which 10 are plosives, 3 are nasals, 9 fricatives, 2 affricates, 1 lateral and 3 semi vowels, occurring at 8 place of articulation and 6 manners of articulation. A detailed chart of consonant is shown in the above table. The voice counterparts of /p/, /t/ and /k/ are available in the language. It is worth to be noted that English language retains the existence of velar nasal /n/, /m/, and /ŋ/.

Linguistically, several attempts have been made by researchers regarding the recognition of phoneme sounds in Ao language. The current study reveals that there are twenty-four (21) consonantal phonemes inclusive of voice counterparts and aspirated phonemes in Ao *Chungli* language. This has been identified by incorporating the knowledge of the researcher, being a native speaker of Ao language and years of exposure to the language. The consonants are represented in the phonemic inventory table below. There are 6 plosives, 3 nasals, 4 fricatives, 4 affricates, 1 lateral and 3 semi vowels, occurring at 6 place of articulation and 6 manners of articulation. The voice counterparts of /t/, /k/, ʦ/ and /ʧ/ are available in the language.

		Bilabial	Alveolar	Palato Alveolar	Palatal	Velar	Glottal
Plosive	Unaspirated	p	t			k	ʔ
	Aspirated		tʰ			kʰ	
Affricate			ʦ ʦʰ	ʧ ʧʰ			
Fricative			s z	ʃ			h
Nasal		m	n			ŋ	
Lateral			l				
Semi vowel		w	ɹ		j		

Fig. 4.2 Phonemic inventory of Ao

The above discussion on phonemic inventory of both English and Ao language is made to draw a comparison between the two and examine how one language has an influence on the other language.

When asked to the learners which English alphabets do they find most interfered by the mother tongue. The following were the responses accumulated:

➤ The alphabet 'j' /ʤaɪ/ is mispronounced as the alphabet 'g' /ʧɪ/.

➤ The alphabet 'a' /æ/ is mispronounced as the alphabet 'e' /ɪ/.

➤ The alphabet 'v' /vɪ/ is mispronounced as the aspirated alphabet 'p' /pʰɪ/.

➤ The phoneme /u/ and /o/ are used in free variation.

➤ The phoneme /t/ and /d/ are used in free variation.

➤ The phoneme /p/ and /b/ are used in free variation.

In relation to the many responses received through questionnaire, interview, casual conversation and researcher's personal experience throughout the years, the following examples are discussed below for parallel reference in support of the hypothesis: "Mother tongue/ L1 influence in English/second language."

Use of phonemes in free variation: [p] bilabial voiceless plosive and [b] bilabial voiced plosive, [t] voiceless alveolar plosive and [d] voiced alveolar plosive, [k] voiceless velar plosive and [g] voiced velar plosive.

[p] and [b]: The phoneme [p] is a bilabial voiceless plosive and [b] is a bilabial voiced plosive. Unlike English consonants, Ao language has the counterpart [pʰ] of the phoneme [p] bilabial voiceless plosive only. However, the Ao speakers use both the phonemes [p] and [b] in free variation. The examples provided below are all from *Chungli* as it is the standard dialect of Ao. Example;

Word (Ao)	[p]	[b]	Gloss
bendang	/pəntaŋ/	/bəntaŋ/	foreign
chuba	/ʧupa/	/ʧuba/	king
apong	/apuŋ/	/abuŋ/	container
kibuba	/kipupa/	/kibupa/	lord
apen /aben	/apən/	/abən/	carry
sobutsü	/səputsə/	/səbutsə/	clothes
langbang	/laŋpaŋ/	/laŋbaŋ/	bed

melaba	/məlapa/	/məlaba/	permit
koba	/kupa/	/kuba/	which

Table 4.6 [p] and [b] in free variation

From the above examples, it is clear that the pronunciation of Ao words is not determined by the orthography and the phonemes [p] and [b] are used in free variation by the Ao speakers.

Even till this day, there is an interesting curiosity among the Ao speakers regarding the question on the possibility for a native speaker of Ao to produce and use the phoneme [b] bilabial voiced plosive as free variation with [p] bilabial voiceless plosive. When the language exhibits unsystematic occurrence pattern of the phoneme [b] bilabial voiced plosive. One of the most popular assumptions is that perhaps due to the advent of Christianity and the exposure of English sounds and alphabets; the natives might have inherited the voiced counterpart of voiceless phonemes from English phonemes and sounds.

Nonetheless, the investigation from the present study exhibits a conflicting answer to the above hypothesis. It is learnt that through generations Ao speakers have been irregularly using the voiceless phonemes and voiced phonemes in free variation. But this is limited to some speakers. Because Ao is a tonal Tibeto-Burman language, the native speakers believed that the phoneme [p] when occurring as low tone, shifts its sound to [b]. And so, for most of the low tone [p], the alphabet used is 'b' in the orthography of Ao. Yet, phonetically [b] bilabial voiced plosive is absent in the language. At the same time, the native speakers who have little or no linguistics knowledge will simply not agree to the fact that tonal change does not make a voiceless phoneme change to voiced phoneme. So, in a non-tonal language like English, the Ao speakers tend to apply this notion and use [p] and [b] in free variation.

Hence, this phenomenon is passed down from elders to younger generations gradually. But, the manner in which the phonemes are used in free variation is inconsistent. Also, it will be inappropriate to agree that voiced counterparts of voiceless phonemes such as [b] is an outcome of English influence. Rather, we see the application of mother tongue characteristic while using English words. In other words, mother tongue influence in second language. Example;

English word	Speaker's pronunciation
Parrot /pæɹot/	/bæɹot/
Bucket /bəkɪt/	/pakit/
Boy /bɔɪ/	/puɪ/
Be /bi/	/pi/
Book /bʊk/	/puk/
Pig /pɪg/	/bɪk/
Big /bɪg/	/pɪk/

Table 4.7 Error in [p] and [b] usage

[t] and [d]: The phonemes voiceless alveolar plosive [t] and voiced alveolar plosive [d].

As discussed earlier, regarding the free variation of voiceless and voiced phonemes. The given below example is a free variation representation of voiceless alveolar plosive [t] and voiced alveolar plosive [d]. Example;

Word (Ao)	[t]	[d]	Meaning
bendang	/pəntaŋ/	/bəndaŋ/	Foreign
Süngdong	/səŋtoŋ/	/səŋdoŋ/	Tree
sendong	/səntuŋ/	/səndoŋ/	Programme
menden	/məntən/	/məndən/	Seat/chair/chairperson
sadem	/satəm/	/sadəm/	Spacious

Table 4.8 [t] and [d] in free variation

English word	Speaker's pronunciation
dog	/tok/
do /du/	/tu/
Sweetest /switəst/	/swidəst/
To /tu/	/du/
Sometimes /sʌmtaɪmz/	/sʌmdaɪmz/

Table 4.9 Error in [t] and [d] usage

[k] and[g]: Velar plosive [k] and voiced velar plosive [g].

The given below example is a free variation representation of velar plosive [k] and voiced velar plosive [g]. Example;

English word	Speaker's pronunciation
Kite /kaɪt/	/gaɪt/
Gate /geɪt/	/kit/
Gold /gəʊld/	/kolt/ OR /kult/
Tiger /taɪgəɹ/	/taɪkəɹ/
Finger /fɪŋgəɹ/	/fɪŋkəɹ/

Table 4.10 Error in substitution of [k] and [g]

[ʧ] and [ʤ]: Voiceless palato alveolar affricate [ʧ] and voiced palato alveolar affricate [ʤ].

From the previous discussion, we learned that the Ao speakers often use voiceless and voiced phonemes in free variation. And this feature is transferred in English as well. We also know that this property is inconsistent among the Ao speakers. Here, we see that voiced palato alveolar affricate [ʤ] is not used in free variation with voiceless

palato alveolar affricate [ʧ]. But voiced palato alveolar affricate [ʤ] is not used at all even in English as it is absent in the native language Ao. Example;

English word	Learner's pronunciation
Giant /ʤaɪənt/	/ʧaɪənt/
Jam /ʤæm/	/ʧæm/ OR /ʧəm/
Danger /deɪnʤə(ɹ)/	/tinʧəɹ/
Budget /bʌʤɪt/	/paʧɪt/
Age /eɪʤ/	/eɪʧ/
Education /eʤʊkeɪʃən	/iʧukɪʃən/

Table 4.11 Error in substitution of [ʧ] and [ʤ]

Discussion: In view of the above examples, it is examined that learner's mother tongue has a huge role to play in second language. As we can see that the consonants absent in Ao language but present in English like voiced counterparts of phonemes [b], [d] and [g] are used in free variation with those voiceless phonemes [p], [t] and [k]. But the phoneme absents in Ao such as [ʤ] is not used as free variation with [ʧ]. But is neglected while using English. Hence, accumulating all these phonological analysis and data interpretation; the hypothesis: "the role of mother tongue in second language learning" is valid to be claimed as one of the interfering factors of competency in English.

Hypothesis 2: Approaches and method used by the English language teachers

As per the study, there is no single universal language teaching methods used in Mokokchung district, Nagaland. However, the study found that colleges in Mokokchung partially employ the communicative Language Teaching Method. While colleges are not strictly bound to follow the CLT methodology, the English syllabus allocates 70 marks for external written examinations and 30 marks for internal assessment out of a total of 100 marks. This structure provides teachers the opportunity to foster interactivity, engage students in both classroom and

extracurricular activities, assign tasks, and offer feedback. Consequently, the learning environment shifts from being teacher-centric to a more interactive, two-way teaching and learning process. Moreover, the syllabus encourages students to actively participate and demonstrate enthusiasm for learning, with the consequence of receiving negative or no marks if progress is not evident in assessments.

The results from the study show that, many teachers of Undergraduate level feel their role as a teacher in higher education is to help the students enhance their critical and analytical thinking rather than teaching English based on language skills. One of the obvious reasons is because they strongly believe that the education system is already providing the foundation of English language during the early years of the learners. Therefore, they do not support the learners to have an expectation of a beginner level teaching in Undergraduate level. Owing to the circumstances they are expected to adhere according to the academic norms and policy of the institutions such as; to complete the syllabus within a stipulated time, a structured syllabus to teach, colleges' terms and conditions for classroom teaching, and sometimes personal reasons and many more (§ Chapter- 4, Hypothesis 3, Chart 4.8)**.** However, the researcher feels that teaching of English as a second language can be ameliorated even in higher education because the study reveals that teaching of English in School level is inadequately operated in many institutions. (§ Chapter- 4, Hypothesis 3, Chart 4.10). Hence, different learners come from different educational background with either good or average or poor competency in English.

Data from correlational analysis between learners' competency level and the remarks made by the teachers from the study reveals that teachers' observation and opinion on learners' language proficiency in English is average in all the four language skills. The value for 'average' showing as: 58.33% in listening (§ Chapter- 4, Hypothesis 3, Chart 4.4), 75% in speaking (§ Chapter- 4, Chart 4.5), 50% in reading (§ Chapter- 4, Chart 4.6) and 58.33% in writing (§ Chapter- 4, Chart 4.7), out of 100%.

In addition, data collected through interview method reveals that even though Classroom teaching is not teacher centric and students do participate in classroom activities. It is not sufficient to create a holistic room of learning for language competency. There still lies a room for the enhancement in English syllabus and the system of teaching starting from school level. The researcher believes that with collaborative initiation from the government, education policy framers, academicians and society can the condition of English as a second language improve for the overall betterment of the students and the society.

Hypothesis 3: Correlation between English language teacher and the learner

4.3.2 Analysis of teachers' questionnaire

Generally, a teacher is believed to be a role model of students. In a language learning classroom/ environment, a teacher is the overall supervisor. Any action that he/ she performs or conveys has an impact in the learners' learning result. The present study investigates on the English teachers' educational qualification and their opinions regarding learners' language learning.

There was a total of twenty (20) teachers including both Functional English and English teachers at the time of the present study. Out of this, a total of 12 teachers are used as a sample who volunteered to participate in the study. The others either being out of station, on study leave and other personal reasons. The questionnaires collected were through both online and offline mode. Moreover, the researcher minutely garnered the review from each teacher so as to reach a holistic unbiased closure.

Your subject specialization/area of interest	Frequency	Percentage
American literature	1	8.33%
English Literature	8	66.67%
Gender and folklore studies	1	8.33%
Poetry	1	8.33%
Writings from Nagaland, American Literature	1	8.33%

Table 4.12 Teacher's area of specialization

Interpretation: From the above table, we infer that all the English teachers are from English literature background. None of them are from Linguistics or English Language Teaching (ELT) background. Their area of specialization is translated as 66.67% English Literature and remaining all (American literature, Gender and folklore studies, Poetry and writings from Nagaland, American literature) have 8.33%.
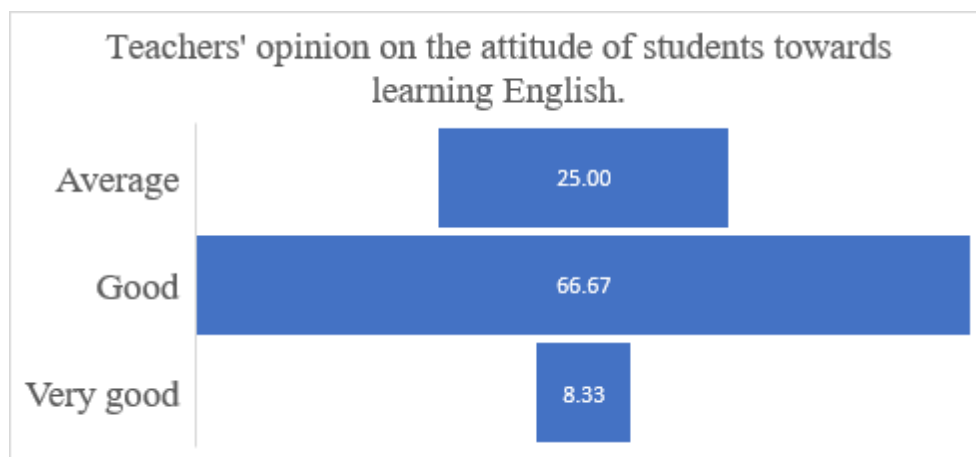
Chart 4.3 Teachers' opinion on the attitude of students towards learning English

Interpretation: It is evident from the above chart regarding the opinion of the teachers on student's competency in English is that; the highest number of students with 66.67% has positive attitude towards learning English. With average 25% having positive attitude in learning English.

Discussion: From the previous data analysis results of the students' questionnaire. We saw that the largest number of students with 95.7% from Table no. 4.17, have positive attitude in learning English. Parallelly, the teacher's opinion too, reveals 66.67% as the highest number of students having positive attitude in learning English. This makes it obvious that there is interest among the students to learn and improve English.

So, now we shall move forward to examine the opinions of the teachers regarding the students' competency in English.
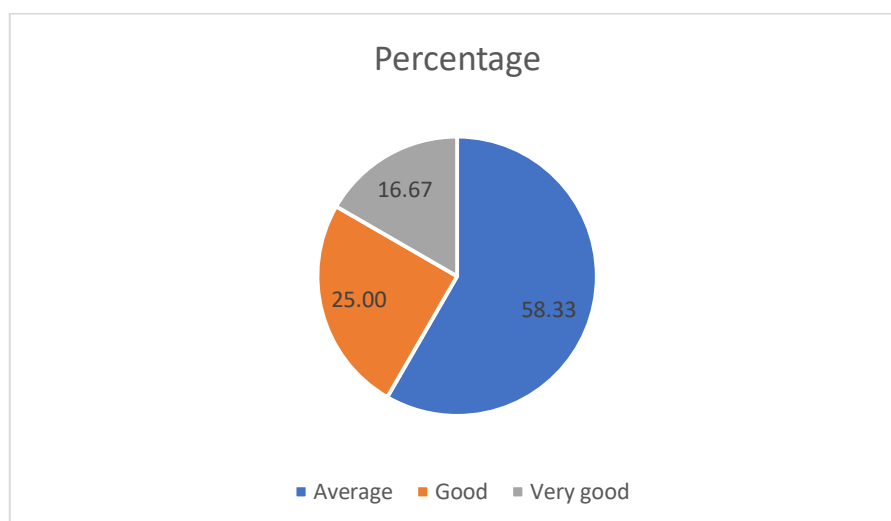
Chart 4.4 Teachers' view on students' competency level in listening English

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Interpretation: According to the data presented above, we know that the highest population of students have average 58.33% competency level in listening English. The listening here refers to the potential of comprehension in learners. With 16.67% as the least number of students having very good competency in English (listening).

Discussion: Even though we learnt that students have a high positive attitude in learning English. Their comprehension level is still in average.
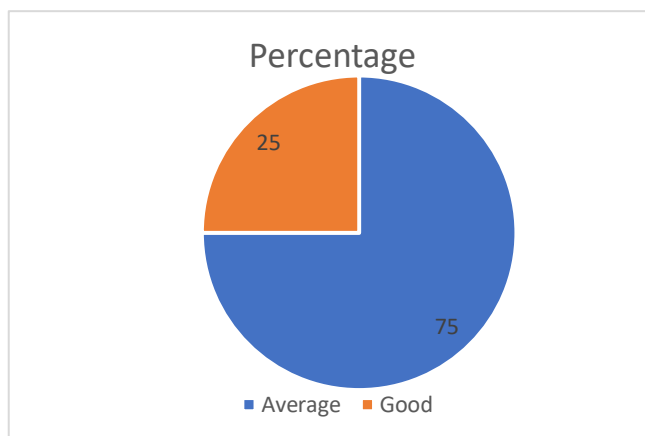
Chart 4.5 Teachers' opinion on students' competency level in speaking English

Interpretation: As per the given chart, we see that maximum number of students 75% have average competency in the speaking skill of English. Only 25% of the students have good speaking skill in English. While none of the teachers rate the students as having very good competency level in speaking English.
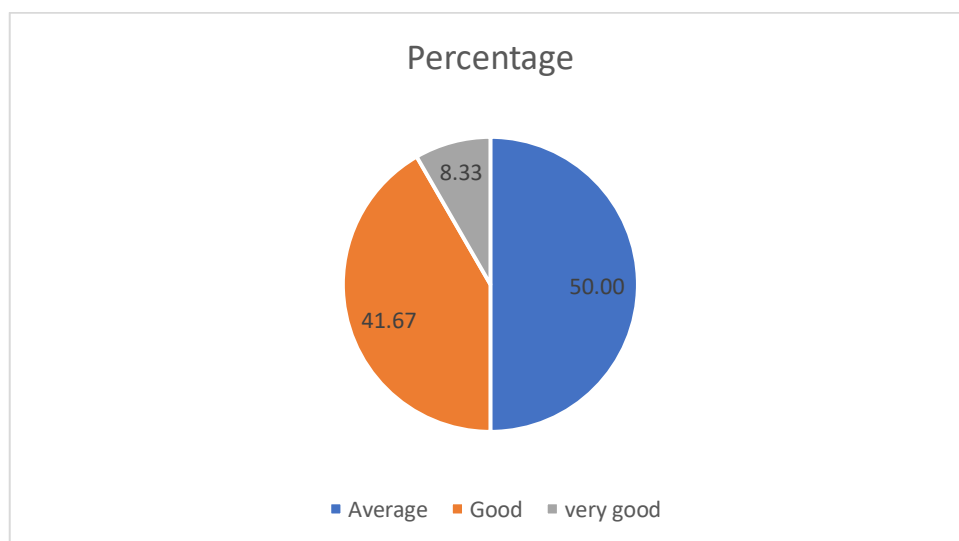
Chart 4.6 Teachers view on the students' competency level in reading English

Interpretation: As per the above data analysis, we infer that 50% of the students have average level of competency in reading English. While, 41.67% have good and 8.33% have very good reading skill in English.

Percentage

41.67

58.33

■ Average ■ Good
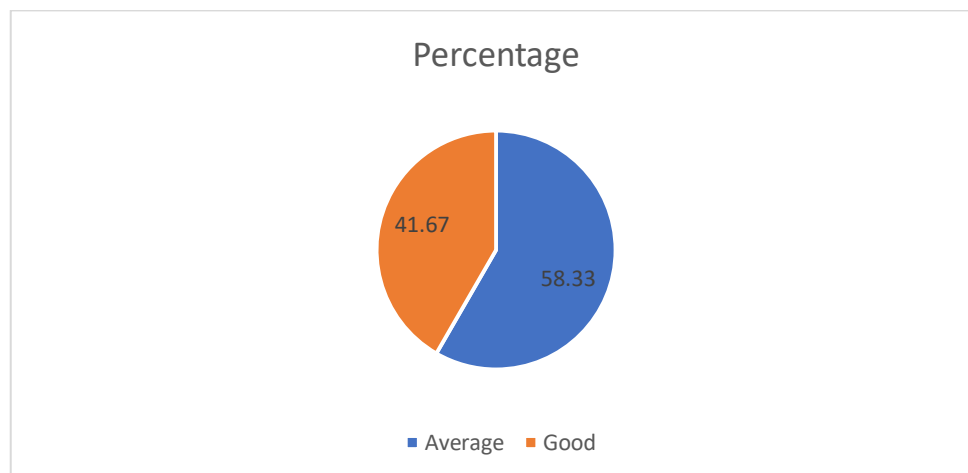
Chart 4.7 Teachers' opinion on students' competency level in writing English

Interpretation: With reference to the above given data analysis, we understand that the highest number of students 58.33% have average writing skill in English. While 41.67% of the students have good writing skill in English. Furthermore, none of the teachers rate the students as having very good competency level in writing English.

Discussion: The investigation unveils that most of the writing errors according to the teachers are on grammar, tense, spelling, apostrophes, and confusion between adverbs and adjectives and confusion between "your" (Possessive adjective) and "you're (a contraction of two words 'you' and 'are')". The teachers are of the view that despite correcting the students' errors whenever necessary; there are still many instances where they feel that the writing skill of students are not satisfactory.

Exploring the opinions of the teachers, the study examines on the cause of the errors and the outcome of average competency in students' language skills.
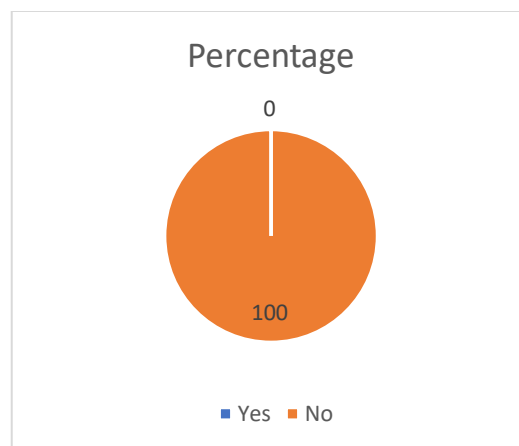
Chart 4.8 Learner's error is the result of teacher's teaching

Interpretation: From the above chart, we infer that 100% of the English teachers do not agree that errors committed by the learners are a reflection of their teaching.

Discussion: Through the above interpretation, we understand that language teachers are giving their best in their classroom teaching. Therefore, they do not expect that learning from them will encourage a learner to commit error. In addition to this, some of the open-ended responses received from the teachers are directly presented below:

- "A lot depends on the foundation of the individual. Students spend more years in school, only 3 years in college."
- "Seeing how we are engaging with them in the undergraduate stage, the foundations of their English language are already in place by the time we interact with them. The occasional corrections can be made in the UG level but often times, the education is focused on their reasoning and critical thinking skills".
- "The grammatical mistakes occur owing to lack of clear conception while learning basic English grammar in the early stage of language learning. At present we basically deal with literature".
- "It is because in a place like ours, there is one sole medium of communication outside the campus which limits the speaker to using the dominant language/dialect. Hence, the environment plays a greater role than classroom teaching in terms of language".

Hence, we comprehend from the above discussion that more than half of the teachers are of the view that learners' errors or incompetency in English is due to the kind of teachers they experienced during their early years of school.

To understand the above claim made by the teachers, the study investigated on the learners' early educational background.

Percentage
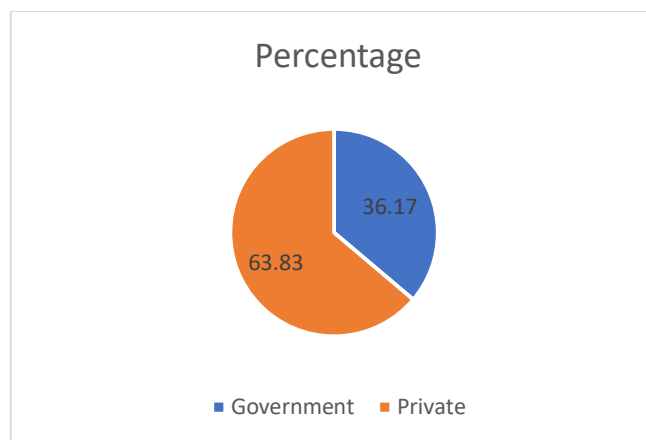
Chart 4.9 Institutional background of the learners

Interpretation: The above data representation presents that 63.83% of the learners have educational background from Private institutions. While 36.17% of the learners have education qualification from Government institutions.

Discussion: Here, we learn that maximum number of students have passed out from private institutions. Looking into the statistics of all the schools' overall pass percentage and performance in state level. In Nagaland, we experience that private schools/institutions perform better than government schools. However, the question here in the study is not on how a student performs in school? But on how despite having brought up from schools which perform better in overall performance check. They are able to achieve average competency in English. The following discussion will indicate the need of a serious issue that needs to be rectified.

Population
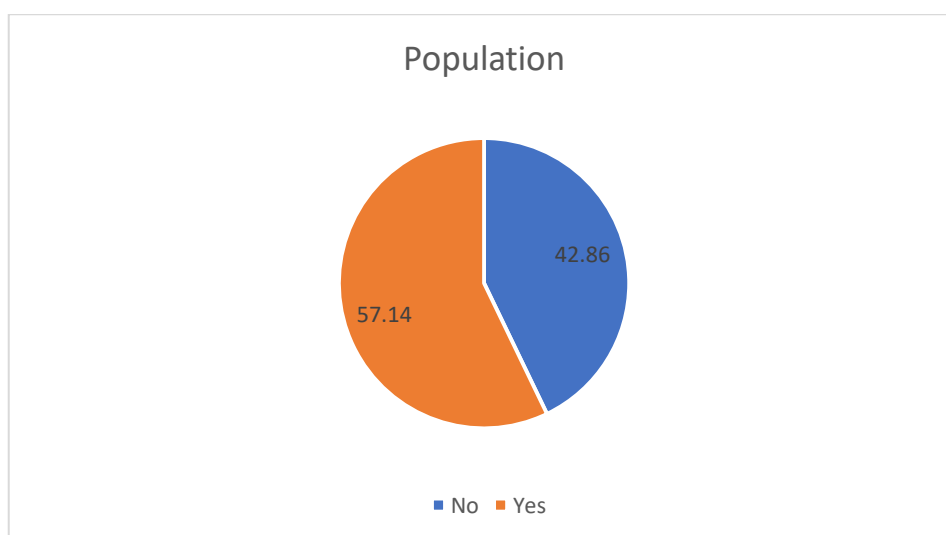
Chart 4.10 Cause of learners' weakness in English

Interpretation: From the above chart, we infer that the highest number of the teachers 57.14% believe that the cause of learners' weakness in English is the outcome of school teachers in their early school days.

Discussion: As it is evident from the above data analysis, maximum number of Undergraduate teachers are of the opinion that learners' weakness in English is the outcome of learners early schooling years.

While interrogating with the learners regarding the teaching and learning situation of English in their school days; it is learnt that several reasons caused incompetency of English among the learners. Some of the most received responses are as follows:

- English as a subject is not taught by language teachers/someone who qualifies with English as a major subject, rather it is taught by any subject expert teachers in schools.
- The communication skill section was never taught in school despite being a part of the syllabus.
- English is taught as a subject, not as a language.

Here, the Undergraduate teachers also agree to the above claim made by the learners. It is because they too have witnessed and experienced the practice of education system in school. The data is extracted by the researcher while having interaction and interview with both the teachers and the students in unrestricted environment. It was also learnt that in most cases, English as a subject is specifically not taught by language teachers. There are instances where a Master degree holder in Education or other subjects are made to teach English in schools by the school authorities. According to the responses received in this study, this kind of practice mostly in private institutions was quite prevalent in the past few decades. This practice could be because of financial reason. Unlike Government institutions where they have monetary funding from the government, private institutions are heavily dependent on the strength of the students. So, the lesser the intake of the students in the school, the lesser will be the teachers employed in the school. Hence, teachers' adjustment is made from the administration which the teachers follow.

Here, we can see that the claim which the Undergraduate English teachers make is valid because the early age of a person/learner is the prime time when one learns something new. And in the later years of one's life, it becomes very difficult to unlearn which is already learnt. Although it is not impossible to unlearn or correct the errors.

On the other hand, the effort from the Undergraduate English teachers to correct the errors committed by the learners become limited due to circumstances. Thus, we see that faulty teaching or incompetent teacher in the early years of a learner leads to incompetency in English.

I like listening to English	Frequency	Percentage
I don't know	22	5.54%
Somewhat agree	117	29.47%
Somewhat disagree	3	0.76%
Strongly agree	251	63.22%
Strongly disagree	4	1.01%

Table 4.13 Learning through listening

Interpretation: From the given statistics, we infer that maximum number of learners learn through listening. The claim is translated as strongly agree 63.22%, somewhat agree 29.47%, I don't know 5.54%, strongly disagree 1.01% and somewhat disagree 0.76%. Hence, learning through listening plays a vital role in learning English. To understand deeper, the study investigated on whether the learners improve or not by listening.

I learn and improve by listening	Frequency	Percentage
I don't know	9	2.27%
Somewhat agree	126	31.74%
Somewhat disagree	9	2.27%
Strongly agree	250	62.97%
Strongly disagree	3	0.76%

Table 4.14 Learners improve by listening

Interpretation: with respect to the above table, it is noteworthy that the highest number of students self-correct and improve by listening. The following are the scales achieved in descending order; strongly agree 62.97%, somewhat agree 31.74%, somewhat disagree 2.27%, I don't know 2.27% and strongly disagree 0.76%.

Discussion: It is said that one can learn more by listening to a lecture than by reading. As it is obvious that listening will have live demonstration of the speaker and the talking/ lecture is spontaneous. From the above data interpretation, we see that the largest population of learners improve their English by listening.
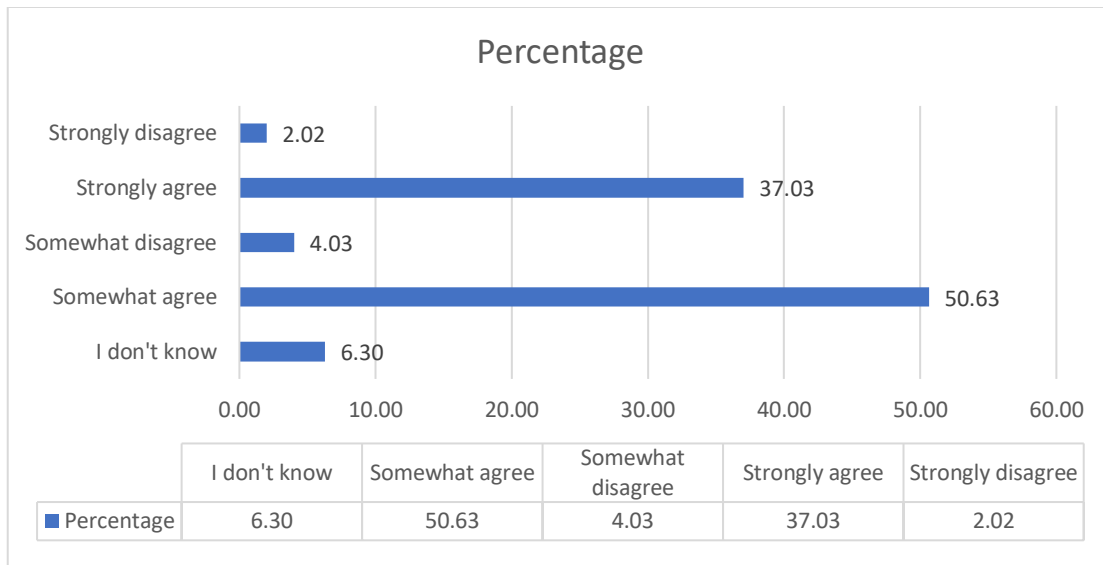
Chart 4.11 Learner's listening improved as a result of the teacher's explanation

Interpretation: From the above chart, we infer that the largest number of learners improve their listening through their teachers. Somewhat agree 50.63% and strongly agree 37.03% stands at the topmost position, while strongly disagree 2.02% has the lowest number of learners. Further, we understand that the language (English) of language teachers that is English teachers in specific has a great impact on learners learning English.
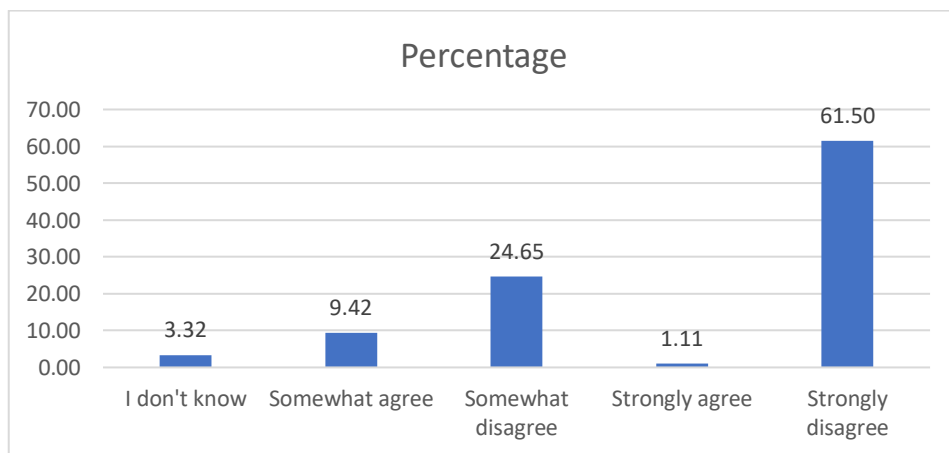
Chart 4.12 The learners do/ do not listen to their teachers

Interpretation: From the given analysis, we infer that a huge number of learners strongly agree 61.50% listen to their teachers. Only Strongly agree 1.11% learners do not listen to their teachers. Here, listening is translated in a sense where learners listen to the English teachers to improve and correct their English usage.
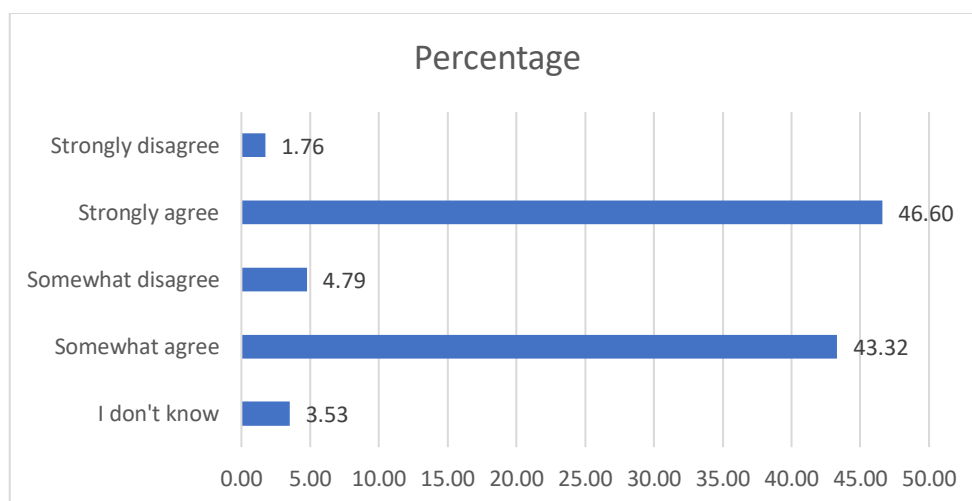
Chart 4.13 Learning through English teachers' pronunciation

Interpretation: The above chart show that the largest number of learners learn English pronunciation through English teachers' pronunciation. Strongly agree 46.60% and somewhat agree 43.32% reigning on top of the scale of whether learners agree or disagree on learning from teachers' pronunciation. While strongly disagree 1.76% at the bottom of the scale.

Discussion: As per the above data analysis, it can be understood that the largest number of learners learn or improve English pronunciation through English teachers. It is obvious from this, that whatever the teachers demonstrate, the learners will copy that. While investigating further, the study reveals several other relating factors regarding teachers' impact on students. Through informal one on one and group discussion and interviews with students, the researcher found out that when approached to teachers by students for polishing their language skills on English. The suggestion that most of them receive from the teachers is to read books so as to improve their English. Here, we see that the English teachers are unable to dedicate time to sit with the students either individually or in group and have a booster class for English.

With regard to this, the responses that language teacher unanimously agrees were stated as;

- lack of time.
- multi-tasking.

It is true that a teacher wishes to correct and improve their students in any academic field. Infact, we shall see in the later data analysis that teachers do put their effort towards improving students learning. However, the nature of their job does not correspond completely with their effort, which is why when it comes to proficiency level of students; they can simply act as a pointer but maximum effort is expected from learner's end.

Do your English teachers help you in learning correct English?	Frequency	Percentage
Maybe	92	25.41%
No	11	4.25%
Yes	259	71.55%

Table 4.15 Teachers help towards learners' learning correct English

Interpretation: From the above table, we infer that maximum number of teachers help learners learn correct English with 71.55% 'Yes' and the least with 4.25% 'No'.

Discussion: From the above interpretation, we see that almost all teachers help their students learn and correct English. In addition to this, the results from the investigation reveals that most of the visible errors committed by the learners are on speaking and writing skill, especially on grammar. Even though it is evident from the previous analysis and discussions, one cannot simply assume that an Undergraduate English/language teacher is solely responsible for average performance of a learner. Since, we see that more than half percent of the teachers are helpful towards students' language related grievances.

Use of other language for teaching besides English in the classroom	Frequency	Percent
10%	12	92.31%
25%		0.00%
50%		0.00%
75%	1	7.69%
100%		0%

Table 4.16 Use of other language by teachers in English classroom

Interpretation: From the above data representation, we see that 92.31% of the English teachers use only 10% of other languages in classroom teaching. While 7.69% of the English teachers use 75% of other languages in classroom teaching.

Discussion: from this above interpretation, we understand that maximum number of teachers use English for classroom teaching. Very minimum number of teachers use mother tongue as a supplement in classroom teaching.

However, some of the linguists are of the view that bilingual teaching turns out to be helpful in certain ways. One of the prominent theses that supports this principle is of Mandadi (2007) "Factors influencing English oral proficiency of Saudi Arab students- A study at tertiary level". In this investigation Saudi teachers who teach English are compelled to use mother tongue to explain rare English words like; nun, bishop, pub, nightclub, barbecue, etc. to Saudi students which are absent in their culture. So bilingual method acts as a boon in language learning.

Despite having some of the claims which support the bilingual teaching method. The present research does not indicate any need for bilingual method of teaching in the classroom. One of the reasons for this is because English is not an alien/new language for the learners. They have been exposed to the English-speaking environment since the early years of learning. Therefore, the teacher as well as the students do not require another language or mother tongue as a complementary language for translating English words. If there are any occasions as such, then the demand is very limited.

Hypothesis 4: Environment of the learner determines the condition of second language learning/ English

Language learning can be fun and challenging at the same time. It is influenced by various factors, many of which maybe personal or economic or other factors. From the questionnaire, the data is excerpted to analyze the learner's potential knowledge in English. Attempt is made to find out what medium of individual factor determines the outcome of language learning/ English proficiency to be specific.

What is your level of understanding English while reading?	Frequency	Percentage
Average	193	57.61%
Below average	7	2.09%
Not at all	2	0.60%
Very well	133	39.70%

Table 4.17 Learner's level of understanding English while reading

Interpretation: From the above statistics, it is visible that maximum number of the learners have Average 57.61% ability to understand English while reading. With very few having 0.60% "Not at all" level of understanding English while reading. Hence, we know that very minimum learners are not exposed to English. Their exposure to English is not new but their level of proficiency is average.

Discussion: Simply knowing how to read a language does not fulfill the criteria of having proficiency on the target language. While trying to find out the learners' comprehension level of reading in English, the study reveals that most of the students' have average level of comprehension while reading as interpreted from the above data analysis.

What is your level of understanding English while listening to lecture/teaching/ conversation?	Frequency	Percentage
Average	190	56.72%
Below average	5	1.49%
Not at all	2	0.60%
Very well	138	41.19%

Table 4.18 Learner's level of understanding English while listening to lecture/ teaching/ conversation

Interpretation: From the above table, we see that 56.72% of learners have average level of understanding English while listening to lecture/teaching/conversation. With 41.19% of learners having very well level of understanding and 0.60% standing out as the least learners with not at all level of understanding English while listening to lecture/teaching/conversation.

Discussion: A classroom is the place for learning and most of the time a teacher may perform his/her duty as a good teacher. However, taking into consideration language learning in this study, the learners may equally be responsible in faulty learning. Drawing evidences from the above data analysis, we infer that highest population of learners have average 56.72% ability of comprehension while listening to teachers' explanation/lecture. Accumulating the previous discussions on the socio-economic status of the learners' we know that maximum learners have parents who have average educational background with average exposure of English at home. So, it is noteworthy to say that personal/individual factors have an influence on the learners' potential in their second language comprehension skill.

Introduction: To have an extensive look on the reasons behind learners achieving "not at all" level of understanding English while listening to lecture/teaching/conversation; the study concentrated on the number of learners who fall under the category of having not at all level of comprehending English. To elaborate this concept, the data is presented in the tables below.

Learner	Place of birth	School	Mother's educational background	Father's educational background	Family income	Language used at home
Learner 1	Village	Private	10 below	10 below	Below 10,000/- per month	Mother tongue (Ao)
Learner 2	Town	Government	10 below	10 below	Below 10,000/- per month	Mother tongue (Ao)

Table 4.19 The socio-economic status of the learners with not at all proficiency in English

Learner	Parents help towards children learning English	Learner's level of understanding English while reading	Learner's ability in speaking English	How often do they use English
Learner 1	No	Not at all	Able to carry on a basic conversation about everyday things, but not proficient	Occasionally
Learner 2	No	Not at all	Able to carry on a basic conversation about everyday things, but not proficient	Occasionally

Table 4.20 The socio-economic status of the learners with not at all proficiency in English

Interpretation: Of all the samples, there were only two learners who specifically showed below average level of proficiency in English. The above tables expose that both the parents have class-10 below education qualification, the family income is 10,000/- below per month, the language most used at home is mother tongue (Ao), the parents show no help towards their children in learning English and the learners too use English occasionally. Which is why they exhibit, not at all level of understanding English while reading and they are able to have a basic conversation about everyday things but not proficient in English. This makes it certain that the socio-economic factors of the learners have a major impact on the second language learning.
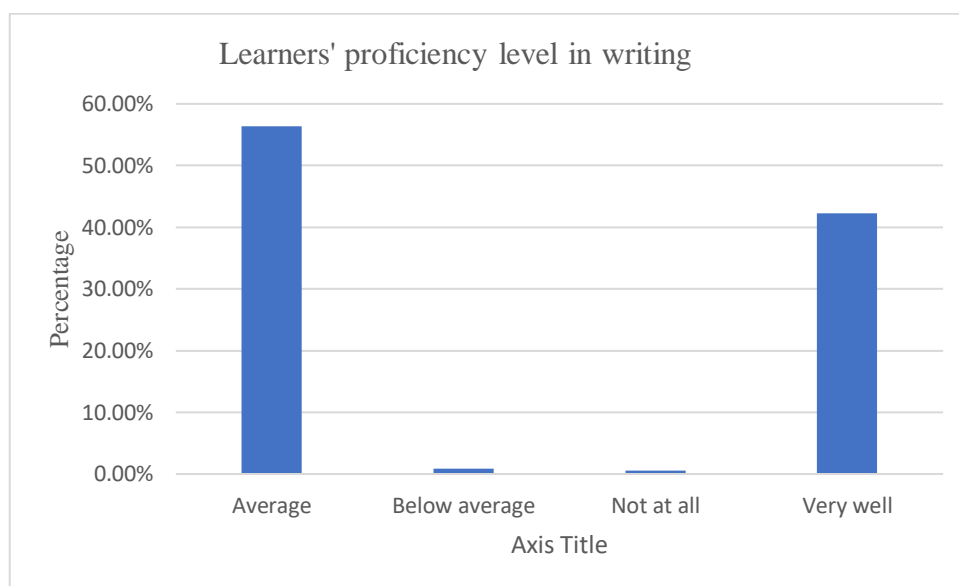
Chart 4.14 Learners' proficiency level in writing

Discussion: From the above data analysis, it is found that the largest number of learners have average level of proficiency in writing English with 56.33%. while 0.56% ranks as the least for not at all proficiency along, followed by below average with 0.84% and very well 42.25%.
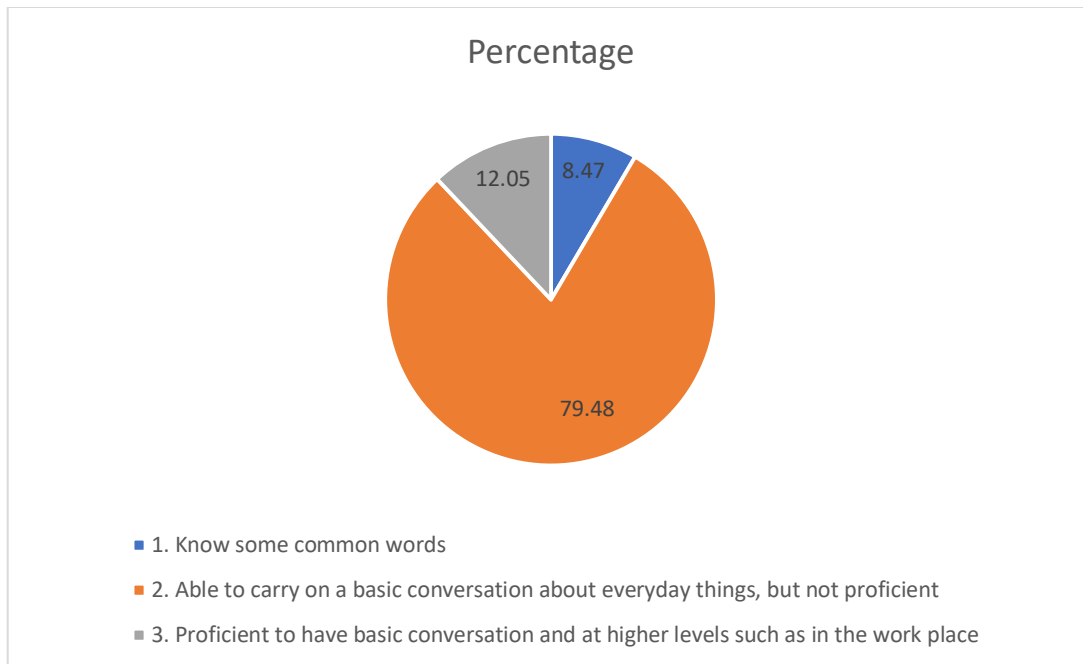
Chart 4.15 Learner's ability in speaking English

Interpretation: It is noticeable from the provided analysis that maximum number of learners' ability in speaking English is average as in (Able to carry on a basic conversation about everyday things, but not proficient) with 79.48% out of the three scale of comparison. 12.05% learners are proficient to have a basic conversation and higher levels such as in the work place. While 8.47% learners have very little knowledge in English where it is presented as (know some common words).

Discussion: From the previous examination on the learners' comprehension level of English in terms of reading, listening and speaking, it is observed that average ranks as the highest number of learners. With Average 57.61% in reading, 56.72% in listening, 79.48% in speaking and 56.33% in writing.
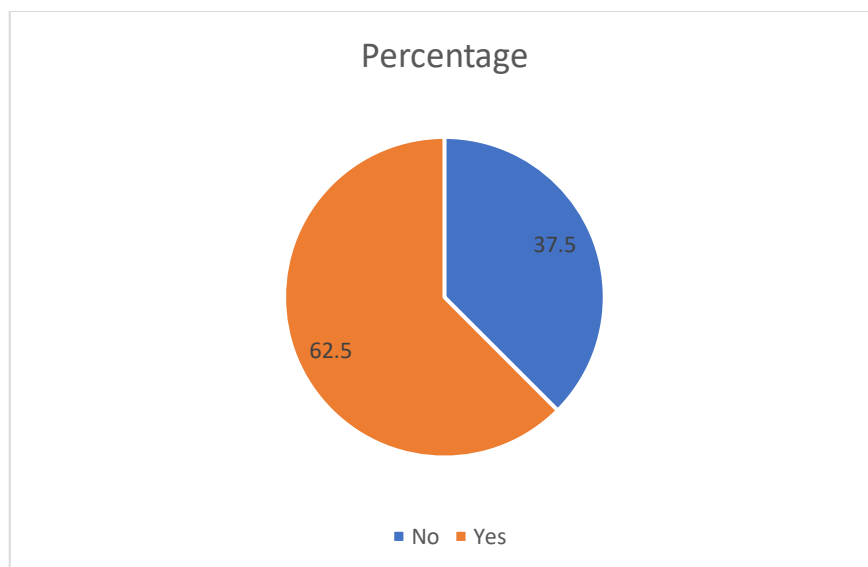
Chart 4.16 Learner's opinion on English as a symbol of status

Interpretation: From the above chart, we see that maximum number of learners 62.5% agree that English is a symbol of status whereas, 37.5% learners do not agree.

Discussion: Living in a world where English has emerged as an international language. The current study examines on the opinion of the learners regarding English as a second language. The data exhibit that the largest population of learners accept learning English as a symbol of status. We understand from this discovery, that the learners are learning English keeping in mind that it is a boon not just in learning a new language but upgrading their social status as well. Hence, there is a high value of learning English.
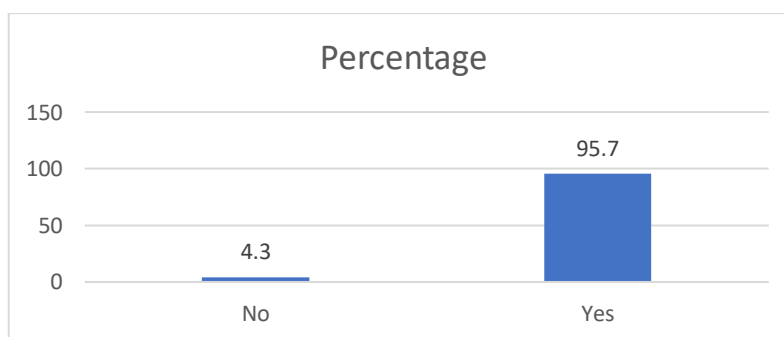
Chart 4.17 Learner's attitude towards English literacy

Interpretation: As per the analysis drawn from the above chart for learner's attitude towards English literacy. We conclude that 95.7% of the learners have positive attitude while 4.3% learners have negative attitude towards English literacy. To sum up, it is clear that most of the learners have good will to attain English literacy; so, we

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can say that they learn English not as a mandatory language but because of having known the value of the language.

Discussion: Though English is a global language, one cannot conclude that every learner prefers to learn the language. The above data analysis, exhibits that the Undergraduate (Ao) students have positive attitude towards learning English. From this, we can comprehend that there is a high chance of learners putting their effort to polish their language skills in English.
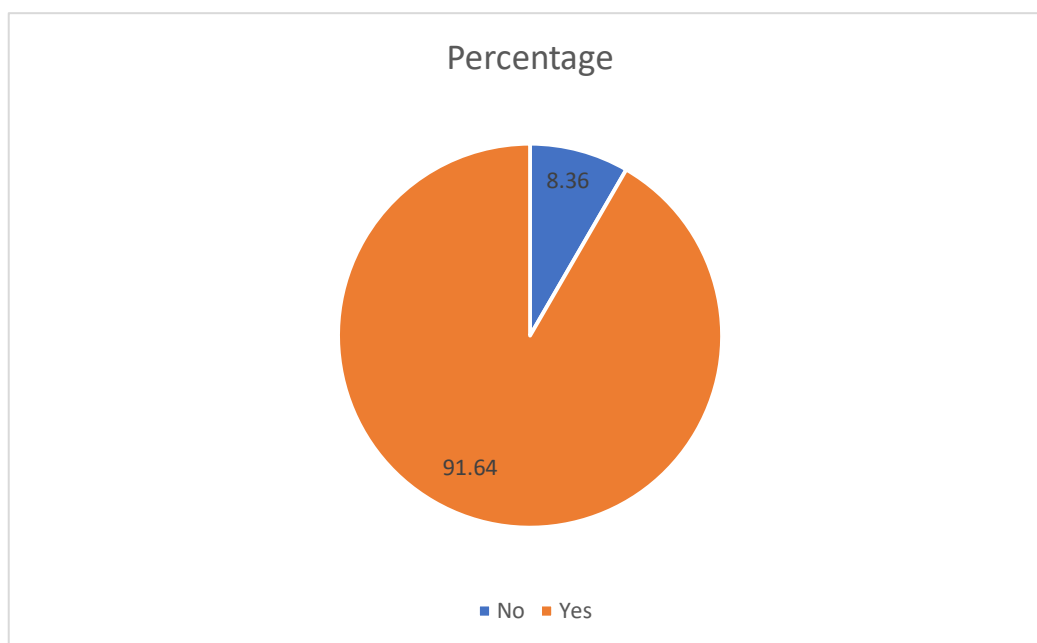
Chart 4.18 Learner's satisfaction on current English syllabus

Interpretation: According to the above chart, largest number of learners are satisfied with 91.64% and unsatisfied with 8.36% in the current English syllabus at Undergraduate level.

Discussion: In addition to the above data analysis, when the researcher interviewed the learners on why they are either satisfied or unsatisfied with the current English syllabus, there were varieties of responses received.

Some of the most received responses for *satisfied were*:

- Because the current English syllabus is easy to learn.
- Satisfied for no reason.
- Because the current English syllabus teaches what was not taught in high school.
- Satisfied because English teacher teaches the subject very well.
- Because they learn many new stories.
- Satisfied because English is the basic requirement for job application.

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- Satisfied because the syllabus provides comprehensive knowledge on all the genres of English literature that is novel, criticism, poetry and drama.
- Lastly, learners are satisfied because some of them find English difficult so for them they are satisfied with the syllabus.

Some of the *Unsatisfied responses were*:

- The syllabus is too simple for college/ Undergraduate level.
- Unequal distribution of marks for literature and language section.
- Unsatisfied because the syllabus seems outdated and highly in need to update.
- Feels not enough for language development.
- Because the subject emphasis too much on literature for example studying fictions or drama or essays, the goal of which is to dissect the text and elaborate; but least to do with language skills.
- The syllabus is concentrated more on prose and poetry and it is something that most of the students from Science and Commerce streams don't prefer, rather they expect the syllabus to train or guide them attain better communication skills or have better flow in expressing their thoughts which is one of the areas they want to improve in them.

Percentage

4.18

95.82

■ No ■ Yes
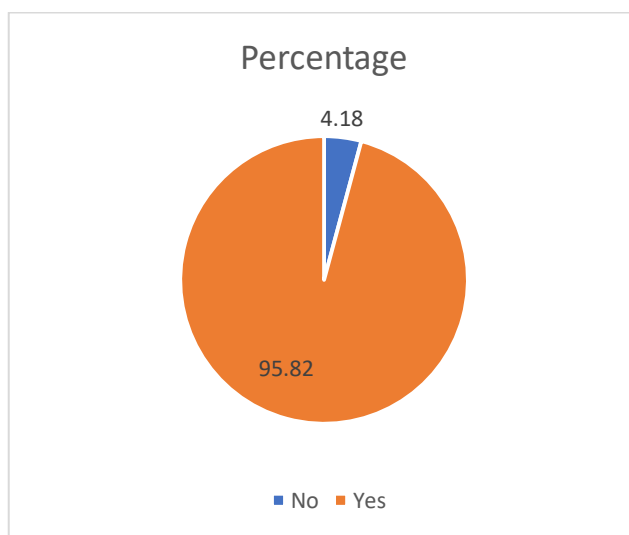
Chart 4.19 Provided platforms from college for literary activities

Interpretation: Basing on the above chart representation, every college with 95.82% provide platforms for literary activities like debate/group discussions for students to participate. And only 4.18% college does not provide this exposure to students.

Discussion: Through the above result, we see that many colleges do provide literary platforms for their students, which is good for overall development of a student. In support of the above findings, we will further look into the amount of participation of the students in the platforms provided by the colleges. Followed by finding out the reasons why they do or do not participate in the literary activities with detail data analysis and will be depicted through graphical representation.
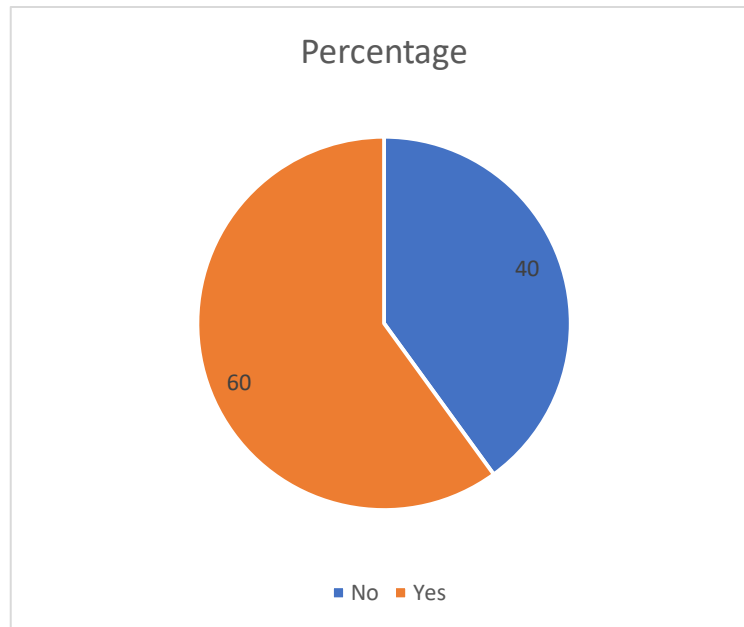
Chart 4.20 Students' participation in literary activities

Interpretation: As per the above chart for students' participation in literary activities; we see, 60% of the students do participate in literary activities provided by the college and 40% of the students do not. Through this, we observe that this could be one of the reasons, the students show interest in improving their current status of language learning.

Now, let us discuss some of the most received reasons on the students' participation or non-participation in literary activities.
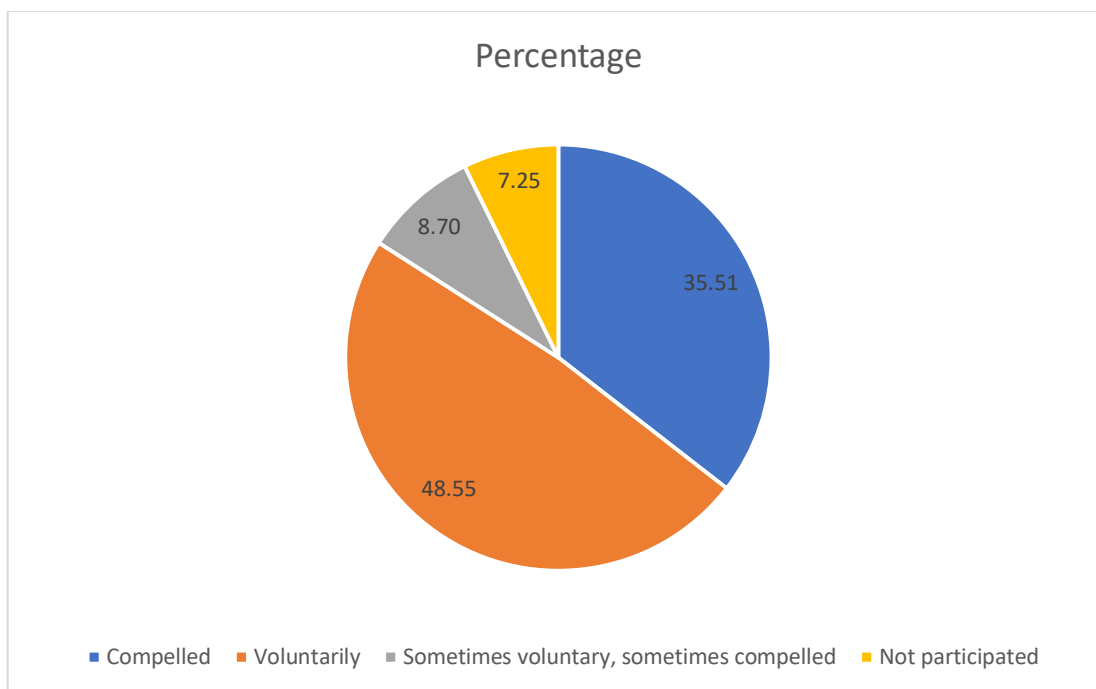
Chart 4.21 Reasons for students' participation in literary activities

Interpretation: In accordance to the given chart of 'Reasons for students' participation in literary activities.' Voluntarily 48.55% stands in the top most ranking, with 35.51% who participated out of compulsion and 8.70% responded with sometimes voluntary, sometimes compelled and with 7.25% who do not participate.

Discussion: To supplement the response on why they did not participate voluntarily. There were a satisfactory number of responses received. Some of which are discussed below:

➤ Firstly, lack of self-confidence/ low self-esteem - drawing interpretation from the responses like 'I do not participate voluntarily because I have a fear of talking in a group of people'.

➤ Secondly, lack of interest.

➤ Thirdly, not sociable and introvert.

➤ Lastly, laziness which they responded as 'I can't come out of my comfort zone'.

Another interesting reason as to why the learners participated in literary activities is because of internal marks. Despite, all these responses, the study reveals that the largest number of students participate voluntarily in literary activities. This can be taken as a positive self-effort towards learning and improving English.
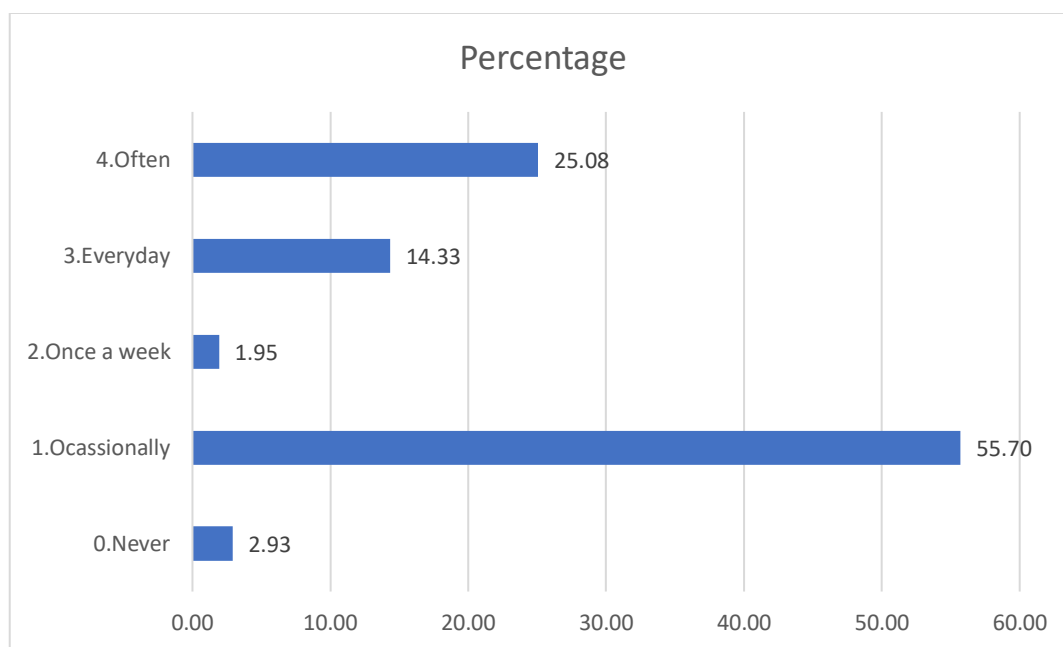
Chart 4.22 How often do learners speak English

Interpretation: According to the given chart, it is learned that 55.70% of the learners speak English occasionally. While 2.93% Never, 1.95% Once a week, 14.33% Every day, 25.08% Often, in terms of speaking English. Hence, the greatest number of learners speak English occasionally. This could be one of the prime factors why the learners have average proficiency in English.

Discussion: Pertaining to language learning, it is a skill so, one cannot acquire proficiency in the language with irregular use of the language. From the above result, we see that the highest number of learners use/practice English occasionally. This could be in a formal environment or the times when they want to use English. Relating to this issue, the researcher found out that even though some learners want to practice and improve their English, there are many a times when their own peers bully/tease them when they commit error while using English especially while talking/speaking. So, they prefer not to use English unless they are fully confident of what they utter. Because of the minimum use of English, we see that the result is average in competency over English language.
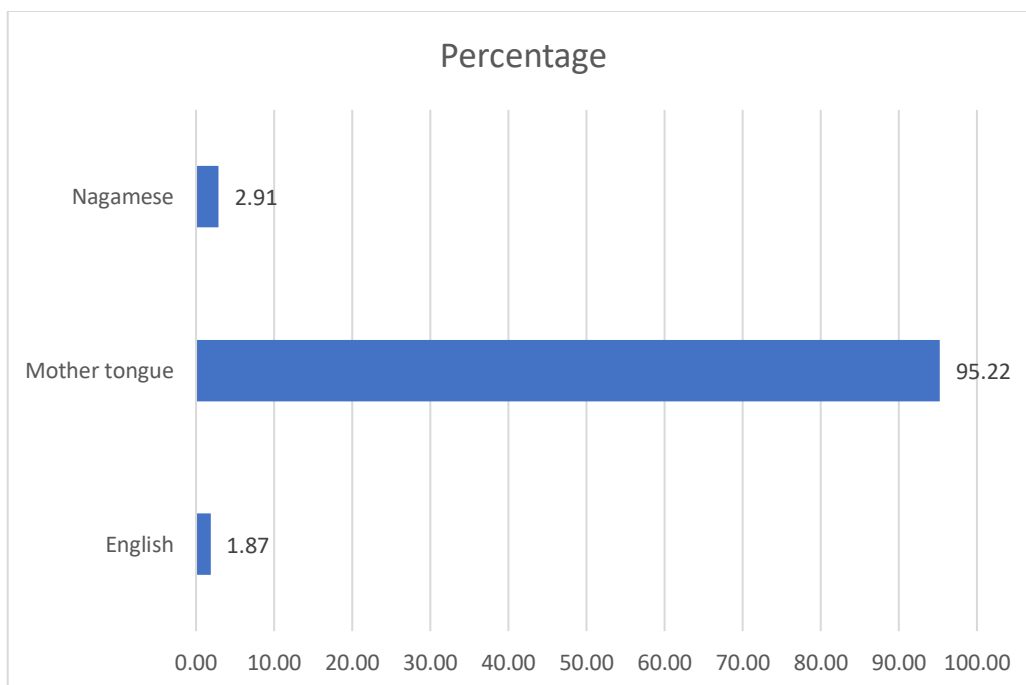
Chart 4.23 The language most used at home

Interpretation: On the language used most at home, the above chart shows that 95.22% uses Mother tongue at home, while 2.91% use Nagamese and only 1.87% use English at home.

Discussion: In the present study the learners' mother tongue is Ao language and this is the dominant language at home. Through interview with the learners and their parents, the study uncovers some of the interesting reasons why English is least used at home. Some of the most received reasons are:

- Because it is believed that English can be learned and used in educational institutions like schools and colleges but mother tongue is something that we acquire and it needs to be preserved.
- Ao is a lesser-known language which is still in the initial stage of language exposure as compared to popular language like English. So, it should be the dominant language at home.

Learning these situations, we can infer that the minimal usage of English at home is also one of the factors which affects the learners to have an average proficiency over their second language.

Hypothesis 5: Determining the pronunciation of words by the spellings
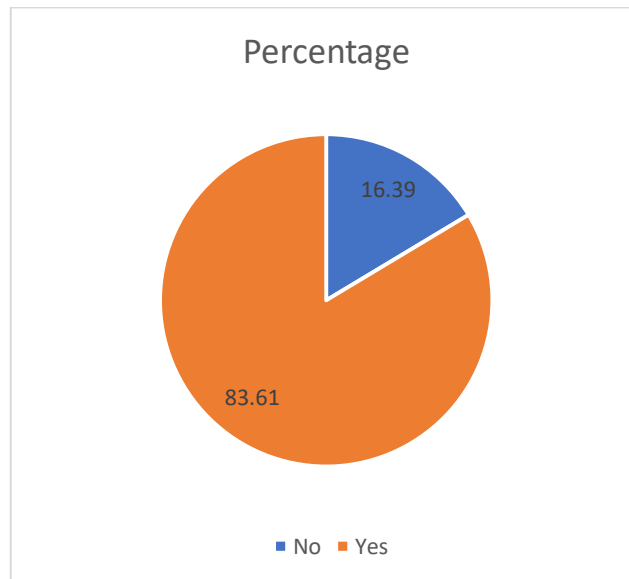
Chart 4.24 Determine English pronunciation by the spelling of the words

Interpretation: From the above representation, we learn that the largest number of learners with 83.61% use spelling to determine the English words. Where only 16.39% emerging as the least percentage of learners do not use spelling to determine English words.

English word	Correct	Incorrect
Tortoise	/tɔ:təs/	/tɔɹtɔɪs/
Edit	/edɪt/	/ɪdɪt/ OR /ɪtɪt/
Buffet	/bʊfeɪ/	/bʌfet/
Yacht	/jɒt/	/jaʧ/
Phonetics	/fənetɪks/	/fonɪtɪks/
Secretary	/sekɹətɹɪ/	/sekɹeteɹɪ/
Bow	/baʊ/	/bo/

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Encourage	/ɪnkʌɹɪʤ/	/ɪnkoɹeʧ/
Restaurant	/ɹest(ə)ɹɒnt/	/ɹestuɹənt/
Random	/ɹændəm/	/ɹandəm/
Bald	/bəʊld/	/bʌlt/ OR /pʌlt/
Salt	/sɔːlt/	/salt/
Conscience	/kɒnʃ(ə)ns/	/konʃəs/ OR /konsaɪns/
Jewellery	/ʤuːəlɹi/	/ʤu.we.lə.ɹi/
Reign	/ɹeɪn/	/ɹi.ʤn/
Infinite	/ɪnfɪnɪt/	/ɪn.fi.naɪt/
Myth	/mɪθ/	/mitʰ/ OR/ maɪt/
White	/waɪt/	/wʰait/
Dept	/det/	/deb/

Table 4.21 Mispronouncing errors

Discussion: The above table portrays the examples of how learners determine English words by the spelling of these words. As discussed earlier, there are other factors that contribute to such errors in (§ Chapter 3, Table: 3. 27). Additionally, (§ Chapter 3, Table: 3. 25) also presents a picture of how learners determine pronunciation by the spelling.

Hypothesis 6: The learners' proficiency in English is determined by socio-economic factor

Education qualification of father

■ Percentage

10 below	29.62%
10+2	23.23%
Graduation	14.81%
Illiterate	5.72%
Literate	22.55%
M.Phil/Ph.D	
Post Graduate	3.70%
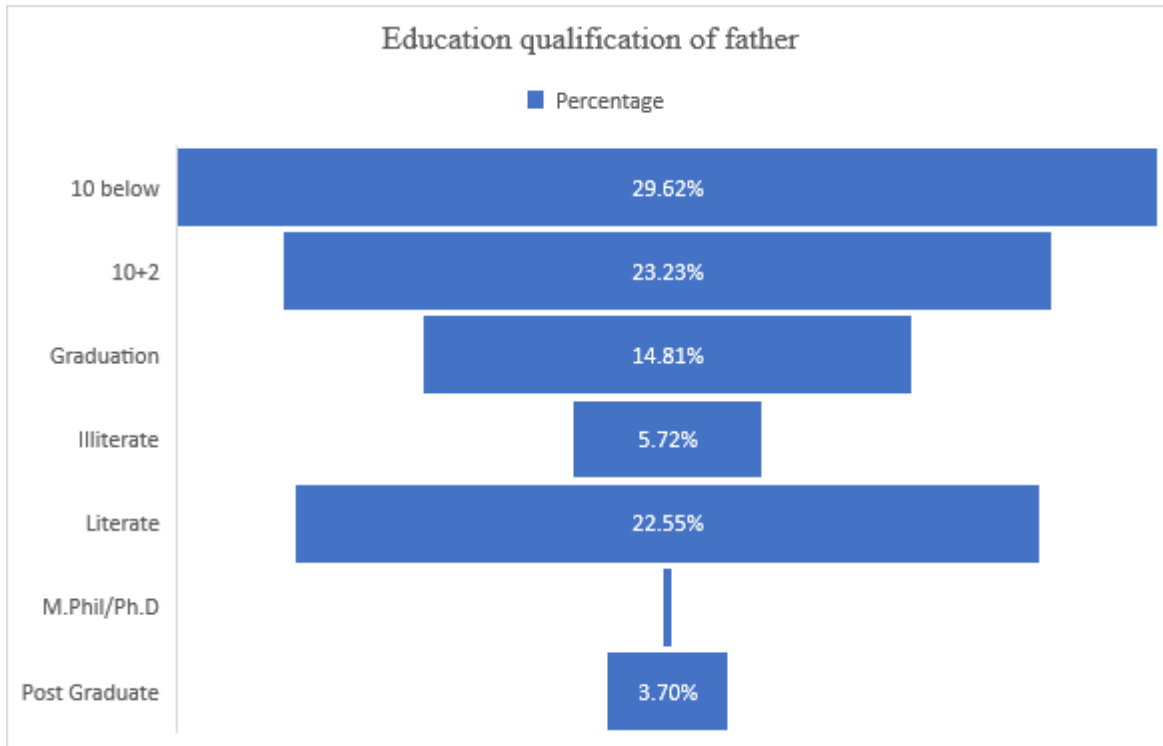
Chart 4.25 Educational qualification of father

Interpretation: From the above statistics, we see that majority of the fathers have an educational most of the fathers' education qualification is class-10 below with 29.62% emerging as the highest. While very few 0.33% have qualified M.Phil./Ph.D.

Discussion: Education qualification determines the socio-economic status of the family since one pursues the kind of job depending on the education qualification one possesses. In many instances, the income of the family is closely tied to the educational background or financial status of the father.
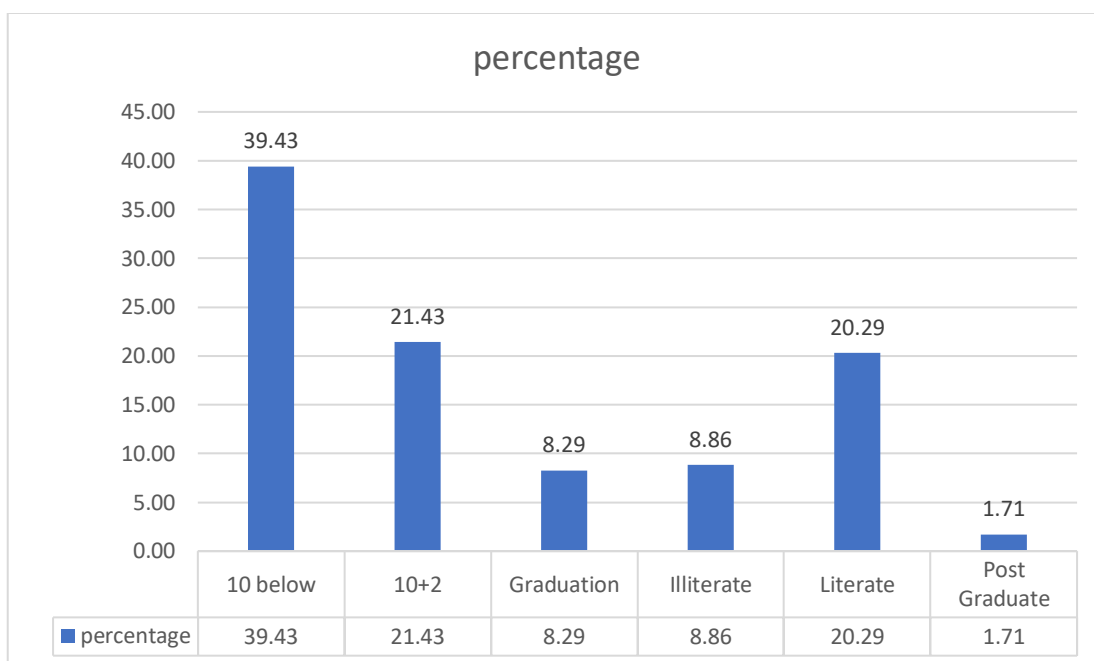
Chart 4.26 Educational qualification of mother

Interpretation: From the given bar graph for mother's education qualification, it is noted that 39.43% of mothers have an education qualification of class-10 or below, representing the highest percentage. Conversely, a minimal percentage of samples, 1.71%, have completed post-graduate studies.

Discussion: A mother plays a crucial role in a child's overall development, spending a significant amount of time with them at home.

Traditionally, mothers have been viewed as homemakers while fathers serve as the primary breadwinners of the family. Mother has a very important role in a child's overall development, because it is with her that a child spends most of her/his time at home. The educational level of a mother is often correlated with a child's academic performance. In the context of language learning, an educated mother can not only teach her children but also provide supplementary knowledge beyond what is taught in educational institutions.

The current study reveals that the largest number of learners' mothers have education qualification below Class-10. While only 8.86% of them are illiterate. From this we understand that this is one of the prime reasons why learners have average proficiency in English despite being introduced to the language at early age and has been learning till present.
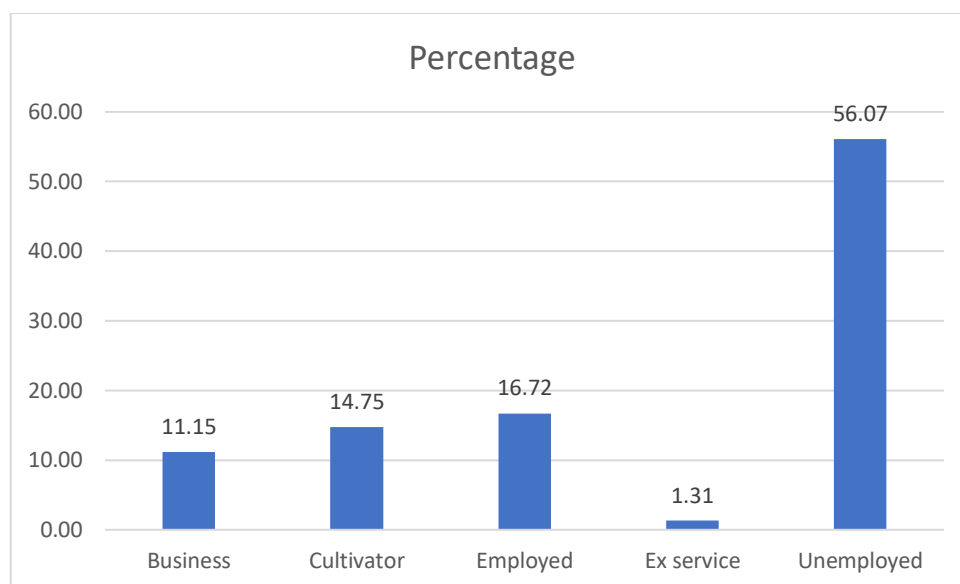
Chart 4.27 Mother's occupation

Interpretation: From the given graph representation for mother's occupation, it is understood that maximum number of mothers are unemployed at 56.06%, followed by 16.72% employed, 14.75% cultivator, 11.15% business and the least at 1.31% for ex-service occupations.

Discussion: With reference to the conclusion drawn from the previous statistical analysis of mother's education qualification (§ Table: 4.26) wherein 39.43% of mothers were found to be qualified below class-10 emerging at the top of the scale in comparison to the various categories. This analysis corresponds with the earlier findings, as the highest number of mothers are not well educated therefore, we understand that maximum number of them 56.07% are unemployed as shown in the above table and chart. This indicates a correlation between lower educational qualifications and higher rates of unemployment among mothers.

Furthermore, we infer that a mother who has limited educational background and unemployed at the same time has an impact in her children's second language learning. As discussed earlier, it is obvious that an educated mother will have better educational influence on her children, likewise, an employed mother will have wider exposure to higher learning environment not just academically but practically, which she would use to enhance her children's education. However, in the present study it is observed that the largest population of learners' mothers are unemployed and lacks sound educational background. Therefore, it can be stated that one of the primary reasons for learners' average proficiency in the second language or English to be precise, is attributed to the profile of their mothers.
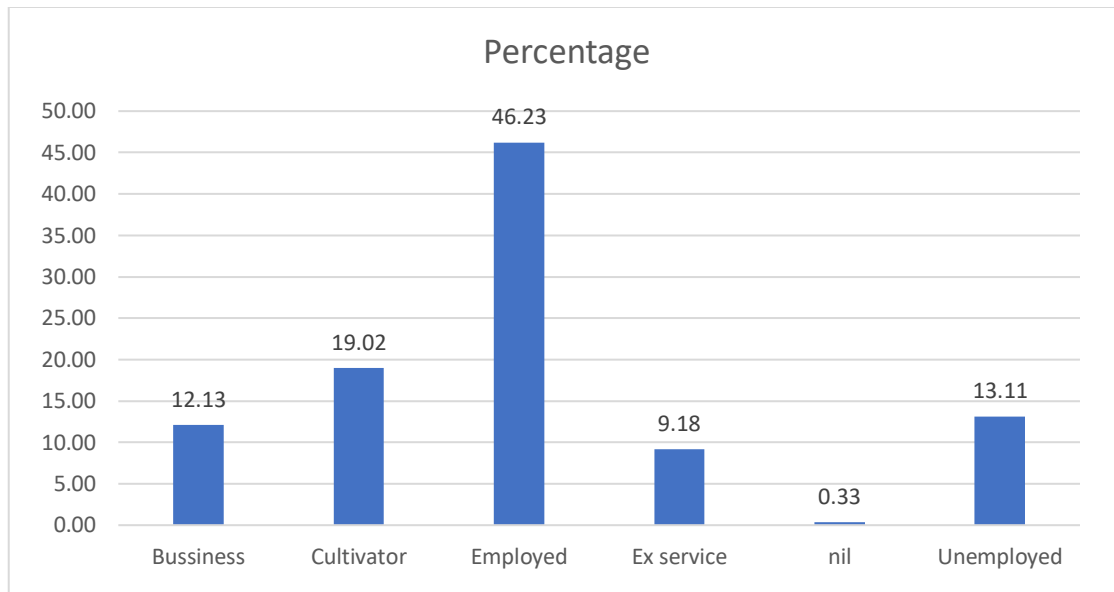
Chart 4.28 Father's occupation

Interpretation: From the above bar graph representation, we infer that maximum number of fathers are employed with 46.23%. Followed by 19.02% cultivator, 13.11% unemployed and 12.13% engaged in business and a smaller proportion of 9.18% in ex-service. Additionally, a minimal percentage of 0.33% is recorded as nil, indicating non-responses.

Discussion: The current analysis reveals that most of the learners' fathers are employed. From here we see that the family condition of many learners is quite stable, facilitating their pursuit of basic education. Later, we will attempt to see the actual financial condition of the family and how will it have impact on the learner's second language learning.
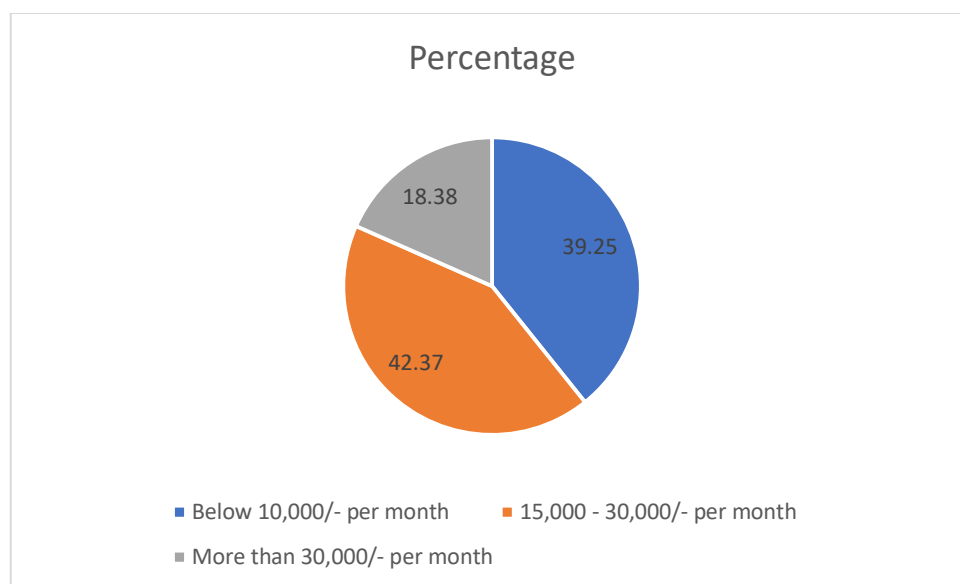
Chart 4.29 Family income

Interpretation: From the above graph, we see that the income of maximum number of families 42.37% have 15,000 - 30,000/- per month with minimum families 18.38% having more than 30,000/- per month.

Discussion: According to the data received through analysis, it is clear that most of the families have minimum standard living condition. Incorporating those previous analysis where we saw that father's education qualification is class-10 below with 29.62% standing at the top of the scale of educational qualification from illiterate to M.Phil / Ph.D. Despite having the employment status of fathers as highest number of them employed with 46.23%, it is understood that their income truly is determined by their educational background. Here, we see that the highest population of fathers are employed with basic educational background which has a direct impact on the kind of job they are employed in. We see that the weak economic condition of the family might have compelled the parents failing to provide additional support in terms of extra tuition classes, learning study materials like dictionaries, encyclopedia, and grammar exercise books. So, it is obvious that other reading materials apart from the syllabus related textbooks were less accessed in the learner's early years of learning. Hence, a child's learning is impacted by the economic condition of the family because there are instances where a child may need more intense care and guidance from teachers or parents with regard to extra tutorial classes and monetary funding from parents to participate in extracurricular activities provided by the schools and colleges like study tour or getting accessed to bigger libraries or student exchange programmes and many more. But when the family is able to provide only the common standard of education to the children; it does have an impact on the second language proficiency, English as specific.
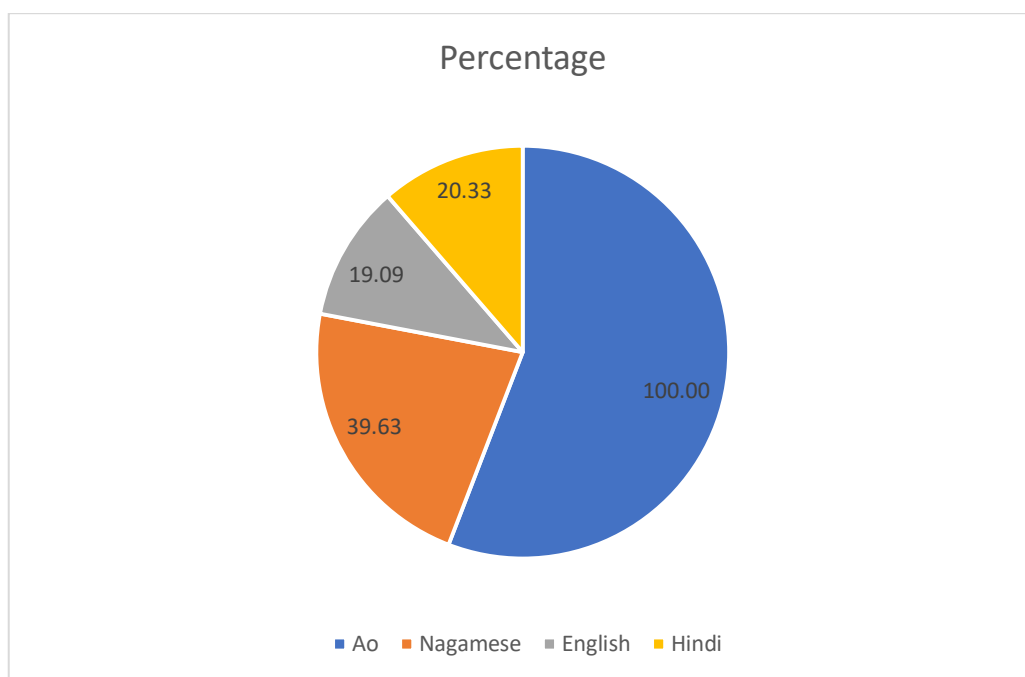
Chart 4.30 Languages that parents speak

Interpretation: Out of variety of languages spoken by the parents, the researcher selected four (4) major languages most commonly spoken by them for data analysis. As it can be seen from the given tabular representation and pie chart, it is understood that out of total 482 respondents; all the parents of the learners speak their mother tongue that is Ao. However, as compared to the other language spoken by them, English turns out to be least known language by them with 19.09%. Hindi with 20.33% and Nagamese 39.63%.

Discussion: Human is a social animal. And every individual lives in a society, where family is the smallest and the base of any society. A family's environment determines a lot of qualities in an individual. From the above interpretation, we infer that the highest population of learners' parents speak their mother tongues with least number of them using English at home. In addition to the data analysis collected with regard to the languages spoken by parents at home. The researcher encountered the reason through interview with random number of parents. It was discovered that most of the parents do not encourage their children to use English at home though they do not refrain the use of English at home because, they are of the claim that English can be learned and used in schools/colleges or other occasions outside of home but mother tongue is something that each child learns only at home. In addition, the parents stated that their mother tongue that is Ao language has not become widely accessible to the outside world as compared to the English which is an international language. Therefore, it needs to be preserved by using and learning at home. Plus, the learners or children may not feel the need to pursue

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higher knowledge or value their mother tongue as opposed to English which qualifies a basic requirement for job application. Hence, when trying to preserve and promote mother tongue, the children are indirectly limited to practice second language at home.

Considering these factors, it is evident that Ao language, the mother tongue, remains the dominant language spoken at home. Consequently, the educational institution becomes the primary opportunity for learners to acquire and practice their second language. However, learners often opt to converse in their mother tongue not only at home but even outside home. The primary reason being living in Ao dominated region. This situation leaves them with limited opportunities to improve their usage and understanding of the second language. Hence, they prioritize practicing/using Mother tongue at home.

Mother tongue is the dominant language at home when it comes to parents and children communication. So, comparatively children have better competency in mother tongue than English. At the same time, we also learnt in the previous finding that the parents are not well educated. Therefore, we can say that all these are the collective reasons why learners have average knowledge in English despite years or learning.

percentage

17.63

52.07

30.29

■ No ■ Yes ■ unresponded
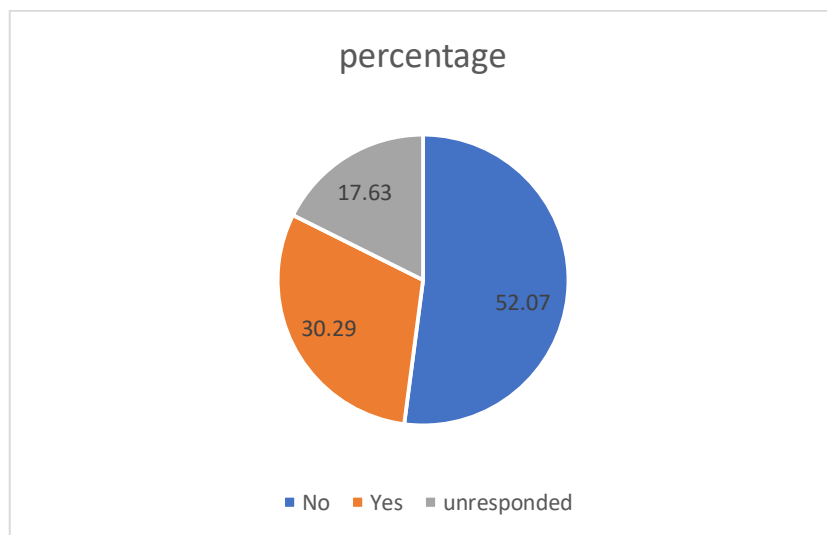
Chart 4.31 Parents' help towards children learning English

Interpretation: From the given bar graph for analyzing parent's help towards children learning English, we understand that maximum responses 52.07% have responded (No), 30.29% responded (Yes) and 17.63% did not respond to the question. Hence, we see that maximum number or percentage of the parents do not help their children learn English.

Discussion: The correlation between the educational qualification and economic status of the parents has a strong impact on the child's second language learning. Here, we see from the above interpretation that most of the parents do not help their children learn English. As per the responses received from the learners, it is learned that the only ways how parents help their children is by letting them go to schools and colleges, buying them books as prescribed in the syllabus and paying educational fees. The only time when the parents help purchase additional study materials or books are on those based on competitive exams; such as pratiyogita and books on Staff Selection Commission (SSC) exam, Nagaland Public Service Commission (NPSC) exam and Union Public Service Commission (UPSC) exam. However, the access to these books is very limited. Also, these books are Competitive exam-oriented books, the goal of which is to get a job and not only to improve language skills at personal level. Beside this, many of the learners do not receive extra help from their parents in terms of correcting errors committed by them while using English or upgrading their knowledge in English. Instead, the study discovered that the learners were taught by their parents in their early schooling years but as they grow older, they are the ones correcting their parents in English. Hence, we see that the limited help from the parents towards the learners does affect the quality of English the learners use.

Chapter 5
Findings and conclusion

5.0 Introduction

Over the years there have been discussions and controversies regarding the problems, importance and issues of English as a second language in the context of Nagaland, India. The citizens of Nagaland never had any stern opposition on adapting English language into their lifestyle. Yet, sometimes it is either the entire education system or policy framers in the education department or the society or learners who are often criticized while trying to reason out the shortcomings evident from the learners' inadequacy in learning English as a second language. This has become a major concern in the education system because the medium of instruction in all the educational institutions in Nagaland is English since mother tongue is not a mandatory subject.

Researches have been conducted in the area of English Language Teaching (ELT) in fragments but the need to study was felt, particular to Ao speakers who are native to Mokokchung district, Nagaland. One of the fundamental reasons was that, Aos/Aor being the native of Mokokchung district were the first to receive formal western education in Nagaland. Moreover, this will be a pioneering work for future research. With the best of the researcher's knowledge adhering to the research ethics, the study tries to examine and produce the best possible outcomes in terms of findings and suggestions from the study.

As per the title of this chapter, this chapter summarizes the discussion and the findings from the study. It will also provide some pedagogical implication, suggestions and scope for further research.

5.1 Findings and discussions from the study

The present study is concerned with the factors affecting the use of English by the Ao (Naga) speakers at Undergraduate level. In order to investigate the factors, it is essential to identify the errors. The study enlists various errors into the three broad spectrum of linguistics category. They are phonological error, morphological error and syntactic error which covers all the language skills.

5.1.1 Errors committed at phonological level

Phonological error compliments error committed in speaking skill. Under this category, the study detects the presence of substitution errors caused due to interlingual error.

The findings are presented as follows:

5.1.1.1 Substitution errors in consonants

- Errors due to use of the phonemes, bilabial voiceless plosive [p] and bilabial voiced plosive [b] in free variation.
- Substituting of the phonemes, voiceless alveolar plosive [t] and voiced alveolar plosive [d] in free variation.
- Errors due to Substitution of voiceless velar plosive [k] and voiced velar plosive [g] in free variation.
- Errors due to substitution of voiced palato alveolar affricate [dʒ] with voiceless palato alveolar affricate [tʃ].
- Error due to substitution of inter-dental voiceless fricative [θ] and voiced inter dental fricative [ð] with aspirated alveolar plosive [tʰ] and voiceless alveolar plosive [t].

The above substitution errors are caused due to influence of mother tongue in second language. Because, Ao speakers often use voiceless and voiced consonants in free variation in their Mother Tongue (MT). When this phenomenon is carried forward to second language, it causes interlingual errors.

5.1.1.2 Substitution Errors in vowels

- Errors due to substitution of open-mid back rounded vowel [ɔ] with close back rounded vowel [u].
- Substituting the vowels: close-mid front unrounded vowel [e] and open-mid front unrounded vowel [ɛ] to another vowel near-close near-front unrounded vowel [ɪ].

The study shows that there are two reasons behind this type of substitution errors. They are; mother tongue influence in second language and faulty teaching. Another obvious reason is carelessness.

5.1.1.3 Fossilized errors due to mispronunciation

Here, the students are aware of the correct spelling but continue to mispronounce. These types of errors are caused due to following factors;

- Lack of proper knowledge about the language.
- Determining pronunciation by spelling of the word.
- Having no curiosity to verify the pronunciation.
- Limited or no access to online learning mode.
- Faulty teaching.

5.1.2 Errors committed at morphological level is identified as lexical errors

The findings under such category are as follows:

Archi-form error – This is caused due to confusion between two different grammatical categories.

The data reveals the existence of the four types of 'Misspelling', namely; Insertion, Omission, Substitution and Transposition errors. Another significant type of error found under this type is the use of SMS lingo. Mother tongue interference, carelessness and random use of SMS language are the reason leading to this type of lexical errors. As per the analysis of the study, the learners commit substitution error as highest with (26.66%).

- SMS lingo error with (25%).
- Insertion error with (23.33%).
- Omission error with (21.66%).
- The least being transposition error with (3.33%).

5.1.3 Syntactic errors

In the sentential level errors; Double marking Errors, errors due to using of two degrees of comparison in a sentence, regularization (Over generalization), errors committed by wrong insertion of reduplication or wrong entity, omission errors, misordering errors and errors in capitalization.

5.2 Data Analysis

This section presents an overview of the findings and conclusions drawn from the proposed hypotheses. To be precise, each of the hypothesis is briefly discussed simultaneously. Owing to the fact that the study is limited to the Ao speakers at Undergraduate level of Mokokchung district, Nagaland; the conclusions drawn were best established for this category of population. Therefore, stereotyping the conclusions and research design beyond the mentioned set is not accounted and justifiable by the research design.

The data analysis from the study proves the following hypothesis correct. Which are taken into consideration along with the findings from error analysis as the factors affecting the competent use of English as a second language by the Ao (Naga) speakers at Undergraduate level.

5.3 Hypothesis 1

The first hypothesis is "Mother tongue/ L1 influence in English/second language."

The results from the data analysis showed that MT has a huge role in second language learning. The numerical values extracted were such as 87.94% of Mother Tongue (MT) ranks to be in the highest position of the language

that can best express learners' thoughts. 54.85% ranks as the highest which shows that Mother Tongue (MT) influences a second language. Learners also have Mother Tongue (MT) with 78.92% as the highest language used by the learners, while English ranks with only 8.33%. 69.64% of the learners are aware of their Mother Tongue (MT) influence in English. While the effort has been made by the learners to help correct themselves while encountering MT influence while using English with 89.93%. Incapsulating all the findings, it is certain that MT holds the highest position in terms of language dominance in a learner. This makes the hypothesis valid that MT influences learning English as a second language.

5.4 Hypothesis 2

The second hypothesis is "Approaches and methods used by the English language teachers". Results from the study reveal that there is a link between the approaches and methods used by the English language teachers and the average level of proficiency of English among the learners. Teachers at the Undergraduate level is not solely responsible for the average competency of learners due to certain restrictions (§ Chapter- 4, hypothesis- 2). Yet, teaching and learning could have produced better outcomes with utmost dedication from the teacher's end. The study suggests that there is a primal need for collaborative initiation from the academic, political, and social aspects towards the upgradation of a quality education system.

5.5 Hypothesis 3

The third hypothesis is "Correlation between English language teacher and the learner." The following findings from the study proves this hypothesis correct. 66.67% (English literature) ranks on top of other area of specialization of the English teachers. 58.33% as the largest number of teachers who view learners' competency level in English is average in listening, speaking with 75%, reading with 50% and 58.33% in writing. 100% of the teachers do not agree that learners' lack of proficiency in English is from their end. While 57.14% of the teachers are of the opinion that the learners' schooling background is the cause for the lack of proficiency in English. 71.55% of the teachers help correct the English of the students whenever required. However, some of the noteworthy reasons given by the teachers as to why they are unable to provide assistance to the students in every occasion or rectify the errors individually is due to lack of time and multi-tasking.

5.6 Hypothesis 4

"Environment of the learner" is the fourth hypothesis proposed in the study. It is found that average ranks as the highest in terms of reading with 57.61%, 56.72% in listening, 79.48% in speaking and 56.33% in writing. 62.5%

of the learners' views English as a symbol of status while 37.5% as opposite. The largest number of learners have positive attitude towards learning English with 95.07%. In supplementary, every college provide platforms for literary activities like debate/group discussions for students with 95.82%. 60% of the students do participate in college activities. 48.55% of the students participate voluntarily.

But the highest number of the students speak English occasionally with 55.70%. It is found that English is used at home with 1.87%; while Mother Tongue (MT) ranks with 95.22%. Here, we understand that the use of English by the learners is very minimal, which is why they have average proficiency in English.

5.7 Hypothesis 5

This hypothesis is "Determining the pronunciation of words by the spellings." The study discloses that 83.61%, as the highest number of learners that determine English pronunciation by the spelling while 16.39% do not.

5.8 Hypothesis 6

"The learners' proficiency in English is determined by socio-economic factor/ environment". Analysis from the parents' education qualifications and family income, it is found that father is the bread earner of the family and the highest number of them are employed with 46.23%. but the maximum educational background is Class-10 with 29.62%. Through this, it is observed that educational qualification is highly influential in employment status. Here, the maximum families are able to provide basic education to the children with very little additional support in terms of extra supplements owing to English learning. English also turns out to be the least known language of the parents with 19.09% out of the four other languages that they use. The reason being English is taught in educational institutions, parents do not feel it essential for the children to use it at home rather use Mother Tongue (MT) since it is accessible only at home environment. In addition, the study found that the highest number of parents do not support their children in learning English with 52.07%. The support they provide to their children is by providing the basic education and things related to it.

5.9 Pedagogical implication

The present study draws attention to some of the pedagogical implications. According to the study, it is examined that although the students have learned the basic skills in English and have been exposed to the English environment for several years. It is a concern that overall, they have achieved average level of proficiency which is not up to the mark of proficiency they are expected to be in. Speaking skill is something that the system needs to incorporate in updated version because, even when the students are able to score good marks in examination.

They fail to perform or present good proficiency level in speaking. The students also lack good communication skill in English in uncontrolled or informal environment. The syllabus should take consideration to this problem. Another area that needs to be taken care or paid attention is writing skill. The study results prove that the students have average writing skill. Academic writing should be highly focused and incorporated in the syllabus because, it is observed from the study that many students are unable to even write standard/formal letters and essays.

The syllabus should incapsulate all the language skills while structuring English syllabus so that the target is not only to score good marks or pass examination but to enable the students to learn and be able to attain communicative competency.

Furthermore, qualified teachers can also act as a boost in improving the teaching and learning classroom environment. Lastly, it is true that corruption in the education system has led to the failure in the entire academic performance.

5.10 Suggestions

Some of the suggestion as per the study are as follows:

1) The education policy or syllabus framers need to organize, segregate and place a clear distinction between English as a language and English literature because the learners need to learn English as a skill-based language. As for the literature, those learners who are creative and wants to polish and enhance their artistic nature can opt for this paper as a major subject.

2) It is suggested that teachers from ELT, applied linguistics or any allied field should be responsible for teaching the "aspects of language" and "grammar and composition" section of the English syllabus. This approach would improve the students' learning experience by ensuring that they are taught by subject experts, leading to more effective and specialized instruction.

3) The government and civil society should take active participation in safeguarding the education system by preventing it from social evils such as practice of ad hoc/proxy school teachers in government institutions and employment of untrained or unqualified teachers in private institutions. In other words, both government and civil societies can conduct timely inspections, with regard to the unethical teaching practices on educational institutions.

4) The government or school and college managing boards should provide timely if not at least annual trainings to the teachers. Such training would facilitate the exchange of teaching methods and learning opportunities, keeping educational institutions connected and up-to-date.

Additionally, fostering this environment of continuous learning would encourage healthy competition among institutions.

5) To create exchange teaching and learning scope to them. This will also help educational institutions to stay updated and connected and create a healthy competition among them.

6) To arrive at a holistic approach to the problems under study, there needs to be revival of methods and system in teaching. Teachers can enhance classroom teaching by using supplementary books, optimum use of teaching aids for example using audio visual mode of teachings, organization of class for activities related to the syllabus, identifying the problem areas of the students and rectifying those problems can boost/enhance students' learning.

7) Upon reflecting on the findings, there is a need to incorporate an advance level of grammar and composition even in Undergraduate level. The reason being, not all the students come from good educational background. Therefore, incorporating grammar and composition sections in the syllabus can act as a booster and a refresher course for the entire community of the students.

8) Based on the needs identified, Universities maybe encouraged to provide ELT course either as short-term course or as part of degree level syllabus.

9) Teaching and learning are two-way process. Therefore, equal effort and contribution from the students' end is imperative. Students should be self-motivated, create healthy learning environment to avoid negative peer pressure and maintain consistency in practicing English.

10) More researches need to be conducted in the area of English Language Teaching (ELT) and applied linguistics. In this way, researchers can draw correct attention towards the concerned problems, be able to provide suggestions and solutions where the framers of the education policy and syllabus can incorporate the suggestions or remedies and update the syllabus accordingly.

5.11 Scope for further research

English Language Teaching (ELT) is a wide area of study. Although many research related to pure linguistics have been conducted in Nagaland; the applied linguistics area of ELT is still very young. With the growing debates and concern regarding language policy, standardization and recognition of vernacular languages in the state; English stands as the only surviving language with no issues in higher level of academic, political and social use from the community and the people of Nagaland. Yet, the study of ELT in relation to Nagas or Nagaland is unexplored in broader spectrum.

Even though the study is concerned with the factors and the incompetency in second language. This can further lead to wide and varied area of investigation such as error analysis study, approaches and methods in teaching and learning, English language Teaching (ELT), English as Second Language (ESL) and other allied areas of study. Furthermore, study such as the present, can trigger each of the four-language skills study as separate major research area with error study as their prime foundation.

Also, this study is grounded on the colleges of one district. This can be further expanded choosing colleges from other districts and drawing a comparative study and many more. Though the manner of the study may vary, it can highlight a common ground of problems and issue faced by the education system in Nagaland. Therefore, the present study is unique and can be accessed for further investigation and exploration for study in relation to the other tribes, districts and education system in Nagaland as well.

5.12 Conclusion

As mentioned earlier, it is painful to note that despite years of learning English, the learners have achieved only average level of proficiency in learning English as a second language based on the conclusions drawn from the study. What's more despairing is to see little or no difference of result regarding the mediocre level of English proficiency identified roughly about three decades ago from the study conducted by Aier (1996). One can reasonably assume that mother tongue influence has a huge role in interfering second language learning. However, it is to be noted that the present study does not credit mother tongue alone to be the sole factor affecting the competence use of English by the Ao (Naga) learners but constitute other major factors such as, inadequate teaching and learning and socio-economic factors. Needless to say, learning does require a two-way process where both the teachers and learners must correspond each other and show equal interest to teach and learn for productive outcome. The education system of Nagaland could achieve better heights if there could be better negotiations between education planners and administrative for successful implementation of education policy and related. This will enable the removal of ill practices such as proxy teachers and upskill teachers by providing various refreshers course. This should be necessitated because some of the basic errors such as capitalization errors continue to be committed by the learners certainly indicates the need for improvision starting from grassroot level to higher education.

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(Appendix-I)

Questionnaire

(To be filled by the English teachers)

[Please put ( ) mark in appropriate columns and write down the appropriate responses]

1. Name of the college

2. Your qualification

3. Your medium of school education

4. Your subject specialization/area of interest

5. Tribe/community you belong

6. Your mother tongue

7. Years of teaching experience as an English teacher

8. Name of the principal

9. Subject specialization and qualification of the principal

10. The status of your college

Government	Aided	Private

11. The college is situated in

Town	Village

12. Total/approximate student's strength of the college

13. Type of college

Under Graduate(UG)	Post Graduate(PG)

14. Number of permanent and full time teachers

15. Number of part time and guest teachers

16. Infrastructure and other facilities for students

Very good	Good	Averag	Poor	Very poor

17. Infrastructure and other facilities for the teachers

Very good	Good	Average	Poor	Very poor

18. Academic environment of the college

Very good	Good	Average	Poor	Very poor

19. Medium of teaching

English	Mother tongue	Other language

20. Use of other language for teaching besides English in the class

10%	25%	50%	75%	100%

21. Understanding level of students'

Very good	Good	Average	Poor	Very poor

22. Pass percentage of students in English papers

10%	25%	50%	75%	100%

23. Students' attitude towards learning English

Very good	Good	Averag	Poor	Very poor

24. Students' competency level in English

	Very good	Good	Average	Poor	Very poor
Listening					
Speaking					
Reading					
Writing					
General communication					

25. The amount of errors committed by the students while using English

Too much	Averag	Very little	Not at all

26. While using English, in which area/skill do the students commit errors mostly?

----

27. Do you think that errors made by the learners (in the usage of English) are a reflection of your teaching?

Yes	No

26. State the reasons why you think that the learners' errors in English is the reflection/not the reflection of your teaching.

----

27. Do you think that errors are the result of lack of students' learning interest?

Yes	No

28. Do you think that errors can be corrected?

Yes	No

28. Do you agree that a teacher's job is not to correct/teach grammar or English at college level? If yes/no kindly mention the reason why.

Yes	No

----

29. What language do the students use within the college campus?

30. Is there a language lab in the college?

Yes	No

31. How often does the college us language lab for English class?

----

32. Is the language lab accessible for all the students or specific for certain classes only?

----

33. Which group of students/class use language lab?

----

34. Do you think that the system of teaching English in schools and colleges needs improvement? If yes, please drop your opinions/suggestions.

_____
_____

_____
_____

_____
_____

35. Who do you think is responsible for errors in English usage?

Teacher	Student	Government	Others

36. Do you feel that the learner's weakness in English is due to English school teachers during their childhood?

Yes	No

37. Is the student and teacher ratio of English class adequately maintained in your college?

Yes	No

38. How many English papers do you take per semester?

39. How many classes do you take in a day?

40. Do you feel job satisfaction in your current job? Either yes or no; briefly mention some of the reasons.

_____

_____

_____

41. Do the students raise questions or bring doubts to the teachers? If yes please mention the types of doubts they bring.

_____

_____

_____

_____

42. Your views on English as a subject.

_____

_____

_____

43. Which topic covers most portions of the English syllabus, English literature or aspects of language?

_____

44. What kind of study tools and techniques do you use in English class for teaching?

----

45. Please give your views, remarks and suggestions towards teaching and learning

   English in educational institutions.

_____

_____

_____

_____

_____

46. Does your college provide wide access to books and study materials in library?

Yes	No

Place: Name(optional):
Date: Signature

<p style="text-align: center;">**QUESTIONNAIRE**</p>

<p style="text-align: center;">**(To be filled by students)**</p>

Informed Consent Form

Researcher: Toshimenla Ao
Research scholar, CNTLS
Nagaland University.

Description of the study: This study will look into the various factors affecting the usage of English in relation to socio-demographic components by the Ao (Naga) undergraduates. Here, the respondents of the study will be given questionnaires to complete, which are provided in the following pages. The researcher is only interested in the evaluation of these variables and is not interested in any specific personal information about an individual. The respondents need to be in the age group of 18-25 years.

Participant Rights: your participation in this study is completely voluntary and you may refuse to participate or leave the study at any point of time. If you decide not to participate in the study or withdraw from the study, it will not result in any penalty.

CONFIDENTIALITY: All the data from this study and personal information will be kept confidential and will be accessible only to the researcher. The result of the study will be reported in groups and you will not be identified in any presentation or publications of the research study.

RISKS: There are no known or anticipated risks to you while participating in this study.

Queries/ concerns: you are encouraged to ask queries/doubts at any time during this study.

Please direct your queries to: Toshimenla Ao (9774177729)/ toshimen2019@gmail.com

Declaration:

I have read and understood the information provided to me. I was informed that my participation is voluntary and I may withdraw from the study at any time without penalty. The questionnaire should also be completed by me only. I voluntarily agree to participate in this study. --------- I agree   ----------- I disagree

1. Name (optional) ----------------------------

2. Date --------------------

3. Place ----------------------

4. Age ---------------

5. Tribe --------------

6. Institution--

7. Stream : Arts/ Science/ Commerce/Others

8. Place of birth

- Town
- City
- Village

9. Gender -----------------------

10. Present address --

---------11. Level of education:

- Matriculation
- HSSLC
- Graduate
- Post Graduate

12. Institutional background

- Private
- Government

13. Status of employment

- Employed
- Unemployed

14. Religion --------------------------------

15. Educational background of family members

Qualification	Mother	Father	Sister(s)		Brother(s)	
Illiterate						
Literate						
10 below						
10+2						
Graduation						
Post graduate						
M.phil/Ph.D.						

16. Status of occupation in the family

Occupation	Father	Mother	Sister(s)		Brother(s)	
Employed						
Unemployed						
Ex service						
Student						
Cultivator						

Bussiness								

17. Parents' income

Income of the parents	
Below 10,000/- per month	
15,000-30,000 /- per month	
More than 30,000/- per month	

18. Name the languages your parents know and speak.--

Please read the questions carefully in every item and answer it in the most convenient way for you.

Language Proficiency Survey

19. How many languages can you speak besides English name them? ----------------------------
----

20. Rate your ability in speaking English.

     -----0. Barely to not at all
     -----1. know some common words
     -----2. Able to carry on a basic conversation about everyday things, but not proficient
     -----3. proficient to have basic conversation and at higher levels such as in the work place

21. How often do you speak English?

     -----0. Never
     -----1. Occasionally
     -----2. Once a week
     -----3. Every day
     -----4. Often

22. Do you think that it is important to have English literacy besides the languages you normally speak?

    (a) Yes   (b) No

23. Why?

----

24. What is your level of understanding English while listening to lecture/teaching/conversation?

Very well	Average	Below average	Not at all

25. What is your level of understanding English while reading?

Very well	Average	Below average	Not at all

26. Does your college provide platform for literary activities like debate/ group discussion/ presentation, etc?

   (a) Yes   (b) No

27. Do you participate in group/ literary activities?

   (a) Yes   (b) No

28. Do you participate voluntarily or is it because you are compelled to do so?

----

29. If you do not participate voluntarily then please state the reasons why.

----

30. Do you agree that speaking English is a symbol of status? Yes / No

31. Are you satisfied with the English subject syllabus that you are taught in College level?

   (a) Yes   (b) No

32. State reasons as to why you are either satisfied or not satisfied.

----

33. Do you feel that the English syllabus needs to be updated?

    (a) Yes   (b) No

34. If you are not satisfied with the current English syllabus then please suggest some topics and areas to be looked into.

Questionnaire for listening ability:

    Responses: Strongly disagree/ Somewhat disagree/ Somewhat agree/ Strongly agree/ I don't know

35. I like listening to English.

36. I feel inspired and confident while listening to English.

37. I learn and improve by listening

38. I do not correct or improve my English

39. My listening improved as a result of my teacher's explanations.

40. I don't listen to my teacher.

41. My listening improved as a result of listening materials (videos, audios, worksheets, etc.).

42. I practice listening outside of class.

43. I learn English pronunciations through listening English songs.

44. I learn pronunciations from my English teachers

45. My teacher has good speaking skill

46. My teacher corrects my errors in English

47. My teacher's explanation is difficult to understand

48. My English teacher is not proficient in English.

49. If your English teacher is not proficient in the language. Mention the areas you find difficult in him/her for example: weak pronunciation/grammar/sentence construction/explanation/or other reasons.

----

50. Have you ever heard of listening strategy?

      (a) Yes   (b) No

51. What according to you is listening strategy? Explain in brief.

----

52. Do you think, listening strategy training is important for language?

      (a) Yes   (b) No

53. Give reasons why listening strategy is/is not important.

Questionnaire for speaking ability

54. Which language do you commonly speak at home?

      (a) English ☐   (b) Mother tongue ☐   (c) Nagamese ☐

55. In which language can you best express your thoughts?

      (a) Listening ☐   (b) Speaking ☐   (c) Writing ☐

56. From which source do you learn new language mostly?

      (a) School ☐   (b) Friends ☐   (c) T.V/web sources ☐

57. Which language do you use to communicate with your peer groups at school?

      (a) English ☐   (b) Hindi ☐   (c) Nagamese ☐   (d) mother tongue ☐

58. When do you think is the right time to learn English?

      (a) Early ☐   (b) Adult ☐   (c) Old ☐

59. Do you think Language expands your personal thinking?

      (a) Yes ☐   (b) No ☐

60. Are you interested in learning English?

(a) Yes ☐   (b) No ☐

61. Is English language easy for you to learn?

(a) Yes ☐   (b) No ☐

62. Is it compulsory for you to speak in English at school/college?

(a) Yes ☐   (b) No ☐

63. Are you confident enough to speak and write English?

(a)Yes ☐   (b) No ☐

64. Do you wish to speak and write good English?

(a) Yes ☐   (b) No ☐

65. Out of these four skills – listening, speaking, reading and writing, which skill do you find more difficult while using English? Why? Please explain in brief.

----

66. Which one do you prefer the most while using English- listening/speaking/reading/ writing? Why?

----

67. Do your English teachers help you in learning correct English?

(a) Yes ☐   (b) No ☐

68. If yes, in what manner do they help you in learning English?

----

69. Do your parents help you in learning English?

(a) Yes ☐   (b) No ☐

70. Do you find your mother tongue interferences while speaking second language?

(a) Yes ☐   (b) No ☐

71. Which English alphabets do you feel is interfered by your mother tongue pronunciation? Name them by following the sample provided in example. (Example: 'a' is mispronounced as 'i' while speaking English).

----

72. Do you determine English pronunciation by the spelling of the words?

(a) Yes   (b) No

73. Do you take mother tongue interference in English lightly/consider it to be normal?

(a) Yes   (b) No

74. Do you help yourself correct your English while encountering mother tongue interference?

(a) Yes   (b) No

75. If you prefer retaining your mother tongue influence in English, why do you do so? Please mention some of the reasons.

Name:
Signature:

(Appendix-II)

Vocabulary for pronunciation (Total 70).

Edit	tortoise	buffet	quarantine	symphony	mansion
Often	regular	excuse	wednesday	anniversary	mention
Badminton	yacht	voyage	university	honour	budget
Phonetics	Thank you	Think	divorce	secretary	age
Bow	compare	encourage	bowl	square	education
Squirrel	risk	whisk	restaurant	wear	danger
Bald	dry	try	there	their	gem
Curtain	church	random	planet	something	giant
So	present	let	lid	opposite	finger
Parrot	bucket	boy	be	book	tiger
Pig	big	to	do	dog	gold
Sweetest	sometimes	kite	gate		

Vocabulary for Dictation (Total 48)

Privilege	Conscience	Bicycle	Rendezvous	Butcher	Record
Record	Stainless	Edit	Athlete	Hawk	Mortgage
Epiphany	Fugitive	Align	Gnash	Gnarled	Wriggle
Wrestle	Unanimous	Foe	Wrack	Wrist	Accident
Accept	Effort	Possession	Dengue	Infrastructure	Accent

Weather	Whether
This	These
Then	Than
Accept	Except
Affect	Effect
Patient	Patience
Position	Possession
There	Their
Quiet	Quite

Writing task

Write a short paragraph on any one of the following topics below.

1. Mother
2. College life