

**A STUDY ON THE STATUS OF ENGLISH LANGUAGE TEACHING-
LEARNING AT THE HIGHER SECONDARY SCHOOL LEVEL IN
TAMENGLONG DISTRICT OF MANIPUR**

By
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A Thesis submitted in partial fulfilment of the requirements for the
Degree of Doctor of Philosophy in English



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December 2024

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CANDIDATE'S DECLARATION

I, **Hiamthuiyang James**, bearing Registration No. **Ph.D./CNTLS/00253**, hereby declare that my thesis entitled *A Study on the Status of English Language Teaching-Learning at the Higher Secondary School Level in Tamenglong District of Manipur* submitted to the Nagaland University for the Degree of Doctor of Philosophy in English is the record of original research work done by me under the supervision of **Dr. Laishram Bijenkumar Singh**. I also declare that the thesis has not been submitted in part or full to any other university or institute for the award of any research degree, fellowship, or any other title and that it did not form the basis for an award of any previous degree.

16th December 2024

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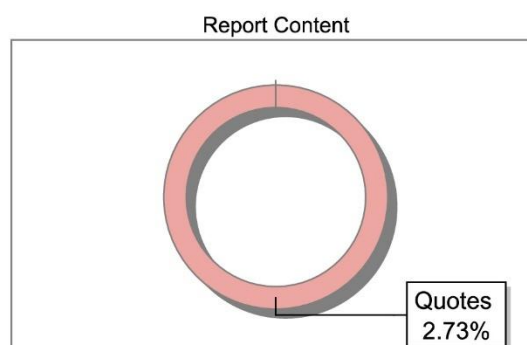
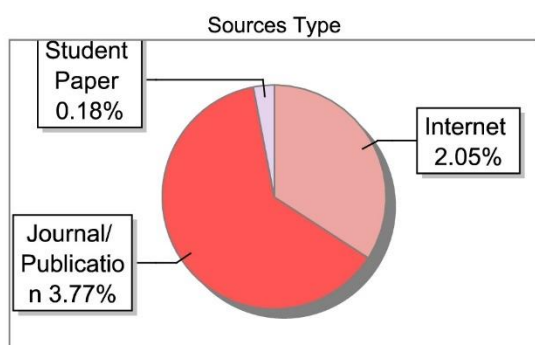
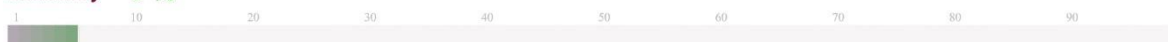
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Paper/Submission ID	2733100
Submitted by	bijen.laishram@nagalanduniversity.ac.in
Submission Date	2024-12-09 12:27:23
Total Pages, Total Words	176, 49633
Document type	Thesis

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ACKNOWLEDGEMENT

I sincerely thank my supervisor Dr. Laishram Bijenkumar Singh for his constant support, advice and help in my research journey, and for guiding me wisely in the process of completing my thesis. He has been my true guide in showing the way and guiding me tirelessly during my research journey.

I thank all the faculty members, scholars and non-teaching staff of the Centre for Naga Tribal Language Studies (CNTLS) for their undying concern towards the cause of my research and education. I also express my gratitude to Prof. Nigamananda Das, HOD, Department of English, Nagaland University for his encouragement and assistance in introducing me to my research area.

I convey my sincere thanks to all the teachers and students at the higher secondary schools in Tamenglong for their collaboration and help in rendering the data required to carry out this study. I also thank the interviewees from Tamenglong village for sharing their knowledge and insights with me for documentation.

I am grateful to my family, especially my parents AK Mathiuguang Mathew and RK Guanjiangbuanliu Regina and my well-wishers who are always there to extend their helping hands and give encouragement during my research period.

My sincere gratitude goes to my loving wife, Dr. Shurhonuo Tsurho, Assistant Professor, Phek Government College, Phek, Nagaland for her unceasing support and help from the initial start to the successful completion of my thesis. She has been my backbone throughout my research journey.

Above all, with thanksgiving in my heart and soul, I dedicate all my endeavours and accomplishments to the Almighty God who is the source of all knowledge and wisdom.

Hiamthuiyang James

CHAPTER 1: INTRODUCTION

1.1. Linguistic Area of the Rongmei People

Rongmei is one of the Naga tribes belonging to the Tibeto-Burman family. The tribe is found dwelling in Manipur, Nagaland and Assam. The majority of the Rongmei people live in Tamenglong and Noney districts of Manipur, India. Tamenglong is surrounded by Senapati district of Manipur in the East, North Cachar Hills district of Assam and Imphal West district of Manipur in the West, Peren district of Nagaland in the North and Churachandpur district of Manipur in the South. According to the *Statistical Handbook of Manipur* (2017), the district occupies an area of 4,391 km² inhabited by 1,40,651 people having a sex ratio of 953:1000 with 70.05% literacy rate. The density of the population in Tamenglong is 36/Km².

Tamenglong district is located between latitudes 24° 30 N to 25° 27 N and longitude 93° 55 48 E approximately (Directorate of Census Operations Manipur, 2011). Geographically, it is the farthest district from Imphal, the capital of Manipur with its headquarters situated 147 km away from the capital (Tamenglong, 2020). The road system is poorly maintained which makes transportation difficult and also the connectivity with other districts is affected by it, especially for trade and commerce.

Until 1972, the district was known by another name called Manipur West district. Under Manipur Govt. Order No.20/39/69-D, dated 12th November 1969 the whole state was recognised and divided into 5 districts and 25 Subdivisions. Since then Manipur West district was made a district, and the present Tamenglong was made into a full-fledged district on 14th November 1969 with Shri K. Lamphel Singh, MCS, as the first Deputy Commissioner, who served the district till 13th August 1972 (Directorate of Census Operations Manipur, 2011).

Tamenglong is inhabited by different communities like Zeliangrongs (Zemei, Liangmei, Rongmei), Inpui, Kuki, Hmar, Chiru, Paite, Gangte, Mirki and Khasi (Tamenglong, 2020). Although all these tribes fall within the Scheduled Tribe category, it is rather amazing to find that each tribe is unique and distinct in their

language and culture. Among these tribes, Rongmei is the most dominant tribe in Tamenglong. Being the language of the dominant tribe, the it is used for communication among people of different tribes for business and marketing.

The people of Tamenglong are abundantly blessed with rich cultivable lands, resources and river systems. The major rivers flowing in the district are Ahu (Barak), Irang, Makhu, Iring, Ijei (Aga) and Apah rivers. The biggest river among them is Ahu. They serve as the lifeline of the people with the provision of fish for food, sand for the construction of houses and water for irrigation.

Being a hill district, jhum cultivation is the main method of growing rice and other crops. However, with the rising concerns for the environment, its practice is discouraged among the farmers, and thus, it is drastically diminishing. Terrace cultivation is also practised but only on a small scale in the valley regions of the district. Owing to this fact, the crops produced in the district alone cannot meet the demands of the growing population (Tamenglong, 2020). The inhabitants depend on food supply from the Imphal Valley and goods transported from the neighbouring state of Assam or other states coming via trains in Dimapur.

Nature has graciously enriched the land with perennial rivers, waterfalls, caves, freshwater lakes, tropical forests with rich flora and fauna, hills and mountains with majestic stones and beautiful landscapes that are eye-catching which makes Tamenglong still “a perfect dream spot” (Tourist Places to Visit in Tamenglong, n.d., para. 7) for tourists.

As recorded by the District Administration (Tamenglong, 2020), there are aesthetic sights worthy of tourist attraction. Some of these sights will be described in brief. Ahu Khounduang Waterfall (Barak Waterfall) is famous for its aesthetic waterfall and the lake around it which is frequently visited by people for rafting and picnicking. Kisha Khou (Mount Kisha) locally known as Kachakhou is considered a sacred peak by the Zeliangrong people because it is believed that drinking and taking a bath from it can cure ailments. It also has historical importance as the Naga freedom fighter Haipei Rani Gaidinliu hid there during her run from the British in 1932, and

again from the Indian army in 1961. The peak remains the home to innumerable rare species including hornbill, chimpanzees, wild garlic, and others because it is less frequented by people (Travel Diaries, 2020). Thaeuluan Khoulang (Tharon Cave) is a famous cave measuring 655.6 metres long with 34 joints and five exits, and 12 caves are located underneath. The map of the entire cave is engraved and painted on the stone at its entrance to help the tourists locate every turn inside the cave and navigate their way (Tharon Cave, n.d.). Zeilad Lake is a natural habitat for several pythons, tortoises, fishes, and water birds. It is now included among the four recently declared wildlife sanctuaries in Manipur. The Buning meadow is a breathtaking natural spot, a spectacle of flora and fauna (Buning Meadow, n.d.) rich in orchids, wild lilies, and several other colourful little flowers which paints an almost unimaginable picture (Overview of Buning Meadow, n.d.). Gadai Ching is a mountain from which one can get an amazing view of Tamenglong town. The Churches in Tamenglong town have put up a cross on the mountain top and now it has become one of the prayer centres in Tamenglong (Marangmei, 2011).

It is because of all the wondrous beauty of nature that Tamenglong is well known today by many people. The majestic land and rivers provide the people with materials for house construction, tools for work, food and fruits of different kinds and furniture, especially from bamboo and cane, which grow abundantly in the forests. Not only do the forests provide food and shelter, but also medicinal herbs for the treatment and cure of different ailments. In short, it can be observed that the region is truly blessed with its rich biodiversity. Indeed, Tamenglong has many beautiful things for tourists to enjoy and there are always things to amuse visitors and places to explore (Destinations, n.d.).

1.1.1. About the People

Rongmei is the name of the tribe as well as the language spoken by its people. It was formerly known as “Kabui” a word whose meaning is still a mystery to their people themselves. But according to the Act of Constitution (Scheduled Tribes) Order, 1950 - (a) in PART X - Manipur at Sl. No. 8 (eight) “Kabui” is one of the main recognised indigenous tribes of Manipur. The origin of the term “Kabui” is lost in obscurity but some traces can be had from its ancient folklore, literature, songs and

stories narrated by the forefathers. The so-called “Kabui” constitute the two cognate tribes: Inpui (or Puimei) and Rongmei. In the present day, these two tribes are addressed separately as Rongmei and Inpui by the Constitution (Scheduled Tribes) Order (Amendment) Act, 2011, (No. 2 of 2012) dated 8th January 2012 (Gazette of India). Yet, the same tribal group settled in the Imphal Valley prefer to call themselves “Kabui” and people in the hills rather prefer the term “Rongmei”.

It was earlier recorded that the name “Rongmei” is made from a combination of two words “Rong” (South) and “mei” (people) thus, the literal meaning of Rongmei is referred to as “Southerners” or “the people of the fallow lands and of the southern region” (Phaomei, 2019, p. 1271). Keilinpou Pamei, Namrichuang Pamei and Meisungkung John (personal communication, March 21, 2022), who are eloquent about the culture and history of the people, it is learned that the name Rongmei is derived from *Maruangmei* (people of *Maruangram*). *Maruangram* was a Liangmei land which was thought to be “*nsoram*” which means “free land” for a new settlement because the people had been settling in whichever land seemed unoccupied. These people in search of a new land were eventually called *Maruangmei* by the Liangmei people because they were inhabiting *Maruangram*. Thus, they were referred to as *Maruangmei* which gradually became *Nruangmei*, and now we officially call them Rongmei.

Rongmei is part of a bigger community known as “Zeliangrong” which is an abbreviated name representing the three tribes: Zemei, Liangmei, and Rongmei. The tribes have a close affinity, sharing many common elements in language, culture, tradition, custom, dressing and food habits. They possess many things similar to one another, especially in the celebration of festivals and observation of feasts and other seasonal events which are mainly based upon their agricultural activities. And Zeliangrong belongs to a bigger family called “Tenyimia” which is a part of the indigenous group called Naga. The term “Tenyimia”, “Tengima” or “Tenyimi” originates from the name of their forefather Tenyiu. Therefore, the term ‘Tenyimia’ is referred to as ‘the descendant of Tenyiu’ (Kikon, 2023, p. 6). The Tenyimia tribes include Angami, Chakhesang, Liangmei, Mao, Maram, Pochury, Poumai, Rengma, Rongmei, and Zemei, settled in the districts of Kohima, Tseminyü, Phek, Meluri,

Dimapur, Chümoukedima and Peren in Nagaland, Tamenglong, Noney, Senapati and Kangpokpi districts in Manipur, and parts of North Cachar and Karbi-Anlong districts in Assam.

The history of the Tamenglong district is mostly the history of the Rongmei people who form the majority of its population. Speaking on the etymology of Tamenglong, K. Pamei, N. Pamei, and M. John (personal communication, March 21, 2022) opine that Tamenglong is a distorted name of Inriangluang which was recorded by the British official with the help of a guide from the Liangmei community during their scouting for a new headquarters in the area. The tour guide informed the British official that the new village they had just arrived at was called Tariangluang which might have sounded like Tamenglong to the latter. Thus, Tamenglong got its name from the distortion of Inriangluang.

1.1.2. Language Classification of Rongmei

Rongmei is a language belonging to the Tibeto-Burman language family under the Naga-Bodo subgroup as classified by George Abraham Grierson in the *Linguistic Survey of India* (Grierson, 1903). It is spoken mostly in the states of Manipur, Nagaland and Assam. Although it is the same language spoken by a single group of people, there are variations, especially in the pronunciation which results in affecting the writing. However, it is also to be noted that different spelling systems emerged which led to the confusion of the people. But the fact that most published works use Tamenglong Rongmei as the standard spelling it can be concluded that the orthography issue has been settled through more frequent usage.

Taught and influenced by the Missionaries who rendered a valuable service apart from preaching the gospel, the people were provided with a written form of the language and devised a standard orthography to translate the Bible, and they began to write about themselves and their land, culture, tradition, history, etc. It is worth mentioning the efforts contributed by the people in writing about their own in their tongue. It has been rightly observed that “the English education which was increasingly recognised as a gateway to a better life” (Kamei, 2013, p. 40).

1.1.3. Language Use

Rongmei language is mostly spoken in the districts of Tamenglong and Noney, as well as in the neighbouring districts in the states of Manipur, Nagaland and Assam. It is the lingua franca of Tamenglong, and the language through which people communicate and express themselves. Even people from other tribes and communities try to learn the language because it becomes handy in trade and communication especially in Tamenglong. It is used as a medium of communication in schools, offices, markets and institutions.

Being the most common language which is spoken by the majority of the population people find it more necessary to communicate in Rongmei rather than in Manipuri or English. Almost all the people working in various offices and people who visit them for work speak Rongmei. And the first language people speak as they enter the offices is the Rongmei language. Only when their words fall on deaf ears because the person doesn't understand it, only then they switch to either Manipuri or English. It is the language of everyday use and people from other communities too begin to learn and speak with great fluency. It is also worthwhile mentioning that while Rongmei is the primary language, many Rongmei individuals also speak Manipuri and English with adequate fluency.

1.2. Socio-Cultural Practices

Zeliangrongs are Tibeto-Burman (Indo-Mongoloid) of the Sino-Tibetan family by race and language. And historically speaking, it is assumed that Mongoloid groups including Zeliangrong Nagas were dwellers of the upper course of the Yangtze and Hwang Ho rivers in China in prehistoric times (Culture Heritage, n.d.). Rongmei is a closely knitted society where everyone is related to everyone in one way or the other. It is like each person is a brother or sister or relative of the other. The socio-cultural life of the people can be observed through the people themselves, their kinship, festivals, indigenous sports, and other social events observed throughout the year.

The Rongmei people have a rich cultural heritage and they celebrate various festivals, perform traditional dances, and participate in rituals that are an integral part of their social and cultural identity. Their traditional attire and jewellery adorned with

intricate designs and patterns are very distinctive from the other tribes, and they bear the social and cultural importance and significance of the people. Their festivals and rituals are celebrated with great enthusiasm which greatly involves singing, dancing, and feasting (Festivals of Tamenglong, n.d.).

1.2.1. Kinship

As it was mentioned earlier, Rongmeis are closely knitted people. The practice of joint families is common among the people as this is done to extend the social custom of caring for each other and instilling a sense of oneness among the people. This practice is done either through the sharing of a single hearth or a separate hearth but in close proximity. The people are related to the whole village because they extend their family tracing even to the relatives of their great-grandparents. Therefore, it is even possible that the whole village is related either by the lineage of the father or mother and their extended family relationship. An interesting aspect of the Rongmei culture is that, although the community is patriarchal, there is a trace of importance given to maternal lineage as well. Though the person's lineage is traced from the father's line, yet due attention is given to the maternal line as well.

Kinship terms are coined to address persons of relation depending on their age and gender. It is observed that the older person can address the younger one by name but the older one is traditionally addressed by a kinship term appropriate to him or her depending upon the relationship to the family or clan. Nevertheless, it is not a taboo for the younger one to call the older one by name but it may be regarded as being disrespectful. This use of kinship terms is mostly practised as a "sign of respect" (Bouchery & Gangmei, 2008, p. 112) for anyone older than the speaker.

The terms of reference for calling people or addressing people as stated by M. John (personal communication, March 22, 2022) are recorded here: father is '*pu*', '*pou*' for grandfather, '*pou-dai*' for great-grandfather, '*pou-dai pu*' for great-grandfather's father, '*pou-dai pou*' for great-grandfather's grandfather, and '*pu-pou*' for ancestors. Similarly, the terms of reference for mother are '*pui*', '*pai*' for grandmother, '*pai-dai*' for great-grandmother, '*pai-dai pui*' for great-grandmother's mother and '*pai-dai pai*' for great-grandmother's grandmother. And the terms for the

child is ‘*nah*’, ‘*tou*’ for grandchild and ‘*tak*’ for great-grandchild, and later generations are identified as ‘*thaeng*’ (4th generation), ‘*ru*’ (5th generation) and ‘*pai*’ (6th generation). Beyond these, the relationship is generally termed as ‘*kaikhun zei riang*’ which means ‘family blood line’.

They may refer to their own siblings as *tanpu-tanpui*, and male speakers may use ‘*chana*’ for their own brothers and female speakers may use ‘*suanrei*’ to refer to their own sisters. These terms can be used for cousins as well, and even to address members of one’s own clan who may not be true consanguine but who share the same patronym to express the closeness of the relationship. Everyone who shares the same family or clan name is considered as relative, therefore, it is “forbidden for them to marry each other as long as they belong to the same patrilineal group” (Bouchery & Gangmei, 2008, p. 112).

Siblings and cousins use *achai* for elder brother or sister and *akaina* for a younger sibling of both genders. Most often while addressing one another, gender can be specified by adding the suffixes *-bung* and *-lu* to the elder brother and sister respectively, thus *achaibung* for elder brother and *achailu* for elder sister; and similarly, for addressing the younger sibling, suffixes *-pu* and *-pui* are added to younger brother and sister respectively. Thus, *akainapu* is used for the younger brother and *akainapui* for the younger sister. Also, for addressing people more sweetly or conveniently, a contracted form of the full name is often used especially to address the elder brother or sister, for eg. ‘*Achai-bi*’ in place of ‘*achai Nambi*’ (M. John, personal communication, March 22, 2022).

Although there are many more terms about their affinities, they shall not be described in this present study. The above-mentioned are presented for reference mostly to show the close relationship the people have and to manifest the closely bonded society and nature of the Rongmei people.

1.2.2. Festivals

Tamenglong is a district with full of colourful festivals of the Zeliangrong people who predominantly inhabit the area. The Zeliangrong people are widely

known for their rich culture, tradition and colourful festivals that are celebrated with solemnity and dynamic display of traditional activities. They are people who treasure their heritage and celebrate their culture with great love, honour and respect. Practices of the ancestors in the past are still kept alive and celebrated with pride and glory. It is evident that they take great pride in their rich cultural heritage, celebrating beautiful art forms through dances and music during their grand cultural festivals. These festivals often have strong ties to their animistic religious beliefs and they are closely intertwined with their agricultural life and cultural traditions.

Zeliangrong festivals are called *Ngi* in Zeme and Liangmai, and *Ngai* in Rongmei, which means “rejoicing”. These festivals are based on the lunar cycle and seasons which facilitate the people from the time of sowing to reaping as the society is an agrarian one. And so, it is evident that the people have festivals almost throughout the lunar calendar year (Festivals of Tamenglong, n.d., para. 6).

A great length about the festivals and the rites and rituals accompanying the celebration is recounted by Keilinpou Pamei, Namrichuang Pamei and Meisungkung John (personal communication, March 21, 2022) from Tamenglong Village. These elders are well-versed in the cultures and traditions of the Rongmeis. According to them, the Rongmeis have festivals almost every month depending upon the agricultural activities or availability of the host for the feast of merit.

Festivals are an extension of their animistic religious beliefs and they are seen as either imploring blessings or giving thanks to the divine being or beings for ensuring the wellbeing of the people. M. Mathew (personal communication, April 28, 2022) said that festivals are an essential part of social and cultural life. These festivals are celebrated with great solemnity which involves the observance of rites and rituals of the whole society led by *amuh*, a priest. They are mostly gestures of gratitude for the bounty provided by the gods and sometimes to ask for their protection from whatever evil might befall upon them. Their religious beliefs, expression of faith, manner of worship of the supreme God, gods and goddesses, village deities and reverence for the ancestors are manifested through the celebration of these festivals. Because of their close connection to religious faith and belief system, these festivals

have greater prominence and they are celebrated with great solemnity, pomp and gaiety (Festivals of Tamenglong, n.d., para. 1).

The festivals of the Rongmei people are deeply rooted in their indigenous religion which revere nature as a benevolent mother. They greatly depend upon nature for their sustenance and well-being. The production of crops depends on the graciousness of the mother nature. This is the reason why nature is revered and worshipped by the people. Because they believe nature is the main source of sustenance, they offer sacrifices to appease it to spare them from disasters and calamities. And when they receive bountiful graces, they celebrate and give due thanks to the Supreme God, gods, goddesses, deities and spirits.

As it has been mentioned earlier by K. Pamei, N. Pamei and M. John (personal communication, March 21, 2022), the people are mostly agriculturists which can be seen in the manner of celebrating their festivals which are performed reflecting different stages of agricultural activity. These festivals are performed to mark certain agricultural activity which is carried out following the seasons or lunar cycle. These festivals mark the activities of the farmers as they progress in their agricultural work and mark their expression of joy, happiness and gratitude in the accomplishment of their work. Through the festivals, the people express their gratitude to the divine Being or beings, the land and the people who are responsible for all the good things provided to them for their survival and sustenance. Through occasions such as these, the people express their gratitude by way of celebrating with songs and dances, sports, feasting, and other social gatherings.

The Rongmei people in particular grandly celebrate these festivals with proper planning and organisation. They usually host the festivals at different venues depending upon the organisers, the overseers of the groups. The people have group systems for grooming the young men and women to learn about life and the ways of the world which is similar to the generic term '*morung*' commonly understood among the Nagas. The young people are divided into groups, mainly *khangchui* and *kailiu*. *Khangchui* is the male dormitory and *kailiu* is the dormitory for girls. There may be more than one dormitory for one gender group depending upon the number of youth.

From among these dormitories, they choose and entrust one group to host the festival. Thus, the youth group plays a major role in organising the celebration of the festivals. The place where they host the festivals is called *Ngaibam*, which means ‘place of festivals’ or a house called *Ngaikai*, which means ‘a house of festivals’; thus, it can either be an open space or a house where people can gather to celebrate.

The following are the names of festivals collected from the source mentioned above: *Baanru Dungmei* (feast of merit), *Buinung Dungmei* (feast of merit), *Chakaek-chago Ngai* (feast to honour the dead), *Gaan akhatna tumei Ngai* (feast of sharing curry), *Gaan Ngai* (feast of light), *Gudui Ngai* (ginger soup feast), *Malaanmei Ngai* (wealthy family adopting a male for body building, and show to the village during festivals), *Mandu* (bride price from the husband’s family), *Matui Ngai* (post harvest feast), *Nanu Ngai* (piercing of ears for both boys and girls), *Banrau Raumei* (before plantation of crops by cutting the neck of the small chicken and offered by maipoh, a high priest), *Lauthaekmei* (before the harvest, the old lady would carry a chicken to the field and bring back home with paddy to be cooked at home), *Aluh Paeumei* (feeding the married women of one’s family in the in-law’s house), *Pokpho Ngai* (pre-harvest feast), *Rih Ngai* (War festival), *Taraengkai Kasiammei Ngai* (erection of a house with placing a buffalo horn at the house top of a person who has hosted a feast of merit), *Tuun Ngai* (winter festival), *Ganthan-luithan Mbapmei Ngai* (feast of tasting new curry on a new leaf), *Ntian Ngai* (bread festival), *Taukhuan* (memorial stone), *Ring Ngai* (festival of the living), *Theikatiammei* (respect for the deceased), etc. These festivals are celebrated by the people with love and reverence.

Apart from the traditional festivals, the Orange Festival has been celebrated every year in Tamenglong district in December with great fervour since 2001 with the initiative of Shri K. Moses Chalai, the then Deputy Commissioner of Tamenglong. In 2004 the festival was raised to a higher status as State Level Orange Festival by the then Hon’ble Chief Minister of Manipur Shri Ibobi Singh in the presence of Shri Gaikhangam, the then Minister of Power and Horticulture and Science, IPR (Festivals of Tamenglong, n.d.).

1.2.3. Traditional Dresses and Ornaments

The Rongmei tribe is known for its vibrant culture and traditions. The people celebrate various festivals and ceremonies with great enthusiasm. Traditional dances, songs, and rituals are an integral part of their culture.

When it comes to aesthetics, the tribe has beautiful and colourful traditional dresses, attires and ornaments to adorn the people. The people possess a rich variety of clothing and ornaments which add colour to their lives and celebrations. They adorn themselves with these dresses and ornaments, especially during the performance of dances accompanied by music and singing, and during special feasts, social events and celebrations. Also, the tribe is highly attuned to music and singing. M. Mathew (personal communication, April 28, 2022) asserted that they sing with the accompaniment of musical instruments like drums, flute, harp, cymbals, etc. which make their singing livelier and amusing.

About the traditional attires, G. Regina (personal communication, December 15, 2022) mentioned that the people wear different attires for different occasions. During the performance of a dance the womenfolk adorn themselves with *pikhim* (crown), *suaihiak pheisuai* (mekhela), *nphaeng* (sash for the chest), *bungkam* (belt), *nukuanmun* (earring), *tohbian* and *tohluang* (bracelets), *tubuaptuh* and *kengpuantuh* (necklaces). And the menfolk decorate themselves with *raengmoi* (hornbill feather), *pikam* (crown), *paruaihmun* (earring), *tubuaptuh* (necklace), *nton* and *tadiu* (armlets), *beih* (back gear), *nthinoi* (garment), *bungkam* (belt), *phoisang* (calf decorator), *ndoh teimei* (rice paste smeared on the shin and calf). It should be noted that all the dances are accompanied by singing with the use of musical instruments such as *nkhuang* (drum), *simiu* (gong), *alim* (flute), *nroh* (three stringed instrument) and *siamtuai* (cymbals). Apart from the festive occasions, even during ordinary days the people wear shawls for warmth. The menfolk wear *pheingeaupheidai*, *maraipan*, and *nthiamphei*, while the womenfolk wear *pheijoi*, *maraipan*. The old men wear *nkouphei* (black shawl), *ntoiphei* (white shawl) and *pheiraeng* (red shawl), and the old women wear *sampaeng phei* (black shawl), *erumpi pheisuai* (blue mekhela) in various events and occasions.

1.2.4. Traditional Weapons

Wars and disputes were frequently present throughout the history of the people. Sometimes there was a war with another village, and sometimes there was a fight between clans within the same village. In these wars, people used weapons made out of materials available to them. From Tamenglong village, some elders K. Pamei, N. Pamei and M. John (personal communication, March 21, 2022) provided the names of traditional weapons of the tribe. The most commonly used weapons of war are: *buih* (spear), *baengh* (sword), *ngih* (shield), *saupoi* and *tianpoi* (bow), *saubuan* (thorn in the shield), *sakpho jaumei* (trap with spears) and *aphoh* (traps). These weapons were used for an attack as well as defence from the enemy.

Though wars were fought against other tribes and villages, there is no record of the practice of headhunting among the people of Tamenglong. According to them, there was an incident of a man from Tamenglong bringing a head in his basket to the village authorities to ask for a favour but they told him that there was not and would never be the practice of headhunting among the tribesmen. Thus, concluding from the recount of the elders it could be said that the Rongmei people didn't adopt the practice of headhunting in their warfare.

1.2.5. Indigenous Sports

Sports and competitions are part and parcel of the daily life. At the time of festivities, the villagers would gather to witness the show of strength and skills of men and women. The whole village would gather to see the champions showcasing their talents, strength and skills in different sporting events and games. M. Mathew (personal communication, April 28, 2022) mentioned games of various sorts that used to be organised for men and women of different age groups. The men played vigorous sports like *don kachammei* (long jump), *tautung phoime* (shotput), *tatuan kapitmei* (high jump), *pak akhiammei* (race). And the women compete in *kachuan akhiammei* (jumping), *ntau kajabmei* (stone catching), *goh toumei* (big beans rolling game), *pak akhiammei* (race). These sports are played during festivals as a competition among various youth groups dwelling in different morungs called *khangchiu* for men and *kailiu* for women.

1.3. Religion and Beliefs

The Rongmei people were initially worshippers of nature or anything in nature which is beyond human control. There are many gods, goddesses, deities and spirits revered by the people. Although there are many gods and goddesses, they believe that there is only one supreme God called *Tingkao Raguangh*. He is revered as “the omnipresent, omniscient and omnipotent creator of the Universe, gods, men and also all living beings” (Kamei, 2013, p. 33).

The people did not have any organised religion but they believed in the existence of gods who were imbued with specific powers and assigned with different roles to govern the people and things in the universe. Nature itself is seen as a god and it is revered as a mother because of its providence of food, shelter and livelihood. It is believed that there are numerous gods to whom people pray and make offerings for appeasement and protection. They think everything depends on the spirits because they can cause destruction or bestow prosperity, bring sickness or restore health, and bring blessing or curse upon them.

1.3.1. Diversification of Spirits

In the Rongmei indigenous religion, various types of spirits and deities are worshipped and they associate different beliefs with each of these entities. The key aspects of the diversification of spirits in Rongmei culture are made based on data gathered from M. Mathew (personal communication, April 28, 2022) from Tamenglong village. This diversification of spirits is briefly discussed to render a general notion of the belief system which had been prevalent since the pre-Christian era.

i) All-powerful God:

Among all the gods, goddesses, deities and spirits revered by the people, one Being is worshipped as the greatest known as *Tingkao Raguangh* (Heavenly God). The literal meaning of *Raguangh* is God-King or King of gods. He is worshipped as the creator and sustainer of the universe, nature and mankind.

ii) Village deities:

Rongmei villages have their guardian deities or spirits worshipped with reverence and fear because they believe that these beings have the power to protect the community. Among all these beings, *Kailuang banbu* (village deity) is believed to possess power over the lives of the villagers. The term “*kailuang*” means “village” and “*banbu*” means “pulse”. It is the deity who holds the pulses of the people and who has control over their lives by regulating the pulses of the people. These deities are often associated with dwelling at specific locations, objects, hills, rocks, groves, etc. They are worshipped with devotion and venerated through the performance of various rituals, ceremonies and sacrifices.

iii) Nature spirits:

The Rongmei people inherit a deep connection with nature and they have great reverence towards nature. They place their belief in the spirits of natural elements and objects like trees, rocks, rivers, mountains, and animals. The most prominent among these spirits are *Mbiuh mbang ra* (forest spirit), *Dui ra* (water/river spirit), *Nraembang ra* (banyan tree spirit), and *Rambau ra* (forest spirit). These spirits are considered sacred, and the people often perform rituals to honour their majesty and pay homage in gratitude for their providence, and also appease them so that they do not bring harm or danger to the people.

iv) Clan gods:

Different households also have their clan gods who are connected to their homes and family. The most common clan god in Tamenglong is *Nsuang ra*, who is represented by a stone. Different clans would make numerous offerings of food and wine as sacrifices to these gods represented by the stones and implore their blessings for protection and prosperity. These gods are worshipped to ensure the well-being of the household and harmony of the entire clan.

v) Ancestral spirits:

It is not the same kind of worship of gods, goddesses, deities or spirits, but there exists among the Rongmei people the act of devotion and due reverence given to the souls of the departed ancestors. In their belief system, ancestors occupy a very significant place in life and culture. The highest act of homage is done by erecting a memorial stone and placing it on top of the grave or beside the tomb. The spirits of deceased family members are believed to watch over and protect the living from any harm or calamity. These spirits are given propitiation through a performance of various rituals and offerings especially during festivities.

Belief in different spiritual entities is also narrated in their folklore and oral traditions. Myths, legends and stories of different beliefs or past events are passed down from generation to generation through which they tell about values associated with the gods, goddesses, spirits and deities. However, through the observation from numerous villages, it is noticed that the specifics of spirit worship and beliefs vary slightly from village to village. The above-mentioned types and forms of spirits are based on the belief system of Tamenglong village, and there are other names of the same spirit or additional spirits with specific powers. Also, the practices have evolved or gone through various adaptations over time due to various influences and contact with other cultures and religions. Overall, their belief system in the diversification of spirits can determine the deep spiritual outlook of the people which plays a vital role in shaping their way of life and worldview.

1.3.2. Superstitions

Many tribal societies have animistic beliefs in spirits or supernatural forces which inhabit and govern the natural world. These beliefs affect their daily lives and socio-cultural practices, and way of life, and shape their understanding of the world and their place in it. Rongmei indigenous beliefs are also based on some superstitions because of which they perform various rituals and ceremonies associated with spirits. N. Pamei (personal communication, March 22, 2022) recounted the practice of performing rituals in the past which often involved offerings of food, drink, and symbolic items to appease the spirits and seek their blessings for protection and

providence. These ceremonies are significant in playing various roles in different aspects of life and their agricultural activities such as plantation, harvest, and other social events like weddings, naming ceremonies of the newborn and funerals.

Rongmei indigenous beliefs have a deep sense of spirituality and a strong connection with the spiritual world. They have beliefs in various spirits, deities, gods and goddesses, and ancestral spirits that influence their lives and daily activities. They practised animism and believed in a multitude of spirits inhabiting and governing the natural world and the human world. They had a strong connection to the land, forests, rivers and mountains, considering them sacred and inhabited by spirits. These beliefs are so deep that even after the spread of Christianity in the community, some elements of animistic beliefs continue to persist in their worldview.

1.3.3. Respect for Ancestral Spirits

Elders and ancestors are given a prominent place in Rongmei society. Their wisdom and experiences are accepted with respect, and their guidance is often sought in important decisions and performance of rituals. After their death, offerings are made to appease and seek their blessings. According to traditional practice, “the greatest act of reverence for them is done through the erection of memorial stones and hosting a feast in their name” (M. John, personal communication, March 22, 2022). Belief in the ancestral spirits and respect for ancestors are important aspects of the Rongmei worldview. Ancestors are believed to have a continuing presence and influence on the lives of the living and for this reason, various ceremonies are held to honour and seek guidance from them. They are believed to continue to ‘influence the lives of their descendants’ (Yelang, 2021).

1.3.3.1. Marriage, Birth and Naming

There are traditional practices observed in marriage, birth and naming ceremonies among the people. Kamang Gangmei Jaojian (2013) mentioned that among the Rongmeis, clan exogamy has been practised since time immemorial. He added that “cross-cousin marriage is most preferred but parallel cross-cousin is seldom” (para. 6) Akin to the common practices of arrangement or elopement and other normal customs followed by most Naga tribes, there are also some peculiar

customs as mentioned during personal communication with some elders K. Pamei, N. Pamei and M. John (personal communication, March 21, 2022) from Tamenglong village. The commonly practised kinds of marriage according to these elders are described below:

a) *Noujoimei*:

It is a kind of marriage by elopement. Here, a man would woo a lady to marry him. It was commonly practised among the people of Tamenglong that a young man would make cigarettes from locally grown tobacco leaves and offer one to the woman he admires. Smoking was a habitual practice among men and women of the then society. While smoking together, the man would express his admiration for her and desire to marry her. At night when all are asleep, he would come to *kailiu* (dormitory for girls) and meet her. And if she agrees to let him sleep with her on her bed then it is a deal sealed between themselves. Any moment from then, the man can tell his aunt or sister to bring his lover home to be his wife.

b) *Khamthan*:

It is a marriage by arrangement. In this kind of marriage, the woman has to live with the man chosen for her by the elders of the family whether or not she loves him. The marriage is arranged even if it is against the will of the woman to marry the man who could be someone she knows or he could even be a total stranger.

c) *Noumangmei Noukao*:

In this kind of marriage, it is practised upon mutual agreement, that the young man resides in the girl's parents' home for a period of three to four years, living as a husband, before he eventually returns to his own home with his wife.

d) *Chamemei*:

It is a type of marriage wherein a girl is given in marriage to a son of the family to whom the girl's parents are in debt or have some obligations.

Here, the marriage is performed even against her will to consent to marry the man chosen to be her husband.

- e) *Naokakhaomei*: It is a kind of marriage that takes place when a husband dies suddenly or accidentally at a young age, the nearest next brother is duty-bound to look after the children and remarry the wife of the brother who died, and thus, ensuring the continuity of generation for his deceased brother.

1.3.3.2. Death

The beliefs and practices of the people surrounding death are deeply rooted in their culture, religion and traditions. It is a significant event observed with solemnity by the people. They hold various beliefs about life, death and the afterlife. They believe in the existence of both benevolent and malevolent spirits, and the spirit of the deceased is believed to continue its journey through '*taruairam*' which means 'the world of the dead' (M. Mathew, personal communication, April 29, 2022). Funerals are organised by the people with elaborate rituals and ceremonies. Although the specific practices can differ from village to village some of the most common elements are the following:

- a) Prayers and offerings are offered to guide the deceased soul through *taruairam* (the world of the dead) to the afterlife.
- b) A funeral feast is hosted in honour of the dead where people come together to pay their respects to the deceased.
- c) Dirges are sung and dances are performed during the funeral in remembrance with honour of the departed soul.
- d) Food and drinks are kept in the grave for nourishment and a sword, spear and staff are placed for fighting through the world of the dead till the soul rejoins the ancestors.

Traditional Rongmei burial customs often include laying the deceased to rest in a designated cemetery or burial ground. K. Pamei (personal communication, March 21, 2022) described the grave as something typically aligned in a specific direction according to traditional belief, and family members used to offer gifts to honour the spirit of the departed. During the burial, people place various items such as spears,

food and wine in the coffin to aid the deceased on their journey to the afterlife where they will rejoin the company of their ancestors.

After the burial of their deceased member, the people observe a period of mourning during which close family members and relatives refrain from certain activities and practices. The mourning period can vary from family to family, but it often lasts for several days or weeks. The community plays a significant role in providing emotional and practical support to the bereaved family. Neighbours, friends, and relatives often visit the family to pay their condolences, offer assistance and accompany the mourners in their grief.

Memorial services or anniversary observances for the deceased are common in their culture. These events are an opportunity to remember and honour the departed and may include offerings, prayers, and cultural activities. The ceremony of memorial stone erection is very important among the people. Until it is done, the family would not call for any occasion or cause to celebrate. This is also a part of paying respect and homage to the spirits of the ancestors.

However, the influence of Christianity has led to the incorporation of Christian funeral practices and beliefs, alongside or in place of traditional practices. Despite the different influences of the modern age, the people continue to maintain their cultural traditions, religious beliefs and practices related to death and their reverence for their ancestors. This is observed to this day as an important part of the preservation of their cultural identity and heritage.

1.3.4. Magic and Witchcraft

Magic and witchcraft play a significant role in the lives of the Rongmei people. They are associated with their belief systems and are believed to influence various aspects of their lives considerably. They strongly believe in the existence of benevolent and malevolent spirits, and some other supernatural forces. These spirits are believed to possess power that is capable of influencing human lives, and they are often invoked during the performance of various rituals.

M. Mathew (personal communication, April 28, 2022) mentioned that during the performance of various rituals, offerings, sacrifices, and prayers are made by *moipoh* (priests) and other individuals within the community who are well-versed in the customs and traditions. Apart from these, animal sacrifices and blood offerings are given especially to appease the spirits or seek their favour. However, the selection of sacrificial animals and the specific ways of performing these rituals differ from occasion to occasion.

Traditionally, magic and witchcraft were used for protection against evil spirits and harm. People made various objects from natural elements which are believed to possess the ability to ward off evil. Talismans, charms, and amulets were created and worn as protective measures against whatever is considered evil. When a person is bewitched under spells and charms, traditional healers and shamans also use magic and rituals to cure their illnesses and ailments.

Conversely, magic and witchcraft were also used to cast spells, curses or hexes on individuals or communities. They were often used for selfish gain by some people because of jealousy, envy, and desire to seek revenge or to harm others and even take lives. Countering these curses and hexes is a common practice among those who believe they are under such power of evil crafts, but the unfortunate victims often succumb to death.

With the arrival of Christianity, there has been a gradual shift away from traditional magic and witchcraft practices among the people, although some people continue to practice them. M. John (personal communication, March 21, 2022) said that Christian beliefs have influenced the perception of the people concerning the use of crafts and magical spells. With the introduction of the newfound faith, the people gradually began to embrace Christian beliefs and cast aside the traditional practice of witchcraft and any magic associated with the evil spirits. As it was often heard in the past, there is no talk about the practice of magic, crafts and spells among the people any longer.

1.4. Socio-Political Organisation

Tamenglong is a part of the Autonomous District Councils (ADC) system prevalent in Manipur. The ADCs are local self-governing bodies with certain powers pertaining to legislative, executive, and financial matters. There are six ADCs which were constituted on 14th February, 1972 under the Manipur (Hill Areas) District Council Act, 1971 passed by the Parliament with the power to “maintain and manage of property” (Government of Manipur, 2015, p. 4) and regulate certain aspects of local governance, particularly in the hill areas of Manipur. The district is home to various tribes who have their own customary law and governance, thus socio-political organization is greatly influenced by the diversity of indigenous communities, tribal traditions, and contemporary governance structures. The village headmen are vested with certain power in matters related to the tribal community. They hold influence in society and continue to play a role in the socio-political organisation. They collaborate with the government to address various issues and needs of the local population. Besides the village bodies, they also form unions and associations to address issues related to tribal identity, culture, and development. They also serve as important platforms for political representation and advocacy in the governance of the state and population.

Youth organisations and student unions are also instrumental in addressing socio-political issues and advocating the rights and interests of people in Tamenglong. They often work alongside tribal councils and other community groups to voice out the demands and concerns of the people. Besides these unions, women’s organisations and self-help groups (SHGs) are actively involved in socio-political activities through which they raise issues concerning the rights of women, economic empowerment, and education. Non-governmental organizations (NGOs) and civil society groups are engaged in various development and advocacy activities whereby they put forward issues related to healthcare, education, infrastructure development, and other issues for the welfare of the people. Through observation of the prevailing systems in the district, it can be concluded that despite the imposition of law and governance by the political system, some traditional elements through the instrumentality of the village councils, village elders, and customary practices continue to influence social and political decisions.

1.4.1. Organisation of Clans

The organization of clans is one of the fundamental elements of the Rongmei social structure, cultural heritage, social status and identity. Recounting the traditional practices of Tamenglong village, N. Pamei (personal communication, March 21, 2022) commented that clans are formed according to the kinship groups comprising multiple households and families of the same hereditary tracing the bloodline of the ancestors. The clans are exogamous which means that individuals are not allowed to marry within their own clan. Thus, marriages typically take place between members of different clans and it is taboo to marry within the same clan.

Clan, also known by other terms such as sib or gens is a family group in which “members claim a shared identity and certain rights based upon descent from a common ancestor” (Barker, 2018, para. 1). Among the Rongmeis, clans trace their ancestry back to a common progenitor or forefather, and so it is believed that the members of a particular clan do share a common ancestral heritage. This belief in the shared common ancestry serves as the basis of their identity as a family and unity among the members. Each clan has a distinct name associated with their ancestor or founding father, and some clans even take names pertaining to natural elements, animals, or other symbols that are believed to empower the clan. Every clan has their own traditional leaders or heads, referred to as ‘*ganthau*’ which means ‘clan chiefs’ or ‘elders’ (K. Pamei, personal communication, March 22, 2022). They play a crucial role in maintaining the family practices, customs, traditions, and also in ensuring the unity of the clan.

It is also a fact that some clans are considered more prestigious or influential than others depending upon their claim over the land and resources. This hierarchy within the clan system was created based on which clan founded the village or new settlement as ‘*nampou*’ or ‘*rampou*’ which means ‘the owner of the land’ (M. Mathew, personal communication, April 28, 2022), and this can affect decision-making, leadership, and interactions within the village community. The clans practice the system of collective ownership of land, fields and property. The management and distribution of the resources of land produce and other material goods are managed in keeping with the traditional customs and clan systems. In matters of disputes or

conflicts within the community, the clan elders come together and resolve the issues. Their role is to mediate and seek resolutions by traditional practices and customs. Different clans come together for different occasions, especially during social gatherings, festivals, and ceremonies. These get-togethers and interactions foster unity, cooperation, and a sense of community within the society.

As someone who has seen the indigenous governance and the establishment of government by the British, K. Pamei (personal communication, March 21, 2022) thinks that the traditional clan system continues to have its significance and plays a central role in their cultural and social life, but it has to coexist with new elements of modern governance and legal systems. Changes in the systems occur because of the growth and influence of Christianity, Western education, and government policies. However, despite the introduction of many new changes, the clan system remains a fundamental aspect of the identity and cultural heritage of the people.

1.4.2. Settlement of Disputes

Among the Rongmei people, disputes are usually settled by customary practices based on traditions handed down by the elders. Nevertheless, there are certain cases where modern legal systems are also engaged. The resolution of disputes is a crucial aspect of establishing peace and harmony within the community. In matters of uncertainty and disputes, the people present the matters before the clan councils to be forwarded to the village elders to mediate and resolve the disputes based on traditions and customary laws whose decisions are honoured by the people.

In matters affecting the entire community, M. John (personal communication, March 22, 2022) said that the village councils deal with them directly to resolve the issues. These councils are comprised of elders and respected members from various clans in the village who have a deeper knowledge of the traditions and customary laws that are handed down from generation to generation. In their wisdom, experience, and knowledge of customary practices, they can pronounce sanctions that are acceptable to all parties involved like compensation, restitution, fines and remedies to resolve disputes.

The most common method to resolve disputes is mediation. In this method, a respected elder or leader of the village is brought in as a neutral third party to facilitate dialogue and negotiations between the two conflicting parties to come to a mutual agreement on the resolution of disputes and restoration of harmony. It often results in the resolution of disputes which involves the sanction of compensation or restitution in the form of money, livestock, land or other valuable goods to the aggrieved party.

In some cases, disputes that cannot be resolved through traditional means may be referred to the modern legal system in India. This is particularly relevant for disputes involving criminal activities or issues that fall under the jurisdiction of Indian law. While traditional practices remain essential, modern influences, including access to the legal system and government authorities, have also influenced how some disputes are addressed and resolved. The specific approach taken in any given dispute often depends on the nature of the issue, the severity of the dispute and the preferences of the parties involved.

1.5. Occupation and Economy

Agriculture serves as the primary source of livelihood for the people. The majority of them engage in agricultural activities, considering it the cornerstone of the economy. They cultivate crops such as rice, maize, millet, and vegetables in the hilly terrains of Tamenglong. The activities of hunting and fishing also play a role in their subsistence and generation of income to the people. Alongside other activities, handicrafts and traditional weaving also contributed to their livelihoods. The bulk of the population was self-sufficient with the produce they received from their agricultural activities. Only in recent years, a shift from agrarian activities of the fields to other occupations in offices as a result of education and modernisation has been observed among the people.

1.5.1. Handicrafts

In the olden days, handicrafts played an integral and essential role in the lives of the people. These crafts were not merely endeavours for the economy but they were considered essential practices for self-sufficiency and the development of skills.

People crafted every item needed for daily life, and an inability to produce necessary articles was considered a thing to be ashamed of. Hence, through the traditional way of handing down knowledge and skill, “every adult man or woman was well equipped with the knowledge of handicraft” (Handicraft, n.d., para. 1).

The handicrafts of Tamenglong people primarily centred around two areas: cane and bamboo work for men, and loin looms for women. Cane and bamboo handicrafts among others include rice baskets, hollow baskets, rice winnowing plates, drying plates, mats for house walls of various patterns, carpet or mats, head belts for baskets, straps for warriors’ armour, seasoned rope, poultry cages, rice and curry ladles, etc. were practised by men.

G. Regina (personal communication, June 19, 2022) recalls how women were involved in making bed linens, casual clothing, embroidery and decorative attire for both men and women from earlier days. These garments feature numerous patterns and are associated with different occasions, life stages, and specific purposes. Apart from these works, some women engage themselves with pottery. They make earthen pots and vessels of different shapes and designs. These skills are taught by the elders to young people in different groups. Upon reaching adulthood, both men and women are sent to specific social and cultural institutions known as *Khangchiu* (for men) and *Kailiu* (for women) which are commonly called *Morungs*. In these dormitories, they receive education in various aspects of life, including handicrafts, fine arts, and social etiquette.

In the modern context, handicrafts have evolved significantly from their traditional roots. No longer a widespread practice for everyone, handicrafts now primarily serve as an economic activity rather than a necessity. Entrepreneurial individuals take up the craft, focusing on creating refined and standardized articles for both luxury and decorative purposes. Among the many popular handicraft items, cane sofa sets, mats, hats, suitcases, chairs, baskets, ladies’ handbags, and bamboo cups, flutes, and wine filters are most commonly made and widely commercialised. These items cater especially to well-to-do individuals who appreciate their craftsmanship and uniqueness. Besides these, there are woodcrafts like legged plates, legless plates,

curry bowls, rice beer cups, flower pots, candle or lampstands, walking sticks, etc. which are used in the daily life of the people (Handicraft, n.d.).

In addition to the previously mentioned works, G. Regina (personal communication, June 19, 2022) said that women also engage themselves in crafting and loom weaving, creating various items tailored to meet the needs of different genders, ages, and occasions. Some of these items include men's half jackets or waistcoats, women's mekhela with diverse patterns, mufflers, shawls featuring countless designs, necklaces made from beads and sea shells, neckties, and chest covering cloths worn during dancing.

Many of these handicraft articles are created at home, making them accessible to unemployed individuals to learn the skills and use them to earn one's livelihood. With the provision of proper motivation and training, people can engage in this art and generate income. In the present context, handicrafts primarily involve materials such as cane, bamboo, wood, wool, and cotton. However, the craft domain can also extend to other materials like plastic, iron, aluminium, stone, and paper which only a few people have started to venture.

Craft fairs and job opportunities can be created by policymakers by establishing craft training centres, providing material subsidies, and offering bank loans. These initiatives will further improve the general economic condition of the people and immensely reduce the increasing problem of unemployment. Through this job opportunities can be created for the unemployed people and they can contribute to the economic growth and development of the place.

1.5.2. Livestock

Livestock farming is a traditional practice among the people since time immemorial. They are reared to provide for the livelihood and food security of the people. These animals provide nutrition to the people and are also a source of income for sustenance. Traditional methods and customs associated with animal husbandry are deeply ingrained in the local way of life. There are many kinds of animals domesticated by the Rongmei people on a large scale but from the description given

by K. Pamei, N. Pamei and M. John (personal communication, March 21, 2022), it can be seen that the most common livestock reared in Tamenglong include:

- i) Cattle farming: Cattle farming is prevalent in Tamenglong. Various breeds of cows including the indigenous breeds like Mithun are reared for milk and meat. They serve as a good source of income for the people.
- ii) Poultry: People rear chickens and ducks for meat and eggs. Poultry farming is commonly practised because these fowls provide a source of protein for consumption and income for the people.
- iii) Pigs: People rear pigs for meat and to generate income for their sustenance. In the past, almost every household reared pigs either in the open fields or the pigsty.
- iv) Goats: Goats are kept in the fields because they are strong and can survive on their own in the hills. They are reared as a good source of milk and meat.
- v) Buffaloes: People rear buffaloes to help in farming to plough the fields. They also rear them for the provision of meat and milk.
- vi) Fish farming: Fish farming is not so common in Tamenglong. It is very rarely practised in the ponds. Because of the hilly terrain and scarcity of water, it is not done on a large scale production.
- vii) Sheep: Very few people rear sheep in Tamenglong. It is not commonly seen in many places. Those that are reared are for wool and meat.

Livestock farming is basically done for the provision of food and income. They serve as a source of livelihood sustenance. It plays a significant role in raising the local economy and ensuring food security for the people. However, only those who can afford them depending on the availability of land and resources took up livestock farming and they would cater to the needs of the whole village.

1.5.2.1. Animal Owner Identification

Identifying animal ownership is a difficult task in a community. The people of Tamenglong use traditional practices as well as new systems given by the government for animal owner identification. Elders and community leaders know about marking the animals, and this information about marking ownership is handed down through oral traditions. As mentioned above, the people maintain a well-organised social

structure based on clans. Within these clans, there are some systems for managing and identifying ownership of various assets and properties, including animals. Clan elders possess records of identification and know about animal ownership within their clan. According to N. Pamei (personal communication, March 22, 2022), animals are ‘branded or marked with specific symbols or patterns’. However, this practice is ‘less common’ today because ownership of animals is individualised.

In recent times, particularly in areas with government involvement, modern systems of documentation have begun to register and verify animal ownership. Through this registration with government agencies, animal owners would receive official documents as proof of ownership (Rabab Care Foundation, 2022). There are many associations or cooperatives established to assist in managing animal ownership. They maintain records and provide specific identification for all the registered animals.

When there are legal disputes or formal documentation is required, it is advisable for people to seek guidance from relevant authorities or tribal leaders within the particular community. They know the local customs, traditional norms, and legal requirements for the settlement of the issue. Therefore, it is necessary to incorporate the indigenous practices with the legal procedures for resolving matters of dispute related to the ownership and identification of animals and goods.

1.6. Modern Influences

Various modern influences have changed the traditional way of life and culture of the people. They have brought about a significant change in the community. The modern education system has increased literacy and provided opportunities for employment in various sectors. It has also helped them to see and learn from other cultures. With the arrival of the missionaries, education improved and at the same time, many converted to Christianity. Subsequently, Christian religious practices have changed some traditional practices and have become an integral part of their culture, influencing their beliefs, rituals and way of life. The introduction of Christianity “played a vital role in the changes and development” (Rongmei, 2019, p. 37) of the people and the land.

Education has greatly helped people to advance in life. By learning to read and write, they can learn other languages too and become fluent in them. Through education, people have learned how to read and write, and to work on their language preservation. And with the rise in the use of information and communication technology tools, they are more exposed to the world and gain greater access to information and new developments or happenings in the world. Also, the people have experienced changes in lifestyle and traditional practices due to migration to urban areas for better education, jobs and economic opportunities. Modernism and westernisation have influenced the culture and there is a change in their choice of entertainment, music and fashion. This also includes adaptation and improvisation of the traditional festivals and ceremonies according to contemporary culture.

Modern influences on the people are huge and they have led to new growth and development in the practices of the people. Although they are accommodative of the new influences in their lives, they are also trying to strike a balance between preserving culture and traditions while embracing certain aspects of the modern world. They are striving for inculturation with modernity while safeguarding their rich cultural heritage. In spite of various influences of modernisation and westernisation, numerous initiatives are undertaken by cultural organisations and educational institutions which are making tireless efforts to preserve and revitalise their valuable culture and traditions that are fading away in the face of modernity.

1.6.1. Christianity

The impact of Christianity on the people and their worldview is multifaceted. Over recent years, many individuals have converted to various Christian denominations, leading to a transformation in their beliefs, values and practices that have somehow greatly influenced their worldview alongside their traditional beliefs (Kamei, 2013). Christian missionaries arrived in the land and converted many people to embrace the newfound faith. As a result, the majority now follows various denominations of Christianity, churches are built in the villages.

The missionaries started many activities which catered to both spiritual as well as educational growth of the people, thus, their impact continues to extend to both

religious and social aspects of life. They imparted both evangelisation and education to the people. Thus, with the arrival of the missionaries, education was brought to the people, on the other hand, the indigenous belief systems and other cultural practices of the people gradually got replaced with a newfound faith.

1.6.2. Education

Education is crucial for the growth and development of a society. It is necessary for bringing about changes and new perspectives to the people. In Tamenglong, various initiatives are undertaken by the government to solve the problems encountered in the educational system in the district. The Manipur government, in collaboration with central government schemes, is making efforts to enhance education in the rural and tribal regions of the state including Tamenglong. Central schemes such as the Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) have played a pivotal role in broadening the reach of quality education (Ministry Of Electronics & Information Technology, n.d.).

Although there is some observable growth in the education system in Tamenglong, there are still issues that need to be resolved. The problems pertain to the lack of quality education, insufficiency of good facilities, infrastructure and resources, and lack of sufficient qualified teachers.

1.7. Review of Literature

Some researchers have conducted various studies in different areas of social sciences related to Tamenglong and its people. However, no research has been carried out to study English Language Teaching (ELT) status at schools in Tamenglong, except for Nixon S. Ringmiso's 2013 research on the "Status and Problems of Primary Education in Ukhrul and Tamenglong Districts of Manipur". This study focused on the evolution of primary education in the aforementioned districts, facilitated by Christian missionaries, but did not address issues about the process of English language teaching and learning in Tamenglong. The research highlighted the introduction of Western education by pioneers like Maj. General W.F. Nuthal, Sir James Johnstone, and Rev. William Pettigrew, who had significantly contributed to

the expansion and development of primary education in the state of Manipur from 1872 to 1886.

Another research has been conducted on the Rongmei language, titled “Typological Characteristics of Rongmei” (2010) by Guigongpou Gonmei. However, this study focuses solely on the linguistic aspects of the Rongmei language and does not delve into English language teaching and learning. Other works have been carried out on the people’s history and language by historians and linguists. Notable works on the Rongmei include *The History of the Zeliangrong Nagas: From Makhel to Rani Gaidinliu* (2004) by Prof. Gangmumei Kabui, and another work titled *Genomic Profile of the Rongmei (Kabui) Tribe of Manipur, India: An Anthropological Genetics Study* (2012) by Sanjenbam Yaiphaba Meitei. Other works pertain to translations, hymn compilations and dictionary compositions, with the translation of the *Holy Bible* being the most notable work in the literary field.

Nonetheless, when it comes to examining the state of English language instruction and learning, this study is an unprecedented initiative. The data gathered from censuses and school surveys fail to accurately depict the true status of English language teaching and learning in the district. While the condition of the schools is made known through surveys conducted by governmental and non-governmental organizations, no survey has been conducted specifically to investigate the teaching-learning process at the higher secondary school level in Tamenglong. This makes the current study distinct, significant, and pertinent.

1.8. Method of Data Collection

This study will employ a variety of research methods to gather and analyse data. The methods used in this study are:

- i) Interview Method: Structured interviews will be conducted with teachers and students at higher secondary schools in Tamenglong. Through interviews and personal communications, primary data of the teachers and their personal experiences in teaching will be gathered. Also, it will be designed to derive the perceptions of teachers and students on ELT.

- ii) Questionnaire Method: Sets of questionnaires will be prepared for teachers and students in Tamenglong to collect data regarding numerous aspects of English language teaching and learning in the schools.
- iii) Descriptive Method: The study is designed to derive a detailed account of the current status of English language teaching and learning in Tamenglong. The data collected from the teachers and students will be analysed to render a comprehensive view of ELT in the district.
- iv) Sampling Method: Through random sampling data will be collected from teachers and students from higher secondary schools in Tamenglong. It will be ensured that the sample is not biased so that it can help in making the findings generalisable for the entire district.
- v) Observation Method: In this study, multiple classrooms will be observed to understand how English is taught and learned in schools. It is to get the picture of classroom interactions, methods and approaches of teaching used by teachers, and how students respond to the learning process.
- vi) Quantitative Method: In this study quantitative method will be used to focus on the presentation of data in numbers and figures. The data gathered through questionnaires and surveys will be analysed and formulated carefully to present relevant information on the objectives of the study of English language teaching and learning.

The study is undertaken to facilitate a better understanding of the present status of English language teaching and learning in Tamenglong by concluding the sample frame selected from the higher secondary students. It is designed to represent the entire students and teachers at the higher secondary schools in the district, and it hopes to provide a valid finding through the thorough analysis of the sample frame. Through the employment of the methods mentioned above, the study intends to present a comprehensive analysis of the teachers and students in their process of teaching and learning English in the district. Thereby, is it designed to identify the

strengths and weaknesses of the present system of teaching English and thus, to provide necessary suggestions for improvement.

Sampling Frame of the Study		
No. of Schools	No. of Teachers	No. of Students
6	19	250

The findings of the survey will be presented and elaborated in different chapters of the thesis. Through interviews and questionnaires, the competency of the language teachers and the proficiency of the students in speaking, listening, reading and writing English will be evaluated. There will be a descriptive analysis of the data gathered from the sampling units to derive a general overview of the current status of English language teaching and learning at the higher secondary schools in Tamenglong. The results of the survey will be systematically organised and detailed across various chapters of the thesis. It will provide an overview of the research topic, the objectives of the study, and the methodology used. The research will present the findings related to the teachers' competency in teaching English as well as the students' proficiency in English, covering their skills in speaking, listening, reading, and writing. The implications of the findings will be analysed and provide recommendations for improving English language teaching and learning in Tamenglong.

1.9. Rationale for the Present Study

The proposed research is significant and relevant because of various reasons:

- i. The study will evaluate and show the status of teaching and learning English as a second language in higher secondary schools which will also present an overview of the standard of English medium schools in Tamenglong.
- ii. The study will delve into finding the roots of the errors in English committed by students at higher secondary schools in Tamenglong.
- iii. It will provide necessary measures in solving the problems in the English language teaching-learning process.
- iv. This study is the first of its kind which could also be used as a reference for further research works.

Having stated the significance of the study, it is necessary to propose a methodology to lay out the importance of the present research. The study will expose several gaps present in the teaching-learning process of the English language. Hence, it is timely and crucial to undertake such research to offer necessary solutions to the issues related to English language teaching and learning at the higher secondary schools in Tamenglong.

1.10. Conclusion

A brief discussion about the people and place is undertaken here. As it is a study of the status of English language teaching and learning in the district, it is necessary to know something about the people and things surrounding their lives. The chapter deals with knowing more about the Rongmei people settled in Tamenglong and how education is progressing in the district. Through the study, it is discovered that education is still very young and that there is a lot of room for development and improvement in various sectors.

CHAPTER 2: APPROACHES AND THEORIES OF SECOND LANGUAGE ACQUISITION

2.1. Introduction

Language is a system of communication through which people convey ideas, emotions and information in the forms of speech, signs or symbols. According to Foley and Thompson (2003), it is “a complex system of signs for communication” which consists of structural features such as “sounds or phonemes”, “words or the lexicon” and “the grammar”, and thus, only “with and through” them “meanings are created” (p. 2).

Before delving into the study of the theories and approaches of second language acquisition (SLA), it is necessary to understand the meanings of a first language (L1) and a second language (L2). L1 is a language “acquired during early childhood” before the age of three by learning “as part of growing up among people” of the language community (Saville-Troike, 2005, p. 4). It is often referred to as the native or primary language or mother tongue which is effortlessly acquired from childhood. Sometimes a child can have more than one L1 if he or she grows up with multilingual parents or caregivers. She also mentioned about simultaneous multilingualism which is “acquisition of more than one language during childhood” and sequential multilingualism which refers to “learning additional languages after L1 has already been established” (4). On the other hand, L2 is a language that is official or dominant which is “needed for education, employment, and other basic purposes” which is often learned by “minority group members or immigrants who speak another language natively” (p. 4). It is referred to ‘any language that is used by a person other than his or her L1 (Nordquist, 2020, para. 1). Rod Ellis (1997) described L2 as how a learner acquires or learns another language rather than his or her mother tongue in a classroom or other setting.

SLA refers to both the ‘study’ and ‘process’ of learning a language after learning their first language by a learner as a young child (Saville-Troike, 2005). It is learning another language for academic and specific purposes or as a foreign language

or auxiliary language. In general, SLA refers to the development of ‘knowledge and use’ of the target language by learners who had prior knowledge of another language apart from the native language (Spada & Lightbown, 2020). Thus, it can be understood as a process of acquiring a new language by developing additional knowledge and use of the language and gaining greater proficiency and competency.

2.2. Roles of Interdisciplinary Fields in SLA

Multiple disciplines play a vital role in the process of acquiring or learning a second language. They are very important for understanding the process of learning and development of L2 by a learner. Among the many interdisciplinary fields, the major ones that play significant roles in SLA are linguistics, psychology, education, sociology and neurology. The roles played by these disciplines are described below:

a) Linguistics:

Linguistics is the study of a language with all of its structures such as ‘grammar, syntax, and phonetics’ (Oxford English Dictionary, 2024). It plays a crucial role in understanding the structure, acquisition and usage of a language especially its important aspects of phonetics (sounds), syntax (grammar rules), semantics (meaning), and pragmatics (language use in context). Through the help of linguistics, researchers are enabled to identify common patterns in L1 and L2, transfer errors from L1, and interlanguage development in SLA. Formal linguistics, sociolinguistics and psycholinguistics contribute to the advancement of learners in studying L2.

b) Psychology:

Psychology is the study of the mind of a human person and how the mind “functions” in “affecting behaviour in a given context” (Oxford English Dictionary, 2024). It contributes to SLA by examining cognitive processes, memory, motivation, and emotions. Investigators in the field of SLA explore various factors like learners’ motivation, anxiety and attention while learning a language. Through the knowledge provided by psychology, we are informed about the three major frameworks, namely, Information Processing (IP), Connectionism, and Complexity Theory which focus on the process of learning and have greatly ‘influenced the study of SLA’ (Saville-Troike, 2005).

c) Education:

Education plays a great role in the language learning process of a learner, especially in schools and educational institutions. It is a discipline that deals with important factors like formulation of new designs for effective learning in classrooms, creation of syllabi and curriculum and devising methods of assessment. Researchers in education deal with finding effective teaching methods, classroom management and student engagement in learning among students of varied age groups. They aim to build a suitable ambience for learning and growth and formulate innovative ideas for the welfare of the learners. Hence, education contributes a great deal to SLA by providing a structured learning ambience, effective teaching methods and creating opportunities for learners. It serves as a basis and foundation for language teaching and learning.

d) Sociology

Sociology is a branch of social sciences that “studies human societies, their interactions, and the processes that preserve and change them” (Form & Faris, 2024, para. 1). In studying language and its functions, the two disciplines of sociology and linguistics form a single unit called sociolinguistics to examine language variation across social contexts. Social contexts play a significant role in shaping the attitudes of the learners towards the second language. Also, sociolinguistics helps learners in the course of understanding how culture, identity, and social norms influence the development of a language and its usage. Different factors like social norms, cultural practices, traditions, social identity and philosophy of the society have a significant influence on the way learners acquire a new language. Thus, it can be said that social contexts are essential components of SLA because they play an important role in providing valuable insights into the process of teaching and learning a language.

e) Neurology

Neurology is a discipline in medical science that studies “the structure and diseases of the brain and all the nerves in the body” (Cambridge Dictionary, 2024). Neurology and linguistics contribute immensely to the growth of SLA and they form a multidisciplinary field of cognitive neurolinguistics which “seeks to understand how the brain acquires and processes languages in healthy persons and in pathology”

(Andrews, 2017, para. 1). It tries to reveal brain functioning during language acquisition and learning.

Hence, these interdisciplinary fields that are briefly discussed above collectively contribute to unravelling the complexities of SLA ranging from cognitive processes of the mind and reaching to understand the factors such as social contexts and neural mechanisms which are responsible for learning a language.

2.3. Notable Approaches and Theories of SLA

A research approach refers to “the specific techniques or tools that are used to conduct research within a particular research approach” (Hassan, 2024, para. 6). An approach or theory in language learning is a method or way in which a particular phenomenon is studied in a particular way. On the other hand, a theory is referred to as “a set of statements about natural phenomena that explains why these phenomena occur the way they do” and it “also ought to make predictions about what would occur under specific conditions” (VanPatten & Williams, Introduction: The Nature of Theories, 2015, p. 1). In the fields of sociolinguistics, applied linguistics and psychology, there are numerous approaches and theories dealing with SLA depending upon the ‘process’ of learning it, the ‘types’ of knowledge it requires, and the ‘degree’ of the influence caused by ‘external factors’ (Geeslin & Long, 2014).

For an easier comprehension of the various approaches and theories or methods which had been developed with time, the current study will present them in chronological order to demonstrate their growth and development in explaining the process of SLA.

i. Behaviorism

Behaviorism is a theory of learning and teaching propagated by Burrhus Frederic Skinner, an American psychologist and philosopher. It started with the publication of his book *Verbal Behavior* in 1957. It focuses on understanding how a language is learned and maintained. It can be understood as a process of learning a language by way of imitating, practising, reinforcing and forming habits (Spada & Lightbown, 2020). Skinner mentioned that learning is a process where ‘specific

behaviors' result in responding to 'specific stimuli', and so, correct responses are 'reinforced' which leads to a greater 'chance of the behaviour becoming learned' (Skinner, 1957). In the book, Skinner tried to present a functional account of language by emphasising the conditions that give rise to verbal behaviours rather than focusing on the language structure of the traditional approaches. He was interested in understanding the 'history and the variables' that influence the verbal behaviour of the learner (Meindl, Miller, & Ivy, 2018).

The behaviorist theory is based on Ivan Pavlov's experiments with dogs which demonstrated the association between the "stimuli" and the "response". This association is strengthened by "frequency" or repetition. From this "classical conditioning", Skinner took a step further with the development of the "concept of *operant or behavioral conditioning*" (VanPatten & Williams, Early Theories in SLA, 2015, p. 18). Here, a habit is seen as "a stimulus-response connection" (Ellis R. , 1997). According to him, knowledge of a language is acquired through "operant conditioning". By this, it means, that language is learned or acquired through "imitation" and "habit formation" in similarity with other nonverbal behaviors. Hence, both positive and negative "reinforcement" shapes behaviour in the process of learning a language (iota, 2020). Learners learn through imitation of something or someone and form new habits.

Learning is seen as behaviour that is "automatically acquired using stimulus and response", and acquisition of a language is observed as acquiring "automatic linguistic habits" (Menezes, 2013, p. 404). However, some critics argue that this taxonomy of verbal operants is based largely on formal properties rather than functional aspects. In their opinion, distinguishing between verbal and nonverbal behaviours becomes challenging due to this formal emphasis (Meindl, Miller, & Ivy, 2018).

ii. Universal Grammar

Universal Grammar (UG) is a theory proposed by Noam Chomsky, an American linguist in 1965 as a response to behaviorist theory. It posits that humans possess "language faculty" an innate biological capacity for language acquisition. The

theory proposes that there are inherent constraints governing the structure of all possible human languages, and these constraints are part of our biological endowment which means that children acquire a target language from the general idea of the features and structures that are common in all languages which includes even the “constraints on how any language can be structured” (Saville-Troike, 2005, p. 47).

According to this theory, language is considered “the mirror of the mind”, and human beings are biologically endowed with a “language faculty”, a device for learning language “responsible for the initial state of language development” (Menezes, 2013, p. 405). It assumes that humans are born with a set of grammatical categories and relations that serve as the fundamental building blocks for constructing sentences in any language. It also suggests that certain aspects of syntactic structure are universal across languages; therefore, as children are exposed to linguistic input during language acquisition, they adopt specific syntactic rules that align with UG. The task of the children is to find out how the language of their environment makes use of the ‘general principles’ (Spada & Lightbown, 2020) that govern all languages and parameters that vary in different languages.

The main argument of the theory is that our ability to learn grammar is innate, and certain grammatical structures transcend individual languages. It suggests that all languages have the “same set of categories and relations” and that to communicate through a language the speakers should “make infinite use of finite means” (Barsky, 2018, para. 1).

iii. Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) was devised by Michael Halliday, who borrowed the idea from his teacher John Rupert Firth, an English linguist. The theory was developed in the 1960s in the United Kingdom and spread to Australia. As described by Luciana C. de Oliveira and Sharon L. Smith (2019), SFL is a theory of language based on meaning that perceives language as the realisation of the meaning of words within the context in which they are used. According to this theory, language is a resource for making meaning which resides in systemic patterns of choice, and grammar is a resource for making meaning of the language. And so, it focuses on the

interrelation between the form and meaning of the language. In SFL, language is seen as a social semiotic system that emphasises its role in the communication of meaning and social interaction using a language.

SFL is considered as an approach in SLA because it analyses a language at the lexicogrammar, semantics and discourse levels which are essential in acquiring and learning a second language. Its main concern relies on how people use language to communicate to fulfil the requirements of everyday social life and how social worlds are created in and through the use of language (McCarthy, Christian, & Slade, 2020).

iv. Variationist Sociolinguistics

Variationist Sociolinguistics (VS) is an approach in SLA that investigates the relationship between language and its use within a context. It was formulated by William Labov in 1963. In this approach, the focus is laid on understanding how linguistic variation occurs in a systematic form and not in a random occurrence. It is understood as the study of change in the linguistic patterns within sociological contexts which helps to increase our knowledge of the relationship between society and language (Hopkins, 2023).

v. Monitor Model

Monitor Model (MM) is a theory introduced by Stephen Krashen in the 1970s and 1980s. According to him, the core principle of the theory lies in the claim that conscious learning is present only as a Monitor to the performer or learner of the language (Krashen, 1981). The theory can be best understood through the five hypotheses proposed by him.

- a) Acquisition-Learning Hypothesis: It distinguishes between language acquisition and language learning. Language acquisition is a subconscious process of learning or acquiring a language like a child learning the first language or the mother tongue. Conversely, language learning is a conscious learning process based on grammar and rules. Krashen argues that acquisition is something more effective than learning to gain competence in the second language (Rabbi, 2015). This distinction between acquisition and learning is the 'central hypothesis' in MM (Pienemann & Lenzing, 2015).

- b) Monitor Hypothesis: It states that learners consciously focus on grammar and rules to ‘edit their speech or writing’ (Rabbi, 2015) and concentrate on the correctness of the language rather than the meaning. Krashen opines that monitoring plays only a minor role in language learning the “learned knowledge is not terribly useful” (VanPatten & Williams, Early Theories in SLA, 2015, p. 26). The learned knowledge acts only as a ‘monitor’ for guiding the steps of “editing or making changes” (Saville-Troike, 2005, p. 45) in language production.
- c) Natural Order Hypothesis: It posits that learners acquire grammatical structures in a fixed and universal manner, and they follow sequences in acquiring specific forms like “the grammatical morphemes *-ing*, *-ed*, *-s* and others” (VanPatten & Williams, Early Theories in SLA, 2015, p. 26). It states that learners acquire the language grammar and rules “in a predictable order” (Saville-Troike, 2005, p. 45) similar to the way they acquire the first or native language.
- d) Input Hypothesis: It means more exposition to input in the language can facilitate acquisition. Krashen talked about “comprehensible input” as an ‘input that contains language slightly beyond the current proficiency level of the learner’, and he also claimed that it is “not just a necessary condition for SLA, it is the sufficient condition” (VanPatten & Williams, Early Theories in SLA, 2015, p. 27). He emphasizes the acquisition of the second language through exposure to interesting and enjoyable content through which learners naturally develop language skills as they receive this set of comprehensible input.
- e) Affective Filter Hypothesis: Krashen proposed the hypothesis of an affective filter in which he stated that input may not be processed if the affective filter is high. The emotional state of the learner such as motivation, anxiety, and self-confidence may ‘affect’ the process of SLA (Schmitt & Celce-Murcia, 2020). Only in a stress-free environment where an affective filter is low learners can have “unfettered access to comprehensible input” (VanPatten & Williams, Early Theories in SLA, 2015, p. 27) more effectively.

The theory has implications for teaching and learning a second language, and teachers can still use it to provide rich input and create a positive ‘learning environment’ for students to enhance the acquisition of a second language (Rabbi, 2015, p. 7). But in its approach, it is limited only to “the acquisition of grammatical structures” (Menezes, 2013, p. 405).

vi. Cognitive Linguistics

Cognitive Linguistics is an approach that examines how the mind and the mental processes influence the acquisition of a second language. It gained prominence in the 1970s with the contributions of George Lakoff, Ronald Langacker and Leonard Talmy. This approach emphasised the role of cognition, meaning and conceptualisation in the use of language by exploring concepts like metaphor, image schemas and cognitive structures that underlie the learner’s understanding of spatial and temporal relations. It tried to explain how learners construct meaning, and use metaphors and concepts in the process of acquiring a second language by transferring knowledge from their first language to the second language. It is considered that the core utility of Cognitive Linguistics for language lies heavily in “the reduced arbitrariness that language learners need to deal with” (Luo, 2021, p. 564).

vii. Acculturation Theory

John Schumann developed Acculturation Theory in his work *The Pidginization Process: A Model for SLA* (1978). It originated in a case study of 33 years old Alberto from Costa Rica who was learning English in the USA (Ellis R. , 1997). According to the theory, the success of a learner in acquiring a second language depends upon his or her degree of acculturation. It argues that learners will learn better when there is a lesser social and psychological gap between the language and the speakers of the second language (Menezes, 2013).

Although this model of learning is used in SLA, it is not free from criticism. Two problems pointed out by Ellis (1997) are that it fails to acknowledge the ‘changing social experiences’ of the learners, and it fails to see that they can assist in constructing the ‘social contexts of their own learning’ because in this model the place where most learners’ contact with the L2 happens in a classroom.

viii. Wave Theory

Wave Theory was proposed by Elizabeth Gatlinton in 1978 as a model of SLA. It is based on the Wave model proposed by Bailey in 1973 which linguistic features spread through a speech community over time and suggests that certain changes in language start in a small group of speakers and gradually diffuse to a larger group. According to her, this diffusion process involves the adoption of new elements of a language by speakers gradually. The theory focuses on the gradual and systematic “replacement of non-native segments by native segments” (Trofimovich, Gatlinton, & Segalowitz, 2007, p. 407) in the speech of second language learners.

ix. Constructivism

Constructivism is a theory of language acquisition with emphasis laid on the active role of the learners in constructing their own understanding of knowledge and taking total ownership of their learning process. It is a learner-centred theory that encourages the learner’s active role, autonomy and collaboration in constructing meaning and developing strategies in learning.

a) Cognitive Constructivism

Cognitive Constructivism is a theory advocated by Jean Piaget, a Swiss psychologist. In his work on cognitive development, he highlighted the evolution of thought processes in children as they grow and how their language development happens in a parallel level with their cognitive development. His theory stresses the need for learners to actively construct their knowledge by interacting with their environment and engaging with language input to build their comprehension of the second language. Language learning involves the learning of different constructions that build the conventionalized form–meaning mappings that are used in a speech community (Ellis & Wulff, 2019).

b) Social-Constructivism

Social-Constructivism is a theory developed by Lev Vygotsky, a Russian psychologist in 1968. It is based on his sociocultural theory which emphasises the role of social interaction and cultural context in the cognitive development of the learner in learning a language. According to this theory, language and culture are taken as the

frameworks through which human beings get to experience, communicate, and understand reality (Akpan, Igwe, Mpamah, & Okoro, 2020). Vygotsky believed that learning excels and progresses the most in social and cultural settings rather than mere individual setups. Unlike Piaget, he opined that learners possess existing abilities as well as untapped potential abilities that can be actualised under adequate supervision and proper guidance.

x. Sociocultural Theory

Sociocultural theory is a theory of SLA according to which language can be acquired by allowing the learners to socialize and interact either with other learners or with the native speakers of the language. The interaction among the learners should also be within the context of the target language. The theory suggests that the best way to acquire a language is to learn it from the language area and through interaction with native speakers. In the context of the ELT classroom or SLA, the theory can be practised through conducting social activities that are meant to “simulate the cultural context of the language” (Vitan, n.d., para. 1).

xi. The Chameleon Model

The Chameleon Model is a method proposed by Elaine Tarone in 1979. According to this method, the language produced by the learners while learning a second language called ‘interlanguage’ is viewed as a ‘chameleon’ that adapts to different contexts and social situations. Tarone introduced the concept of “vernacular style” in interlanguage in which the learners pay the least attention to language form as the style is influenced by context, social factors, and the speaker’s communicative goals.

The Chameleon Model acknowledges that interlanguage is variable and adapts to different situations. Learners exhibit different linguistic features based on context, audience, and task requirements. It highlights the ‘dynamic nature of interlanguage while putting emphasis on its adaptability across various communicative contexts’ (Hulstijn, 1989, p. 18).

xii. Connectionism

Connectionism is an approach developed by Sololik and Smith in the 1980s. It is also known as Parallel Distributed Processing or Artificial Neural Networks because it assumes that the cognition of a human being emerges from the interconnected processing units called ‘neurons’ which are operating simultaneously in a network. According to connectionists, language is the “hallmark of human behaviour” and they explore linguistic aspects such as morphosyntax, speech recognition and sentence processing. This approach in SLA gained momentum in the late 20th and 21st centuries by providing insights regarding the interaction between “complex cognitive and linguistic constraints” (Li & Zhao, 2020, para. 1) in the process of learning a language. In connectionism, knowledge is organised in a ‘network of processing units’ linked by connections, and they can be either made strong or weak depending on the input data or patterns (Ghaemi & Faruji, 2011).

xiii. Input, Interaction and Output in SLA

Input, Interaction and Output is a method in SLA developed by Michael H. Long in 1981. According to him, input is “the linguistic forms used”, and interaction refers to “the functions served by those forms, such as expansion, repetition, and clarification” (Long, 1981, p. 259). Added to his distinction between input and interaction, he discussed the roles of ‘modified input’ which refers to the simplified language input and ‘modified interaction’ which refers to the adapted communicative interaction in SLA. The two types of modifications play a very significant role in facilitating language learning because effective language instruction should consider both modified input and meaningful interaction. Input refers to exposure to language, interaction involves negotiation for meaning during communication, and output is the learner’s production of language.

xiv. Speech Accommodation Theory/Communication Accommodation Theory

Speech Accommodation Theory, also known as Communication Accommodation Theory is a theory developed by Howard Giles in 1984. Its foundation was laid by social psychologists Giles along with D.M. Taylor and Richard Y. Bourhis in the 1970s. In SLA, it explores the way learners adjust their speech when they communicate with native speakers or other learners.

Concerning this theory of speech or communication accommodation, Giles stated that the extent to which individuals shift their style of speech towards or away from the speech style of their interlocutors is a mechanism through which the communication of social approval or disapproval is made. This particular “shift in speech style toward that of another is termed convergence, whereas a shift away from the other’s style of speech represents divergence” (Giles, Bourhis, & Taylor, 1977, p. 322). They may converge toward native speakers’ speech to enhance communication or diverge to assert their own unique identity. The major factors that influence accommodation are learners’ motivation, social status and perceived group membership.

xv. Experiential Learning Theory

Experiential Learning Theory is a theory developed by David Kolb, an American educational theorist in 1984. It emphasises learning from experience and transforming it into knowledge. Through task-based activities, learners use the target language to communicate and complete meaningful tasks. This approach assists learners in developing practical language skills. It motivates learners of a second language “to develop the target language skills through the experience of working together on a specific task, rather than only examining discrete elements of the target language” (Knutson, 2003, p. 53). Thus, learners engage in performing enjoyable tasks and through those activities they learn to communicate and collaborate among themselves and improve their language skills.

xvi. Processibility Theory

Processibility Theory is a theory developed by Manfred Pienemann based on Willem Johannes Maria (Pim) Levelt’s work *Speaking: From Intention to Articulation* (1989) which talked about the ‘entire process of speech production of a human being’. It is a cognitive approach that attempts to explain the developmental schedules and variations of the learners. It is based on the notion that learners can only produce language structures that they can process cognitively by following a predictable order based on the complexity of processing required. This theory seemed “less concerned with how a grammar comes to be in a learner’s mind/brain and instead focuses on the

processes that make use of that grammar in real time” (Pienemann & Lenzing, 2015, p. 177).

xvii. Optimality Theory

Optimality Theory is developed by linguists Alan Prince and Paul Smolensky in 1991. It proposes that the observed forms of language arise from the optimal satisfaction of conflicting constraints. It relies on strictly ranked violable constraints to determine the best candidate output. Moving forward from phonology, it has been extended to other linguistic domains such as syntax, semantics and pragmatics. It provided a profound influence on the study of “language learning” and “morpho-phonological inquiry” (Boersma, Dekkers, & Weijer, 2000, p. 1).

xviii. Cognitivism

Cognitivism is a theory that emphasises the role of cognitive processes in language learning. It was developed by Michael Sharwood Smith in 1991. He has contributed significantly to our understanding of the cognitive aspects of language learning. In *Second Language Learning: Theoretical Foundations*, he has provided insights into various theories and developments in SLA. He also explored consciousness-raising techniques for language learners which involves making learners aware of linguistic structures and rules, which can enhance their language proficiency (Smith, *Consciousness-Raising and the Second Language Learner*, 1981). In his later works, he integrated research from different fields in laying emphasis on modularity and metalinguistic knowledge in speakers of multiple languages (Smith, 2017).

xix. Input Processing in Adult

Input Processing in Adult is a method in SLA that focuses on how learners process linguistic data during comprehension. It was introduced by Bill VanPatten in 1993. It is concerned with the mistakes learners make in the comprehension of a second language because acquisition is “a by-product of comprehension” (VanPatten, *Input Processing in Adult SLA*, 2015, p. 113). It states that while comprehension alone cannot guarantee acquisition, acquisition cannot occur if comprehension does not happen. A significant part of acquisition depends on learners making appropriate

“form-meaning connections” (p. 157) during comprehension and correctly interpreting sentence meanings. It emphasises the role of learners’ attention and consciousness during the process of comprehension and meaning finding of sentences. It also interacts with other factors such as linguistic input, individual differences, and learning contexts.

xx. Identity Approach

The Identity Approach was introduced by Bonny Norton in 1997. It stated that SLA theorists need a comprehensive theory of identity that integrates the individual language learner and the larger society and that they need to address how relations of power in society affect learners’ access to the target language community. Norton and McKinney (2011) stated that “a fully developed theory of identity highlights the multiple positions from which language learners can speak, and how sometimes marginalized learners can appropriate more desirable identities with respect to the target language community” (p. 73).

xxi. Complex Dynamic Systems Theory

Complex Dynamic Systems Theory was introduced by Diane Larsen-Freeman in 1997. It perceives language development as a complex and dynamic process. It claims that language learning is influenced by multiple interacting factors such as the learner’s cognitive processes, linguistic system and the environment for learning. She introduced the concept of interlanguage which refers to a transitional linguistic system activated by latent structures in the learner’s brain. This interlanguage is dynamic, evolving, and influenced by various factors, such as exposure, context, and individual differences. Just as complexity theorists concerned themselves fundamentally with “describing and tracing emerging patterns in dynamic systems in order to explain change and growth” (Larsen-Freeman, 2015, p. 227), this theory sees the acquisition and use of language as a process that is complex, non-linear and dynamic.

Larsen-Freeman also studies grammar as something that it is not merely a set of structural patterns but a resource for meaning-making and appropriate adaptation of a language in different contexts. She promotes a dynamic view of language, which she applies to teaching grammar or “grammaring”. Her approach recognises

individual learning paths and aims to help learners perceive affordances in the teaching-learning environment.

xxii. Usage-Based Model

Usage-Based Model is a theory of language acquisition proposed by Michael Tomasello in 2003. It is a theory that talks about how meaning in language is derived from the way people use language as a means to meet social ends. It poses a challenge to the previously established notion that meanings are already fixed and the theory focuses on the usability of the language for communication. According to Tomasello, the grammar of a language and other linguistic structures emerge from individual acts of language use. He rejects the idea of a purely formal grammar devoid of meaning. Instead, he highlights how meaning-based grammatical constructions evolve through usage. He draws together empirical research from cognitive science, linguistics, and developmental psychology to explain how children learn a language without relying on a self-contained 'language instinct'. He talks about the interwoven nature of the learner's linguistic ability with other cognitive abilities (Tomasello, 2003).

xxiii. Skill Acquisition Theory

Skill Acquisition Theory was developed by Robert DeKeyser in 2007. It deals with the attempt to understand concepts like procedural and declarative knowledge of the language learner. It explains the progress made by learners from the initial stage of learning to the later stage of gaining proficiency in the language. The acquisition of language skills is divided into three stages, viz., the cognitive stage, the associative stage, and the autonomous stage. The cognitive stage deals with understanding what to do, the associative stage is concerned with practising and refining the skill, and the autonomous stage is linked with performing the skill automatically. The theory also states that skills learned in one context can often be transferred to another, which is an important consideration in designing training programs. In gist, the theory claims that the learning of various language skills shows a significant similarity in development from the initial representation of knowledge through initial changes in behaviour to eventually gaining "fluent, spontaneous, largely effortless and, highly skilled

behavior” (DeKeyser, 2015, p. 94), and that a set of basic principles common to the acquisition of all skills can account for this set of phenomena.

xxiv. Language Socialisation Approach

Language Socialisation Approach was introduced by Patricia A. Duff and Steven Talmy in 2011. It is a theoretical and methodological paradigm in SLA that explores how individuals acquire language and cultural norms through social interactions. It explores the social, cultural, and linguistic development in additional languages. This approach delves into how individuals acquire a second language within various social contexts and provides comprehension of the relationship between language learning and sociocultural factors. The method was developed in response to the lack of attention to cultural and linguistic diversity in first-language acquisition studies (Howard, 2014). From its initial focus on children’s first-language acquisition, the approach now examines broader contexts, including second-language learning, heritage-language learning, and professional communication (Ward, 2024).

xxv. Conversation-Analytic Approach

Conversation-Analytic Approach was developed by Gabriele Kasper and Johannes Wagner in 2011. It discusses interaction order in social contexts, aiming to comprehend how learners achieve, maintain and restore intersubjectivity in practical activities. It is a method in SLA that focuses on understanding how learners use language in real-time interactions. In this method, they create opportunities for learners to practice and develop their interactional competence by paying close attention to the details of talk and other conducts in the process of interactions. And by understanding how learners interact in real-life situations, teachers can develop more effective teaching strategies that focus on improving learners’ communicative competence in the target language (Mei & Peiyun).

xxvi. Sociocognitive Approach

The Sociocognitive Approach was developed by Dwight Atkinson in 2011. It perceives language and its acquisition as social phenomena that exist and take place for the performance of action in the socially mediated world. It states that language learning is not isolated from social contexts because it involves interactions with

people and the environment. According to this approach, the “mind, body, and world function integratively” in the acquisition process of a second language or target language (Atkinson, *A Sociocognitive Approach to Second Language Acquisition: How mind, body, and world work together in learning additional languages*, 2011, p. 143). Language learning occurs in the process of engaging with other people and the world around the learner, therefore, social contexts and communicative practices are regarded as essential components in learning or acquiring a second language (Atkinson, *Language learning in mindbodyworld: A sociocognitive approach to second language acquisition*, 2014).

xxvii. The Concept-Oriented Approach

The Concept-Oriented Approach was developed by Kathleen Bardovi-Harlig in 2014. It started as an approach to SLA which focuses on how language is used for communication of meanings and mapping between linguistic forms of grammar and vocabulary in interlanguage scenarios. It states that language primarily serves as a means of communication and exists because of language users and it emphasises the interplay between form and function in language use. It considers language learning as a process of constructing and refining concepts through communication. Rather than merely memorising rules, learners engage in meaningful interactions to develop their interlanguage system. It holds that “language is primarily used for communication and does not exist without language users” (Bardovi-Harlig, 2015, p. 54).

xxviii. The Declarative/Procedural Model

Michael T. Ullman proposed the Declarative/Procedural Model in SLA in 2015. It is a neurobiologically motivated theory of first and second language which talks about two memory systems: “declarative memory” which stores facts and knowledge like grammar rules, vocabulary, etc., and “procedural memory” which handles implicit language skills. Declarative memory is flexible and can be updated or modified. This type of memory operates consciously and allows the recall of information deliberately. On the other hand, procedural memory is responsible for skills, habits, and implicit knowledge. It is responsible for language production and automatic processing of the language. It operates unconsciously, without deliberate

effort and remains relatively stable throughout one's lifetime. Both types of memory systems are necessary in the process of learning, storing and using a new language. Thus, this model is a useful approach as "it generates a wide range of behavioral and neurobiological prediction" (Ullman, 2015, p. 154) in languages.

2.4. Language Teaching Methods

i. Grammar-Translation Method

Grammar-Translation Method (GMT) is considered the oldest method used to teach foreign languages in the Western world. It is also known as the classical method because it was used to 'teach classical languages' (Jaramillo, 2019, para. 1) like Greek, Latin, French and German, especially Latin which was the language most widely studied among foreign languages because of its enduring influence and "prominence in government, academia and business" (Studocu, 2024, para. 1) in the 16th century. The objective of the method was to learn everything about something but not the thing itself (Salim, 2001).

GMT was the most widely practised method between the years 1840 to 1940 (History of English Language Teaching, 2018). In this method, the study of a language is approached through a detailed analysis of the rules and usages of grammar (Salim, 2001) before any other learning process. It dominated European and foreign language teaching for a very long time but it was done away with because it resulted in the difficult task of committing to memory a lengthy list of "unusable grammar rules and vocabulary" and trying to bring forth "perfect translations" of "literary prose" (Richards & Rodgers, 2014, p. 7). GMT taught learners about the target language but not how to speak it.

ii. The Direct Method

Some language reformers proposed another method of language teaching known as the Direct Method (DM) which is also referred to as Natural Method. François Gouin of France was one of the early reformers who attempted to construct a teaching method based on the child language learning pattern. The supporters of this method argued that a second language can be taught to learners without translation or

the use of the mother tongue if the meaning is communicated using ‘demonstration and action.’

DM was a popular and successful method in language teaching but it also was not without drawbacks. The main difficulty observed by Roger Brown (1973) is the frustration of the teacher performing ‘verbal gymnastics’ in trying to convey the meaning of the target language when translation would have efficiently saved the teacher from a difficult endeavour. It focussed on using only the target language in the classroom (Salim, 2001). It was the British applied linguist Henry Sweet who recognised its limitations as it provided “innovations” in the teaching process but in want of a “thorough methodological basis” (Richards & Rodgers, 2014, p. 13) and because of this lack of methodological approaches, a rise and fall in a variety of language teaching approaches and methods has been observed.

iii. The Oral Approach/Situational Language Teaching

The Oral Approach or Situational Language Teaching was developed by British applied linguists Harold Palmer and A.S. Hornby from the 1930s to the 1960s (Salim, 2001). It emerged as an improvement over the outdated Direct Method which was a monolingual, inductive, demonstrative and pronunciation-focused method. SLT emphasizes teaching language in real-life situations and contexts. The approach aims to make language learning more “vivid, interesting and lively” (He, 2021, p. 145) by visualizing abstract language. According to this method, language is taught “orally”, “practised situationally” and the learners are “spoken” to in the target language (Richards & Rodgers, 2014, p. 47). It focuses on providing learners with vocabulary and sentence patterns relevant to specific situations they might encounter. In SLT, both class textbooks and visual teaching aids were heavily used and the teacher was expected to have mastery of the textbook (Salim, 2001).

iv. The Audio-Lingual Method/Army Method/New Key

The Audio-Lingual Method (ALM), also known as Army Method or New Key is a method used in teaching foreign languages. Charles C. Fries and Robert Lado developed it in the 1940s in the United States of America. It emerged as a parallel method with the British structural-situational method. It was adopted in teaching

second and foreign languages until the 1970s with some techniques still being used in a variety of teaching contexts in the present day. ‘Dialogues, drills, and language labs’ (Rilling, 2018) were some of the most prominent features of ALM with a focus on mimicry and memorisation of dialogues and language patterns. Listening skill was the most important skill to be developed before grammar was taught implicitly through pattern drills before brief explicit explanations were rendered to the learners.

ALM is also known as Army Method because it was used to train people in foreign languages in the United States who had entered the Second World War to supply its government with personnel who had fluency in foreign languages like ‘German, Italian, Japanese, Chinese, French, Malay and other languages’. These were trained to work as “interpreters, code-room assistants, and translators” (Richards & Rodgers, 2014, p. 58). Hence, ALM is a method for teaching foreign languages with emphasis on the use of “repetitive drills and patterns” (ELT, 2023, para. 1) to teach language skills. It relies on the idea that language learning is similar to the cultivation of a habit, thus it is considered as a process of mechanical formation of habit (Salim, 2001), and that a learner can acquire a new language through “repetition and practice” (ELT, 2023, para. 1). This method is teacher-centred and its focus is on the development of listening and speaking skills, rather than reading and writing skills because it is to train a learner in the usage of everyday language. Therefore, its theoretical foundations were criticised as unsound in terms of language theory as well as language learning (Salim, 2001).

v. Communicative Language Teaching

Communicative Language Teaching (CLT) is a method in SLA that rose as a reaction to traditional grammar-based methods in teaching language. It is an innovative language teaching method with an emphasis on “interaction as both the means and the ultimate goal” (The Communicative Language Teaching: A Guide To The Communicative Approach, n.d., para. 2) of study and learning. Its origin is dated back to the late 1960s traditionally practised in the British language teaching (Salim, 2001). The pioneers of this method like David Wilkins focused on the “notions” expressed by the language and the “communicative functions” (Harmer, 1983, p. 69) of the language performed by the people. The priority of CLT is the development of

learners' ability to communicate effectively in real-life situations. It places learners at the centre of the learning process, focusing on their needs, interests, and goals.

In a CLT classroom, learners are encouraged to talk about personal experiences with partners, explore authentic texts, and use the language both inside and outside the classroom. They are encouraged to incorporate their own experiences into their language learning environment to gain a holistic learning experience. Classroom activities are designed “to produce meaningful and real communication”, and they lay “more emphasis on skills than systems” with the “use of authentic materials” (British Council, n.d., para. 4). Other activities such as games, simulations, task-based communication activities and role-plays help CLT classes but a typical classroom procedure is not feasible which makes CLT procedures something ‘evolutionary’ rather than ‘revolutionary’ in nature and approach (Salim, 2001).

vi. Total Physical Response

Total Physical Response (TPR) is a language teaching method developed by psychologist Dr. James J. Asher in the 1960s which assumed that the “connection between physical movement and language acquisition can significantly enhance learning and retention” (Verbal Planet, 2020, para. 3). Asher emphasised on “developing comprehension skills” (Richards & Rodgers, 2014, p. 277) at the initial stage rather than teaching the learner how to speak in the second language. TPR propagated that just as an infant learns the first language by “observing and responding to the physical actions” even before learning to verbalise their thoughts, the second language can be acquired by engaging in physical activity as they are introduced to new concepts of the second language which helps in ‘anchoring language in memory and making recall of the mind faster and more accurate’ (Verbal Planet, 2020, para. 4). Asher reemphasised the need for TPR through his article in the journal where he criticised the then prevailing system and method of teaching foreign languages in America (Asher, 1969).

TPR focuses on ‘comprehension of language before production of speech, the role of physical movement and response, provision of stress-free learning ambience, and implicit learning in a subconscious manner rather than explicit grammar

instruction' (Verbal Planet, 2020). It is connected to the 'trace theory' of memory in psychology which suggests that the strength of the memory association results from tracing a memory connection intensively more often (Salim, 2001).

vii. The Silent Way

The Silent Way (SW) is a method of teaching language designed by Caleb Gattegno who introduced it in his book *Teaching Foreign Languages in Schools: The Silent Way* (1963). It stresses the autonomy and active participation of the learner in its teaching method which makes extensive use of silence. Gattegno is well known for the use of Cuisenaire rods developed by a European educator named Georges Cuisenaire, and his series "Words in Color" in which "sounds are coded by specific colours" (Richards & Rodgers, 2014, p. 289). In this method, the teacher should remain silent as much as possible and encourage the maximum produce from the learner who is not a 'bench-bound listener' (Salim, 2001). Through silence and gestures, the teacher tries to shift to focus students' attention, elicit responses, and encourage self-correction in the process of learning a language. Under the teacher's influence which is controlling but indirect that is shown through gesture or action, the student is encouraged to find solutions to their problems encountered in the language learning process (Harmer, 1983). This method is not much of a revolution in ELT because it follows more of the "traditional grammatical and lexical syllabus" (Richards & Rodgers, 2014, p. 300) and it could not attract the attention of researchers in applied linguistics.

viii. Content-Based Instruction and Content-Based Language Teaching

Content-Based Instruction (CBI) is an approach in SLA which focuses on the teaching of the "content or subject matter" (Richards & Rodgers, 2014, p. 116) of the language to be acquired such as history or social sciences rather than dealing with linguistics. It first appeared in North America in the 1960s. CBI is also known as Content-Based Language Teaching (CBLT) because it is framed to provide instruction in content and language to second-language learners. According to this theory, people should learn a second language by using the language as a means of understanding content and not treating it as an end in itself. It centres around the content of the second language such as social sciences or history instead of syllabi

related to the technicalities of the language because knowledge of linguistic form is secondary compared to knowing the content of the curriculum designed for learning and sharing authentic information through the medium of the second language (Wesche, 2012).

ix. Cooperative Language Learning

Cooperative Language Learning is a theory developed in the United States by John Dewey in the 1960s and 1970s. It involved learning through group activities where learning is facilitated upon socially structured exchange of information among the learners. All the learners would account for their own learning and they are highly motivated to enhance the learning of the other participants. The theory states that learning a language is a sociocultural process and it results from ‘conversational interaction’ among learners through cooperative learning activities (Richards & Rodgers, 2014). The main objective of the theory is to promote cooperation rather than competition among learners and to develop communication skills through socially structured activities for learning with interaction.

x. The Natural Approach

Terrell, a Spanish teacher in California created the Natural Approach in 1977. He developed this approach as a way of teaching in SLA based on the findings of naturalistic studies with the collaboration of Stephen D. Krashen. It is a language teaching method that emphasises natural language acquisition which is similar to how children learn their first language (Richards & Rodgers, 2014). Because of combining the ideas of Krashen and Terrell, this approach results in using some aspects of the Total Physical Response approach.

Thus, lots of TPR activities are used at the initial stages where learners simply respond to given instructions by carrying out the physical actions required of them like pointing at things, passing objects to each other, standing, walking, sitting down, writing and drawing, etc. And as it moves to higher levels, the learners focus on providing comprehensible input, in the form of listening or reading tasks, where learners ask to give pictures, fill in grids, follow maps, and so on (Thornbury, n.d.).

xi. Community Language Learning

Charles A. Curran, a Jesuit priest, psychologist and educator developed the Community Language Learning method in the 1970s in the United States. The method is based on the approach related to counselling in which the teacher acts as a counsellor and paraphraser while the learner is seen as a client and collaborator. It is designed to be like a counselling-learning theory in teaching a language and it advocates a holistic approach concentrating on both 'cognitive and affective' to term it 'whole-person-learning' (Salim, 2001). It is seen as a method that encompasses the LSRW skills of the learner. Curran's student La Forge elaborated further on the method and went on to state that language is people or persons in contact as well as persons in response (La Forge, 1983).

xii. Suggestopedia

Suggestopedia, also known as desuggestopedia, is a method in teaching foreign languages developed by Georgi Lozanov, a Bulgarian psychiatrist in the 1970s and 1980s. This method was presented to a commission in Paris at UNESCO in 1978. It is a unique method of language teaching that combines suggestion and pedagogy to provide an environment which is relaxing and motivating to make it conducive for learning. Music is considered an important aspect of the method because it provides ambience for a relaxed attitude (Richards & Rodgers, 2014). Suggestopedia is a method that was well received in the 1970s because of its use of music in teaching, creating a relaxing environment for learning, and helping students to learn better by reading aloud. Nevertheless, it also has some drawbacks which cannot be overlooked such as distraction caused by music to some in the process of learning, laying too much authority on the teacher for suggestions, lack of clear structure for teaching, and that it is not always feasible in the process of teaching and learning (Gardner A. , 2018).

xiii. Task-Based Language Teaching

Task-Based Language Teaching is a method that initially originated in CLT and it was popularised by Prof. N.S. Prabhu in the 1980s while conducting research in Bangalore, India. According to him, language acquisition is an unconscious process that is facilitated in the best way by bringing about a preoccupation with meaning in

the learner through speaking and activities (Prabhu, 1987). This approach is based on his idea (or realisation) that learners of English (or any language for that matter) can just as well learn the language by focusing on non-language-based tasks as they can when explicitly being taught the structures and functions of the language. The method is praised because, unlike many approaches, learners are given multiple language focus rather than on particular structures, lexis and other items. Learners can make language learning memorable because the content is relevant and personalised because of its learner-centred approach. It is a method suitable for learners with different learning abilities to work as a group where they can work on multiple tasks simultaneously.

Nevertheless, it is not free from a few criticisms regarding the tasks assigned to a class which might not be of interest to all members. In this method, there is little emphasis on input for learning. Learners are usually performing tasks in a language they already know, therefore, in this approach, practice is taking place but learning is not happening. However, it is undoubtedly very influential as a method in ELT, especially in fulfilling the tenets of communicative language teaching approaches (Task-based Language Teaching (TBLT), n.d.). Also, it is not highly recommended any longer because it is only teacher-led or teacher-centred and applicable only in specific situations.

xiv. Multiple Intelligences Theory

Multiple Intelligences Theory is a theory proposed by Howard Gardner in 1983. It is a theory which lays out a framework for seeing the various ways in which human beings are intelligent by exploring how learners process, learn, and remember information. According to this theory, intelligence is not a single, monolithic entity but rather a collection of distinct types of intelligence. It is a learner-based method of teaching which “characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education” (Richards & Rodgers, 2014, 230).

According to Gardner (1983), intelligence is not a single, fixed attribute. He suggests that individuals possess a variety of distinct intelligences, each representing

different ways of processing information and solving problems. He identified eight intelligences: Linguistic Intelligence, Logical-Mathematical Intelligence, Spatial Intelligence, Bodily-Kinesthetic Intelligence, Musical Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, and Naturalistic Intelligence. All these intelligences play specific roles in helping the learners acquire different skills. They are considered useful by many educators. In short, it can be stated that the theory has been influential in education, encouraging a broader understanding of human capabilities and promoting diverse teaching methods that are designed to cater to different types of intelligence. However, it has also faced minor criticism for its broad definition of intelligence and for some lack of empirical evidence to support the distinctiveness of the eight types of intelligence.

xv. The Lexical Approach

The Lexical Approach was designed by Michael Lewis in his book *The Lexical Approach* (1993). John R. Firth also contributed to this approach in determining word meaning with the concept of ‘collocations’ which means ‘words that frequently appear together’. The approach prioritises learning collocations as whole units rather than individual words. Here, the lexical items are considered as the unit of analysis and content for the design of the syllabus. The focus is on the development of the lexicon and it argues that language learning is primarily linked to the ability to understand and produce lexical items. Although the approach is acclaimed for its emphasis on the development of vocabulary and phrases, it is also not without criticism for its partial ignorance of the need for the development of grammar knowledge (The Lexical Approach: Prioritizing Lexis over Grammar in Language Instruction, 2024).

xvi. Content and Language Integrated Learning

Content and Language Integrated Learning is a method of learning a language through the content of the second language which is taught both as a subject and the language. It was started by David Marsh in 1994 as a unique method in education that integrates language learning with content instruction. In this method, students can acquire the subject knowledge as well as language skills simultaneously because it integrates language learning with content instruction. This method is introduced as a

response to the role played by languages in the process of globalisation (Coyle, P., & D., 2013). As a method in language teaching, it lays focus on the convergence of different elements in the learning process and aims to overcome the division between language learning and content learning.

xvii. Text-Based Instruction

Text-Based Instruction is a method developed in Australia by educationists and applied linguists who were working in the area of literacy and drawing on the work of Halliday, Derewianka, Christie and others. It was influential in developing approaches in language teaching at different levels in New Zealand, Singapore, Canada, and some European countries including Sweden. It focuses on language teaching by using the whole texts which are “structured sequences of language that are used in specific contexts in specific ways” (Richards & Rodgers, 2014, p. 200). Although it is beneficial for language teaching as it integrates various language skills and helps learners understand the use of language in real-life contexts, it should also be known that it is not highly recommended because it lays focus on the product rather than the process of language learning.

2.5. Conclusion

With the increasing use of English in the world, the SLA approaches and ELT methods are ever-evolving to suit the needs of learners under different circumstances and at different stages or age groups. English is the global language and it is the language of communication and information, trade and commerce. With its use becoming worldwide for different reasons, it has become a ‘link language’ (Patel & Jain, 2008). It is the language that connects people of different tongues from different places.

Language teaching became a professional foundation in the twentieth century. Richards and Rodgers (2014) are of the opinion that it is developed as applied linguists try to lay down principles and procedures for the design of methods and materials for teaching to be more effective. In the beginning stages language teaching underwent frequent changes and innovations. They argued that “the impetus for

change in approaches to language teaching is generally a response to increased demand for speakers of second and foreign languages” (p. 3). In the 1950s, especially after the Second World War which prompted the world to develop new ways of communication with speakers of other languages, there was a growing need to learn oral skills in foreign languages.

With the rise of immigration and internationalisation of education, there arose a demand for new types of language programs. In the most recent scenario, with the growth of globalisation, the rise of the internet and the global spread of English, a need for the reassessment of policies and practices in language teaching has emerged. Throughout the history of language teaching, there have been changes in the methods and goals of teaching and learning. Therefore, no single method or approach can be categorised as the best or superior to the others. All the methods have their advantages as well as disadvantages. A method can be considered good depending on its workability in a particular situation. Thus, all of them have proven useful at different times in the history of second language learning and the English language teaching and learning process.

CHAPTER 3: ENGLISH LANGUAGE TEACHING AND LEARNING IN TAMENGLONG

3.1. Introduction

The present chapter discusses the current status of English language teaching and learning at the higher secondary school level in Tamenglong. It shows the way English is taught as a second language as well as a subject in the schools. The focus of the chapter is to find the ways English is taught and learned. This includes investigating the status of employment as well as the qualification of the teachers of English subject and understanding the attitude of the students towards the target language.

It is worthy of mention that education in Tamenglong is still very young. There are very few schools in the district to cater to the needs of the growing population. At present, there is only a countable number of schools including primary, middle, secondary and higher secondary schools. To the disadvantage of the students, there is only one college in the district for them to pursue their higher education. In most of the educational institutions, English is set to be the medium of instruction but Ronglat is simultaneously used by teachers to instruct the learners.

3.2. About Higher Secondary Schools in Tamenglong

The study focuses on understanding the status of ELT in the 4 blocks of schools in Tamenglong district, viz., Nungba block, Tamei block, Tousem block and Tamenglong block comprising 8 clusters (James & Singh, 2024, p. 18). There are 33 schools in Tamenglong cluster, inclusive of all the government and private schools (List of Schools in Tamenglong, 2023). Only 7 schools offer education up to the Higher Secondary level. Their names are Christian Heritage Institute, Christian Model English Higher Secondary School, Don Bosco Higher Secondary School, Eklavya Model Residential School, Jawahar Navodaya Vidyalaya, Tamenglong Government Higher Secondary School, and Trinity Public School.

In all the schools, students must speak English within the compound or on school campus. Apart from language-specific subjects like Ronglat, Manipuri and

Hindi, the medium of instruction is English. It is the language introduced to the students from the very early stage in kindergarten schools. Although it is used heavily, there is generally a poor performance of the students in the acquiring of the language and its LSRW skills. The present status of the entire teaching and learning of English will be analysed further.

3.3. Population and Sampling

The data for the study are gathered from 250 students and 19 teachers from 6 higher secondary schools in the Tamenglong cluster of schools. The students were randomly selected from different streams of Arts, Science and Commerce while all the teachers from the aforementioned schools were included for gathering data. Although the students are from different streams, they study English subject as one of the compulsory subjects. Moreover, all the schools use English as the medium of instruction and assessment of the performance of the students through examination. Since most of the students had been studying English from the kindergarten stage, they had been learning the language for over 13 years already during the time this study was carried out.

3.4. Data Collection Procedure

The procedure for the collection of data is laid out according to the questionnaires and activities to investigate the status and performance of both the teachers and the students. The data collection is done through the distribution of questionnaires prepared separately for teachers and students. A deeper search is made by conducting various activities to check their LSRW skills in the English language. Some activities were conducted for all the students while some were conducted for a randomly selected few individuals.

3.5. Data Analysis

The data collected from the teachers and students were analysed using an Excel spreadsheet. Different sets of questionnaires for the teachers and students were distributed and then a thorough study was made to check their competency in the English language.

3.5.1. Analysis of Data from Students

The responses of the students were compiled and presented in graph format. Apart from the questionnaires, the following activities were conducted to check their LSRW skills in the English language:

a) **Listening:**

The students were made to listen to BBC audio files from the BBC Learning English series “6 Minute English” from the episode titled “Are you following your dreams?” (<https://youtu.be/26PrgjTboVQ>) and the episode titled “Why are prices going up?” (<https://youtu.be/FKwmUNffu7M>).

Only a few of them could understand them and summarise the content of what they listened to. The majority of the students were not able to fully comprehend the audio files being played and could not speak even in a sentence or two about them.

b) **Speaking:**

Speaking is a skill that is necessary in language learning because it is the key to conversation. For this study, learners were made to speak of simple topics or themes which they could talk about at ease. Therefore, in each school, 10 students were randomly selected and each one was made to speak for 2 to 3 minutes on any of the given topics:

1. My favourite friend and things I like about him/her.
2. My favourite song and why I like it.
3. My favourite game and why I like it.
4. Problems and difficulties in my town.
5. My dream job.
6. The place I would like to visit.
7. My family.
8. Importance of reading books.
9. Importance of watching news.
10. The need to learn English.

When the students were made to speak on the given topics, the errors they committed were mostly rooted in their poor grammar skills and the mispronunciation of words. Some of the errors in English they committed are listed below:

1. My favourite song is a song **sang** by him.
2. A good **friends** is helpful in everything.
3. I would help them **on** free.
4. They love me, support me and guide me in **every situations** and **every steps** I take.
5. They are the **one** who **cares** for me the most.
6. They are the **one** I love the most in this world.
7. I want to be a **doctors** because I want to **shave** my countries, my **peoples** and my **nations**.
8. If I become a **doctors** and help **peoples** to know what is good and bad for their health.
9. To save them from diseases which may **taken** their lives.
10. I want to talk about the **important** of watching news.
11. It makes us **and** realise **us** about the world.
12. Everyone **know** that English is a universal **languis**.
13. It is one of the **language** or **medium** that is **speak** in institutions or departments.
14. If we ? willing to learn we can do it.
15. Without English in this world it is like a **birds** without wing.
16. We need to know English to communicate what we **thought** and what we are feeling.
17. We lack appreciation words to thank **with** others.
18. As I **kids** I used to play games.
19. I **shaw** him doing good works.
20. I want everyone to communicate **with** English.
21. If I go to other countries and if I don't know their language I can talk with them **by** English.
22. I want to see beautiful **scenerity**.
23. **Importance-of** reading book is so **importance** to students.
24. Through games I make **a** friends with others.
25. Watching news **give** us knowledge. It **give** us information about the world.
26. Watching news is a kind of **educations** for learning new languages.

Errors in Speaking		
Sl. No.	Error	Correct
1	As shoon as /æs ʃu:n es/	As soon as /æz su:n æz/
2	Bitch /biʃ/	Bits /bits/
3	Bud-get/bʌt.get ^h /	Budget /'bʌdʒɪt/
4	Tsurts /tsɜ:ɪts/	Church /tʃɜ:ʃ/
5	Phashing /fe:ʃɪŋ/	Facing /'feɪsɪŋ/
6	Phavourike /fe:və.raik/	Favourite /'feɪvərɪt/
7	Gad-get /gʌt.get/	Gadget /'gædʒɪt/
8	Zimnastics /zim.nes.tiks/	Gymnastics /dʒɪm'næstɪks/
9	Impossihle /im.pɔ.ʃi.bəl/	Impossible /ɪm'pɒsəbəl/
10	Zump /za:mp/	Jump /dʒʌmp/
11	Knowlets /nɔ.lets/	Knowledge /'nɒlɪdʒ/
12	Languits /leŋ.guits/	Language /'læŋɡwɪdʒ/
13	Lesshon /le.ʃən/	Lesson /'lesən/
14	Muts /mʌts/	Much /mʌʃ/
15	Onch more /wʌntʃ mɔ:ɪ/	Once more /wʌns mɔ:/
16	Pleazure /ple.zəɪ/	Pleasure /'pleʒə/
17	Purshue /pəɪ.ʃu:/	Pursue /pə'sju:/
18	Rechieved /ɪə.ʃɪvt/	Received /rɪ'si:vd/
19	Shastisfike /ʃʌʃ.tis.faik/	Satisfied /'sætɪsfaid/
20	Bery /be..ɪ/	Very /'veri/
21	Bizhit /bi.ʒi:t/	Visit /'vɪzɪt/
22	Wis /wis/	Wish /wɪʃ/

c) Reading:

Reading is an important skill in learning a language. For this study, the learners were given specific reading materials to read for checking their pronunciation. To carry out this test, 10 students were randomly selected from each school to read any one of the selected stories from Chimes: Audio That Inspires (Chimes: Audio That Inspires, n.d.).

1. The Lion and the Mouse

When a lion was resting in the jungle, a mouse began racing up and down his body for amusement. The lion's sleep was interrupted, and he awoke enraged. The lion was going to eat the mouse when the mouse begged him to let him go. "I assure you, if you save me, I will be of immense help to you in the future." The lion laughed at the mouse's self-assurance and freed him.

A group of hunters arrived in the forest one day and captured the lion. They had him tied to a tree. The lion began to roar as he struggled to get out. Soon, the mouse passed by and spotted the lion in distress. He dashed off, biting on the ropes to free the lion, and the two hurried off into the woods.

Moral of the story: Always be kind to one another.

The errors made by the students in the production of sounds while reading the passage above are listed below:

Sl. No.	Error	Correct
1	Asshurens /a.ʃu.ɪens/	Assurance /ə'ʃʊərəns/
2	Dess /des/	Dashed /dæʃt/
3	Angrets /eŋ.gɪets/	Enraged /ɪn'reɪdʒd/
4	Groot /gɹu:t/	Group /gru:p/
5	Immensh /i.menʃ/	Immense /ɪ'mens/
6	Zungle /zʌŋ.gəl/	Jungle /'dʒʌŋgəl/
7	Rashing /ɹeɪʃɪŋ/	Racing /'reɪsɪŋ/
8	Shave /ʃeɪv/	Save /seɪv/

2. The Wolf and the Crane

One day a wolf was eating the flesh of an animal it had killed. A little bone got stuck in his throat, and he was unable to swallow it. He soon felt severe pain in his throat and raced up and down, trying to find a way to ease it. He begged everyone he saw to help him. Finally, the wolf came face to face with the crane.

“Please help me,” the wolf pleaded. “I’ll give you exactly what you want.”

The crane agreed to give it a shot and instructed the Wolf to lie down on its side with its jaws spread as wide as it could. The crane then inserted its long neck into the Wolf’s throat and pulled out the bone. The crane then requested its reward. “Be joyful,” the wolf added, grinning and showing his teeth. You’ve inserted your head into a Wolf’s mouth and then taken it back out safely.

Moral of the story: Kindness and Greed cannot go hand in hand.

The errors made by the students in the production of sounds while reading the passage above are listed below:

Sl. No.	Error	Correct
1	Ezetly /i.zet.li/	Exactly /ɪgˈzæktli/
2	Phles /p ^h les/	Flesh /fleʃ/
3	Zoyful /zɔɪ.p ^h ul/	Joyful /ˈdʒɔɪfəl/
4	Sowing /sɔːwin/	Showing /ˈʃəʊɪŋ/
5	Shoon /ʃuːn/	Soon /suːn/
6	Wol /wuːl/	Wolf /wʊlf/

3. The Boy Who Cried Wolf

A boy and his father lived in a village. While the sheep grazed in the fields, the boy’s father instructed him to keep an eye on them. He had to take the sheep to the grassy fields every day. The boy, on the other hand, was dissatisfied and wanted to run and play. He decided to have a good time. “Wolf! Wolf!” he yelled, and the entire village came storming with stones to chase the wolf away before it could eat any of the sheep.

The villagers went muttering under their breath about how the boy had wasted their time when they discovered there was no wolf. The boy shouted out again the next day, “Wolf! Wolf!” and the villagers hurried over to chase the wolf away.

The villagers walked away enraged this time. On the third day, as the boy climbed the tiny hill, he came face to face with a wolf attacking his sheep. “Wolf! Wolf! Wolf!” he screamed as loudly as he could, yet not a single person came to his aid. The villagers assumed he was trying to trick them once more and did not come. That day, the small boy lost a lot of sheep due to his folly.

Moral of the story: Always be truthful, you never know what lies may lead to.

The errors made by the students in the production of sounds while reading the passage above are listed below:

Sl. No.	Error	Correct
1	Asshumed /ʌ.ʃu:mt/	Assumed /ə'sju:md/
2	Angrets /eŋ.gɹets/	Enraged /ɪn'reɪdʒd/
3	Grasshy /gɹʌ.ʃi/	Grassy /'grɑ:si/
4	Sip /si:p/	Sheep /ʃi:p/
5	Billeets /bi.leɪf/	Village /'vɪlɪdʒ/
6	Wol /wu:l/	Wolf /wʊlf/

4. King Midas and the Golden Touch

Midas, a king, once conducted a brilliant job for a Satyr and received a boon from Dionysus, the God of Wine. Midas asked for the transformation of everything he touched into gold as his wish. Despite Dionysus' best efforts to persuade him otherwise, Midas persisted that his wish was a good one, and it was granted!

Midas was delighted as he touched everything and turned it to gold. He was soon famished. He took a bite of food, but it had changed to gold in his hand, and he couldn't eat it! When Midas' beloved daughter saw his distress, she wrapped her arms around him to console him, and she, too, turned to gold! Midas exclaimed, “The golden touch is no blessing.”

He cried as he walked down to the river. The sand of the river turned as yellow as “gold” King Midas washed away his hand in the river and the curse of the golden touch flowed away. When he went back to his palace, everything was normal again.

Moral of the story: Greed can always fire back.

The errors made by the students in the production of sounds while reading the passage above are listed below:

Sl. No.	Error	Correct
1	Phamised /p ^h e.mɪʃ/	Famished /'fæmɪʃt/
2	Zob /zɔ:b/	Job /dʒɒb/
3	Palesh /pʌ.leʃ/	Palace /'pælɪs/
4	Rechieved /ɪə.ʃɪvt/	Received /rɪ'si:vd/
5	Taats /tʌ:ts/	Touch /tʌʃ/

5. A Bundle of Sticks

Once upon a time, there was a man who lived with his three boys. The three sons were great workers, yet they often fought. The old man tried everything he could to bring them together, but he was unsuccessful. Months went by, and the old man became ill. He urged his boys to remain united, but they disobeyed him. As a result, he decided to teach them a practical lesson in order for them to put their differences aside and remain unified.

His sons were summoned by the old guy. “I’ll give you a bundle of sticks,” he said. You’ll have to break each stick in half once you’ve separated them. “Whoever breaks the sticks the fastest will be rewarded more.” The old man handed each of them a bundle of ten sticks and instructed them to break each stick into pieces. They shattered the sticks in a matter of minutes and began to argue once more about who was the first to do it.

The father then handed each of the boys another bundle of sticks, instructing them to break them together. They attempted to break the stick bundle. Despite their best efforts, they were unable to break the bundle. “Dear sons,” the old guy said. See! The single sticks were easy to break into bits, but the bundle was impossible to split! So, as long as you are unified, no one can hurt you.”

The sons saw the value of unity and pledged to stick together.

Moral of the story: Unity is strength.

The errors made by the students in the production of sounds while reading the passage above are listed below:

Sl. No.	Error	Correct
1	Bitch /bɪtʃ/	Bits /bɪts/
2	Lesshon /le.ʃən/	Lesson /'lesən/
3	Shaw /ʃə:/	Saw /sɔ:/
4	Sattered /se.təɪt/	Shattered /'ʃætəd/

6. The Woodcutter and the Golden Axe

A long time ago, in a small village, there lived an honest woodcutter. He went into the surrounding forest every day to cut trees. He returned to the village with the woods and sold them to a merchant to get money. He was content with his modest lifestyle.

His axe slipped out of his hand and fell into the river one day while he was cutting a tree near a river. He couldn't imagine retrieving it on his own because the river was so deep. He had only one axe, which he had lost in the river. He got really concerned about how he would be able to make a life today and prayed to the Goddess for help.

Mercury emerged as the God of Water. He enquired as to why he was crying. The woodcutter expressed his dissatisfaction. Mercury then split the water and gave him a golden axe. The woodcutter refused to accept it. Mercury returned, this time with a silver axe, but the woodcutter turned it down once more.

After that, he arrived with an iron axe. It was graciously accepted by the woodcutter. The river God blessed him with the golden and silver axe since Mercury was so pleased with the woodcutter's honesty.

Moral of the story: Honesty is the best policy.

The errors made by the students in the production of sounds while reading the passage above are listed below:

Sl. No.	Error	Correct
1	Ek /ek/	Axe /æks/
2	Immers /i.məɪs/	Emerged /ɪ'mɜːdʒd/
3	Honest /hɒ.nest/	Honest /'ɒnɪst/
4	Imazine /i.me.zɪn/	Imagine /ɪ'mædʒɪn/
5	Polishi /pɒ.li.ʃi/	Policy /'pɒləsi/
6	Riber /ɪi.bəɪ/	River /'rɪvə/
7	Shrounding /ʃɹaundɪŋ/	Surrounding /sə'raʊndɪŋ/
8	Billets /bi.leɪf/	Village /'vɪlɪdʒ/

The students committed errors mostly based on pronunciation. Some of them were not able to read the passage accurately but made errors by adding past forms of the verbs or omitting them while reading.

d) Writing:

All the students were made to write a paragraph on “The importance of learning English” to check their writing skill.

1. English **help** me to **learned** how to communicate with friends.
2. My teachers are **competency**.

3. English **are** the most **uses** language around the world.
4. English **help** us how to communicate **with far country to country**.
5. Because **english** help us to speak and **writting**.
6. It **help** me to communicate **to other**.
7. It **nessecary** to speak **with** English.
8. **Compulsary of** speaking **english** during school hour.
9. It **help** them to study by **themselve**.
10. We should know the **important** of **Learning english**.
11. It **help** to communicate **to** others.
12. It's difficult to learn **english from Grammar**.
13. It's **nessesry** to conduct exam.
14. To **known** about ? **the** write exams.
15. It is ? most important **of english** in **that** world.
16. It **help** me to **batter** understand in every way or every condition.
17. Exam is important to know about how I have **learn** or how much I have **been cover**.
18. It is so important to the world that **the english** is in everything in internet, **to** news or in society or some places.
19. It will ? easy to say or to listen **throught** in learning **english**.
20. It is necessary for **farther** studies.
21. English is important because its **help** to understand.
22. Without learning **english** we cannot talk ? each other.
23. It **help** us to brighten our future.
24. **Compalsorilly** speak **english** inside the school.
25. Because **english** is important to live our future life **lighter**.
26. If all the students should speak in **english** then we are **improve** our **english**.
27. Classmates are important ? **leaning english**.
28. We learn from teacher and friend to talk together **with english**.
29. We need teacher **to** learning **english**.
30. My **teacher** teaching is not **satisfly**.
31. The **important** ? learning **english** to learn more **grammer** to speak **influence english** communicate to each others and **understanding while** we are reading.
32. To become **profasion** in **english**.

33. We need more learning to **spoke english**, how to write and **pronnounce** the words.
34. The **importants** of learning English.
35. To speak English ? teacher is needed.
36. Learn by **practishing** it **my self**.
37. Exam is very **importan**.
38. We need **compitancies**, **alwest** learn in **english**.
39. It is **importan** to **learning** English.
40. It **help** me to participate anywhere.
41. Without knowing **the english**, **we are** difficult to move ? different places.
42. It **help** me **to everthing**.
43. It helps me to **communicated** with others.
44. He **teach** well.
45. To understand internet language and to **listened** ? news, reading newspaper and to read and understand **of** novel.
46. English is very **important of** learning **of** us.
47. It **help** us to know how to speak **whatever** we go.
48. Using screen, smart classroom it's **importance** for coming future.
49. The English language is **importance** to speak, know how ? write and we should ? better **whatever** we go in any place to talk ? other people.
50. It helps to communicate ? people.
51. The learning **english** is to **helps** us in **communicate** ? people.
52. It helps me to speak clearly **when** public **gather**.
53. It is important **of** my life.
54. She a **teaching English is a quility teacher**.
55. English **its** very important to learn for our future because it is **read to** newspaper and everything.
56. I need ? teacher and friends when I **have speak english**.
57. I need English because **it importance** for life.
58. I need to learn English because **It** is important ? my future.
59. ? Teacher **are** important learning English.
60. To improve my English I need to listen ? someone speaking and try hard.
61. Teacher and classmate **is the important of** learning.

62. Classmates **to our** important in **learn english**.
63. We need to **lean english ? the** important.
64. Because it **? important** for my life.
65. English language is very important **to speaking in** each other.
66. It **help** me for my life.
67. I like my teacher because **his teaching of confident**.
68. English is very **? for people and english languang ? maintain** all over the world.
69. English is important because we need to speak **? in** everywhere.
70. To read more novel and get **a** new things from there.
71. We have to try **it** everyday to speak **fluenly**.
72. English **learn many thing to grammer** books.
73. English is very important when we go somewhere we commonly **useful**.
74. Teachers **is** more necessary than others to learn English.
75. English language is more important than any **others language**.
76. It is the most important **? in** our life.
77. I need to study hard and **speaking practical and dictionary**.
78. **Its** is necessary.
79. We want to know **english** clearly or **pronounciation** and we need to teach **biggin** in class nursery **grammartical**.
80. Students should **be cammunicate** in English.
81. English language is the most popular language and in English we **cammunicate** the stranger and without English language we cannot speak to the stranger.
82. English is the world **languages**.
83. I watch English movie and **speaking** in English with my sister **for sometimes**.
84. If I can't speak others or different language to my friends, we can communicate **by** English.
85. I can't understand the novels and how to **pronounciation** with other people.
86. While we are in the school or while we are in different place **and** we can communicate by **english** language.
87. I want to **travels** around the world.
88. English language is most important for studies and communicate **others** people from another country.

89. The **importain** of learning English language is to go **roming** easily to outside for any job.
90. Listen **cearfully** to teacher.
91. I **rome** and listen to **englis** song.
92. To make sure that our English is perfect and **communicable** with our books and studies.
93. It **give** us a **privilate** to stand out and **speaks** to the people about something **importants** like in meeting, school, etc.
94. I go **throught** at dictionary.
95. English is widely used language so it is necessary to learn **english** to communicate, **intereact** with the foreigner and it is easier to **mingal**.
96. English language is important to communicate ? people.
97. English language to communicate ? group.
98. **Oready** 14 years running.
99. I need to **more education better**.
100. **To more learning of English are going to give the meaningful** of the word and translation **are** needed.
101. I **use** to listen **the** other people speaking.
102. I **use** to watch the English **gammes**.
103. To have **more better** knowledge.
104. A good teacher should have good **pronounciation** to teach student **smodly**.
105. We should have more **quist compitition** to have more English knowledge to speak.
106. We need to learn more **english**, when we go out from this place Manipur. All the other people will speak **english** only they **can not** understand our language so we must learn **english** to speak **the english ?** people.
107. I learn English by **cheating** with friends.
108. I ask **to** my teacher.
109. When we enter our school compound students should speak **english** or **convert with english** with teachers.
110. My teacher **teach** me how to pronounce **english** and to speak **english** and my friend and me **use** to discuss the word meaning.
111. **Its** is **nessasary**.

112. Good pronunciation and good teachers in **english** to be better understanding for student.
113. To have an extra **english** class and to take more **Grammer** class to be better in speaking **english**.
114. English language is **importance** because it is ? common ? of the world.
115. English is important **cause** it **make** a communicate with **other**.
116. I have been **started** learning English since childhood.
117. To study the **difficulties** meanings of English words.
118. It is **nessesary** to **learning by** English.
119. It is **nessesary** ? we can share our **unknown** meanings.
120. It is necessary to learn **english** language for **even** get knowledge.
121. School should **have announced** ? the students to **speak always** in **english** at school.
122. Tuition fee **is keep** going up.
123. He is an **experience** teacher.
124. **This day**, if we don't know **english** we are **get** difficulty to work around the world.
125. I like my teacher because he **teach** us all the meaning.
126. Knowing **english** helps us in every **fields**.
127. My teachers, classmates **helps** us to **pronun** in good ways.
128. He **teach** us how to ? **fluence** in **english**.
129. Learn by communicating in **english** and also having competition in **debetes** or **writting**.
130. The most **difficulties** is lack of knowing grammar and **pronounciation**.
131. Exam helps us to study and **improved** our mind and skills in better grades.
132. They **saw us a** good examples to us and to the students.
133. To **improved** our **english** speaking skill we need to **improved** for our younger brother and sister.
134. **Its** been sixteen years ? **I have learned** English.
135. English is important because it **can** international language that **we spoke** by today's world.
136. Learning **english** is the most important **things** in education, and **more of the books** or subject **is** written in English.

137. We got new things by learning **an english** in media and movies.
138. I'm satisfied with my **english** teacher in my school, **Because** he can pronounce **an english** in **whatever country the speaking style**.
139. Exam **help** us to recover the knowledge **what** the teacher **have lecture**.
140. By their **experienced** and **giving** speech.
141. All my teachers are qualified by the way **he lecture**.
142. I **use** to read some story or tinkle as well.
143. I **?** satisfied with my **english** teacher **Because** I love the way he **spoke**.
144. To improve **english** we need to **lear** grammar **threadly** and clearly.
145. Learning English is important in order to **?** acknowledged by society.
146. I used to read my **father** old books and **watching** T.V.
147. Very satisfying. He **teachers** us **with heartedly**.
148. English **?** **importance** for our **carreer** or goal when we learn thoroughly.
149. We can **expore** it in any place and it will bring acknowledgements **back** to us by the citizens **Cos** English is the international language.
150. English is important because it helps us **speaks** better and it is easier to interact with different types of people **within** different places.
151. We have less money to **spent**.
152. Exams **is** important.
153. It important for **writting**.
154. To interact in **english oftenly**.
155. English language is **use** all around the **universal**.
156. I like my teacher's **confident** as well as teaching skill.
157. The way she **teach** was very understandable.
158. Importance of learning English **it be able to work convinently** in other place.
159. Speaking English **fluetly** makes a person build up **their** confidence, moreover, it is **a** international **medium** language.
160. I love the way she **taught** and **explanation**.
161. Learning English is very important **to learn** as it is an international **langauge** which we will be **speak** wherever we go.
162. I find difficulties in writing, so I **oftenly brows**.
163. Learning **english** is the most important **things** that we all have to learn **?** English is the most common **languages**.

164. I **admired** my teachers because of their **patients** ? seeing them dedicated to us.
165. The **important** of learning **english** **makes** a **men** to build **their** **confidance**.
166. Without learning English we will not ? ? do anything.
167. I find difficulty in the **Grammartical** of writing.
168. Because of the world population mostly **english** is common and used for our knowledge and for **to developed**.
169. It's the **world wide known**.
170. He **teach** respectfully.
171. English is the medium of communication ? over the world.
172. It **enable** us to communicate with other people **who is not** from the same country.
173. It **help** us to interact ? **befferent** types of people all around the world.
174. During **pendimix** it supplies what we need.
175. **Let** talk more **abouth english**.
176. Exam **help** us to **inprove** our mind.
177. They help me by speaking **me** in English.
178. It **help** to communicate.
179. It **help** to go ? **tourist**.
180. It is necessary to conduct exam because it ? know about ability.
181. He **possess** loud and clear voice.
182. My opinion is to have an interaction class **oftenly**.
183. It **help** us in various **way**. ? Mass spoken language in whole world.
184. If we know English ? we can communicate ? other people and can make friend **of it**.
185. Exam **help** us to learn our mistake.
186. We learn by **communicate** with people.
187. He **teaching** us not only in the book but ? his experience and how to pronouns.
188. I read **alots** during exam.
189. **Let** talk about it.
190. I learn by practising **communicate by** senior.
191. English is **only the** language which **will be** known by all.
192. I **will asked** my teachers.
193. I learn English by **communicate** with **teacher's** and friend.

194. I would approach **to** the English teacher.
195. Exam **help** us much to learn **a** better **english**.
196. I like watching English Movies as well as reading **Novels book**.
197. I'm not much satisfied in learning **english** in my school, because most of us **are neglected in** speaking.
198. Forcing us to speak **english** 24/7 by our teachers as well as by practising **by** the students.
199. **?** Today's **Modern** world, English is much needed and it is **a** mandatory to learn English as a student.
200. I'm 100% satisfied with my teacher, because he is master in **english** language.
201. It **allow** us to journey safely **even** if we have to go abroad.
202. It **improve** our reading skill.
203. I learn by communicating **?** each other.
204. Exam **improve** our studying skill.
205. He is **?** experienced teacher and **?** good **pronunciation teacher**.
206. He **teach** us how to speak like English **proper** men.
207. It **allow** us to speak to foreigner.
208. Trying **?** communicate in English with friends.
209. It is very important for all to learn English because **English language** is used **fluently** over all the place.
210. I improve by **communicate** through English **Everytime** in our institution.
211. English **help** us **for talking** with foreigner, **?** speaking and standing in media.
212. He **force** us to learn even the things that we can't understand.
213. I learn by **communicate** in **english** with **other**.
214. The hardest part of **english** is **pronounce**.
215. An experienced **teachers** is a good **teachers**.
216. If we wanted to travel somewhere outside our **resident**, I think learning English is the best way.
217. I study English, **Because** I want to communicate with **others** people.
218. Learning English is important because it **build** up my personality.
219. Some major way to improve **english** in our school **such as** having inter house competition **base** on literacy.
220. He is the one who is **experience**.

221. **Its** been 12 years of learning English.
222. He taught us how to **pronounce an english** in correct way.
223. I want to communicate with foreign people **influence**.
224. Teacher **speats in english** with the students and student **speats** among **themselves**.
225. They **helps** in learning vocabularies.
226. If we know **english** we can interact ? any people in **english** even ? we do not know their languages.
227. I want to be **fluence** in speaking **english**.
228. As a student we should learn **english** to know how to communicate even ? a foreigners.
229. My teacher is teaching with good **english** because **they have** more potential to speak good and **new english**.
230. I learn by **prefer** to dictionary.
231. By writing daily diary **prefering** to dictionary.
232. I love the way they teach us and it **make** me **improved** my ideas and speaking.
233. In this modern world **english** must ? **known** and if we want to give to one company we need to know for **interviewed**.
234. Learning English **help** us to **improved us to** participate in a group discussion in English.
235. English can be **improve** by forcing **it** to speak.
236. I like his patience and good English **speaking**.
237. My teacher **want us** guide and lead us so that we can be like others and face the world.
238. It ? so important because exam **give** more ideas.
239. English is very important for all the people who ? educated because English language in the universal language.
240. Exam **help** or **play** ? very important role to learn English.
241. Teaching English **give** us a **very priviledge** to learn it and to **Experience** it.
242. They communicate ? English **to make to** me **wether** it is good or bad.
243. Learning English **help** the student to literate.
244. I need to **revised** the syllabus.
245. I learn by ? communicate in english.
246. My teacher is ? best teacher.

247. Studying English **need** to **pronouce** well.
248. English is the most important subject because **its need the** improve our **pronounce** and spelling for the future.
249. English is ? important subject because it **help** us to **pronouced** well in any activities we ? take.
250. I learn English to have a better way to communicate ? others.
251. Watching English movies, listening ? music and **Readings** books.
252. English is important because nowadays all the people are using **english** to communicate ? one another.
253. We need to communicate ? each other in **english**.
254. English is **a** important language in today's world.
255. We can improve English by giving speech in **assemble**.
256. All my teachers teach us with **fully competent**.
257. Yes, ? am satisfied.
258. English teaching can be **improve** by communicating in **english**.
259. English is important because English is an international language, **speak** and known by most people. Also ? enable us to go out and communicate with the other citizens.
260. **Student need** to know English.
261. **Importance of** English because it **was** important for most people.
262. English is ? most important language not **even** in our country, ? **through** the world.
263. Through English, it **reunite** people around the world.
264. I like my teacher's motivation and **confident**.
265. Most books and movies are also **mostly** in English.
266. It **help** us to speak **fruently**.
267. I ? satisfied with the teaching of English in my school.
268. ? I admire the most from my teacher is **their** speaking skill.
269. The way he/she **speak**.
270. It is a must to know **english** language.
271. English is the most **use** word to understand between two strangers.
272. I learn English by **refferencing** Dictionary and communicating with friends.

273. English is one among the greatest universal **language** and so, universally most of the people living on Earth communicate and send messages **through** English.
274. An ideal teacher is ? giving his/her all **effort's**.
275. It helps in communicating with other people as **english** is mostly spoken in **every places**.
276. As **english** is the most common language in the world we surely need to know, for example **like**, if we go to other places other than our own place.
277. It is a must to learn English, to communicate with each other, from **other** village.
278. We should **learning** because it's a **mass** for communication with people from other places.
279. Because **english** is also one of the main **subject** in school.
280. English is necessary to ? **learn** if we are to study abroad as it is a means of communication worldwide.
281. I like the way she **pronunciat**.
282. Learning English is necessary. **it** is a **mass** for all of us. **And** to communicate with other people.
283. Learning **english make** us easy to communicate with each other. Learning **english** is never a bad idea.
284. Because English **help** us to **known** other countries people and when we ? **loes** in other city we can talk ? English and **when we** need some help when we go for our higher study in some other place.
285. It is important to learn **english** because it help us to communicate ? other people even if we **din't** know their language because it is the only language known be all.
286. English is so important for us because if we **known english** well **than** we can go everywhere and we can **injoy** our life in outside the world by talking ? each **others** that whom we **don't known** also we can speak **by english** so **english** is important in our life to communicate ? each **others**.
287. English is **part of** a resource now. It helps us **to communicate not only to communicate** but while we **used** phone, the notification that we get ? the messages that we **received is** all written in English. With the help of English we can travel the world.

288. The **important** of **english** ? learning language is to understand the words of **english**, to know the meaning of the **english** by reading **ourself** ? by learning **english** it **help** to communicate our ideas and to communicate the words **by english** what ? on my mind to ? more **understand** by other who **dont** know my mother tongue **word**.
289. The **important** of learning language, we can communicate **where ever our** visit **placess**, English is a common language **in whatever** we go.
290. We need to learn **english** because it is ? very important language **that all over the world has speak the english** so, we need to understand the **english** language.

Specific Spelling Errors in Writing:

Error	Correct
1. Abouth	About
2. Alots	A lot
3. Alwest	Always
4. Befferent	Different
5. Cammunicate	Communicate
6. Carreer	Career
7. Cearfully	Carefully
8. Clearify	Clarify
9. Commucate	Communicate
10. Compalsorilly	Compulsorily
11. Compitancies	Competencies
12. Compitition	Competition
13. Confidance	Confidence
14. Convinently	Conveniently
15. Crysis	Crisis
16. Debetes	Debates
17. Dictionery	Dictionary
18. Effort's	Efforts
19. englis	English
20. englist	English

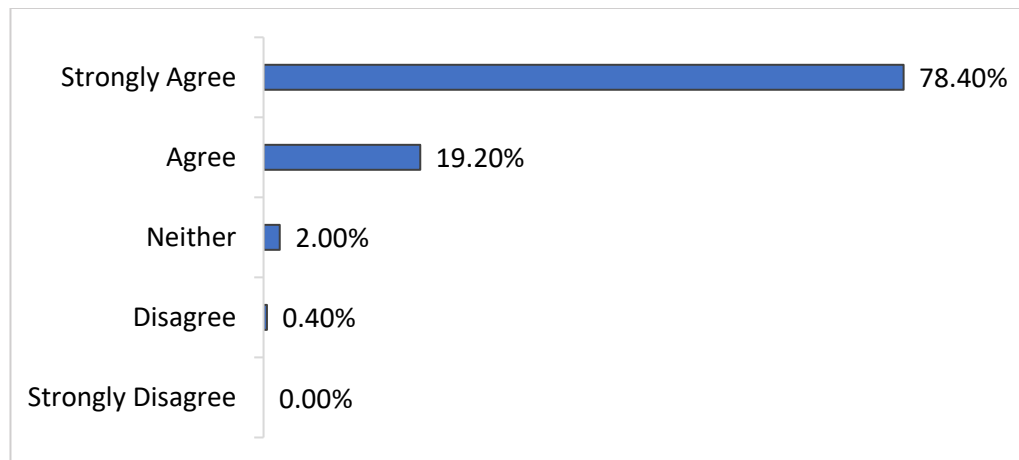
21. Expirince	Experience
22. Explanation	Explanation
23. Expore	Explore
24. Extually	Actually
25. Fluently	Fluently
26. Fluetly	Fluently
27. Fruently	Fluently
28. Gammes	Games
29. Gramatical	Grammatical
30. Gramer	Grammar
31. Grammartical	Grammatical
32. Grammer	Grammar
33. Importain	Important
34. Importan	Important
35. Injoy	Enjoy
36. Inportant	Important
37. Inprove	Improve
38. Intereact	Interact
39. Knowladge	Knowledge
40. Languang	Language
41. Langues	Language
42. Mingal	Mingle
43. Nessasary	Necessary
44. Nessecary	Necessary
45. Nessesare	Necessary
46. Nessesry	Necessary
47. News paper	Newspaper
48. Oftenly	Often
49. Oready	Already
50. Pandamic	Pandemic
51. Pendemic	Pandemic
52. Pendimix	Pandemic
53. Practishing	Practising

54. Prefering	Referring
55. Previledge	Privilege
56. Privilate	Privilege
57. Profasion	Proficient
58. Pronnounce	Pronounce
59. Pronounciation	Pronunciation
60. Pronounsation	Pronunciation
61. Pronun	Pronounce
62. Pronunce	Pronounce
63. Pronunciat	Pronounce
64. Puntuality	Punctuality
65. Quility	Quality
66. Quist	Quiz
67. Refferencing	Referring
68. Roming	Roaming
69. Sapelling	Spelling
70. Satisfly	Satisfy
71. Scenerity	Scenery
72. Smodly	Smoothly
73. Speats	Speech
74. Spenlings	Spellings
75. Strick	Strict
76. Themself	Themselves
77. Threadly	Thoroughly
78. Tounge	Tongue
79. Wether	Whether
80. Writting	Writing

The analysis of the data collected from the teachers and students through questionnaires are done in an excel spreadsheet and presented in graphs for easier and better comprehension of the findings. The results from the tests are analysed through qualitative research design and description method. The findings are summarised and described in brief.

Figure 1

Importance of the English language.

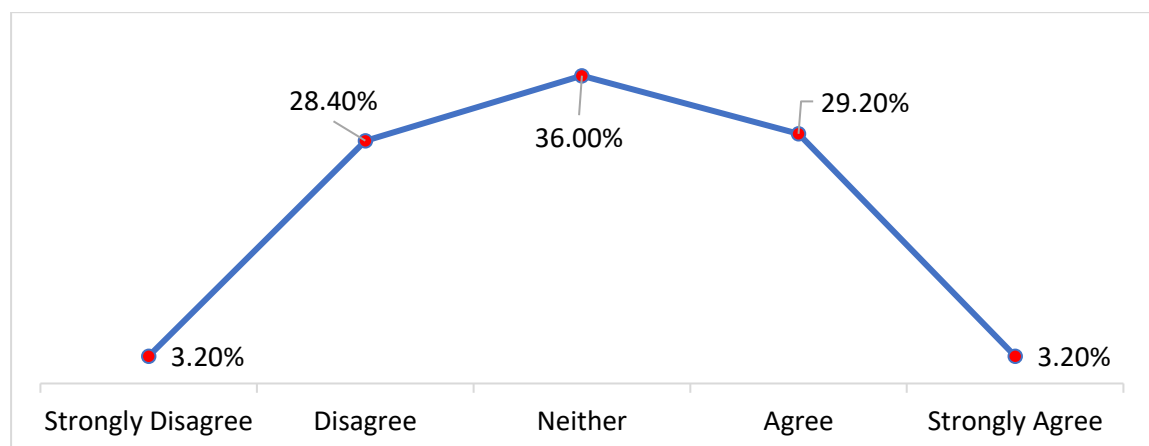


Note. The presentation shows the response to the questionnaire item: “English is an important language in today’s world” (James & Singh, 2024, p. 20).

It is seen from figure 1 that the students consider learning English as an essential aspect of life. They feel the necessity of English to thrive in the present era, to know about the happenings, and to communicate with citizens from different nationalities; meanwhile, no one strongly disagrees regarding the same statement. This proves that the vast majority possess a positive attitude towards the English language.

Figure 2

Difficulty in learning English.

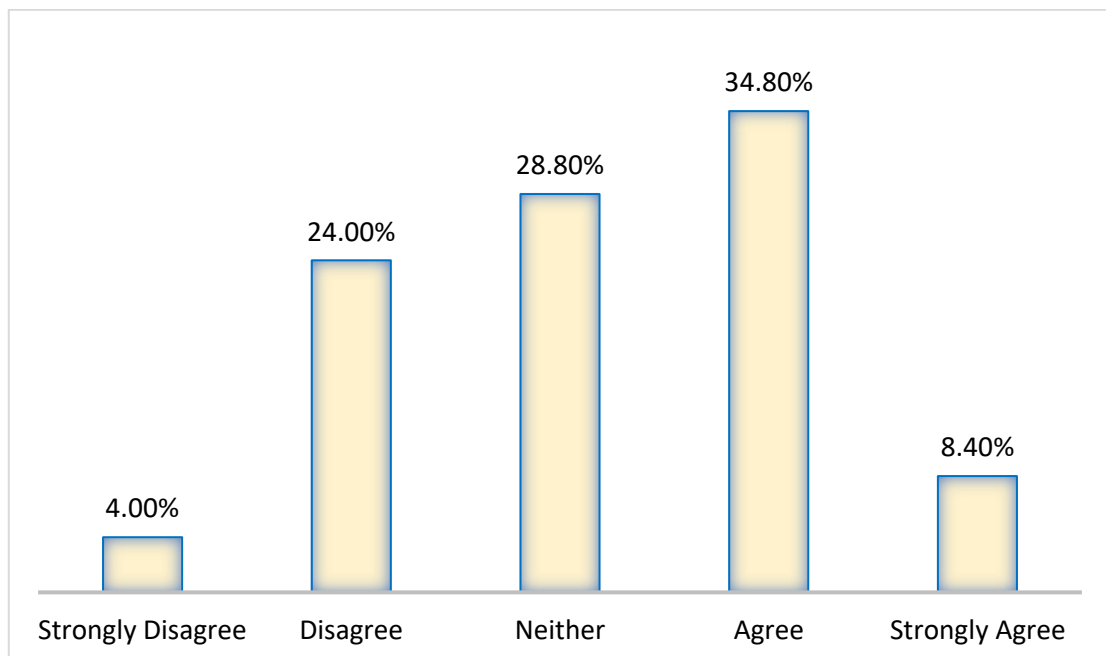


Note. The presentation shows the response to the questionnaire item: “English is a difficult language to learn” (James & Singh, 2024, p. 20).

As observed from figure 2, there is a split of opinions as some students show a certain level of confidence in the language while some consider it difficult to learn. They know the difficulty of learning any new language, but they do not perceive the English language as too difficult and intimidating to learn. Self-confidence in language learning is “the ability to continue unfazed and without disappointment” because this manifests “the mark of true spirit” (Thakur, 2021, p. 35). This attitude is necessary for learning a new language because they need to be confident in themselves and their ability.

Figure 3

Difficulty in pronunciation.

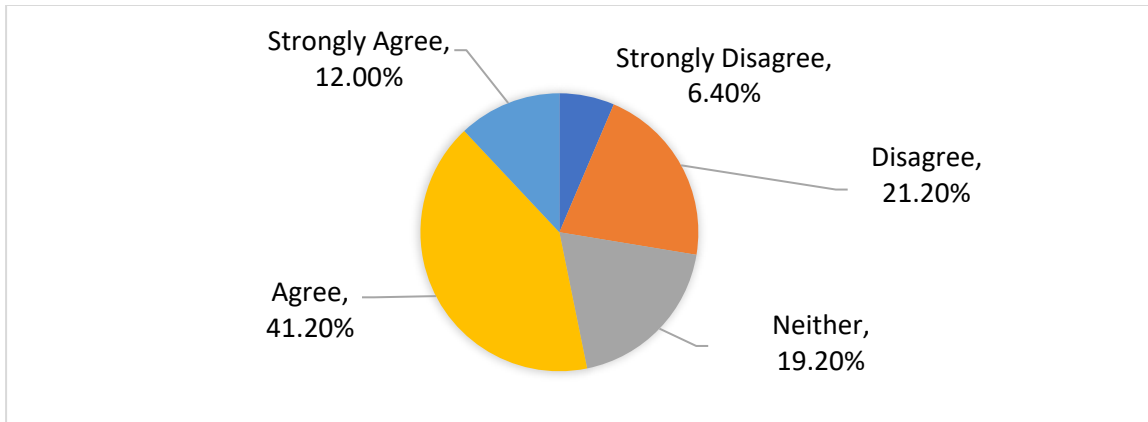


Note. The presentation shows the response to the questionnaire item: “I find it difficult to pronounce English words” (James & Singh, 2024, p. 21).

It is understandable for anyone whose first language is not English to find difficulty in the pronunciation of English words. There could be many factors affecting the pronunciation of the learners. As shown in figure 3, the students have different opinions about the difficulty of pronouncing English words. However, it is right to state that most of them agree with the difficulty in the pronunciation of English.

Figure 4

Hindrance of MTI in learning English.

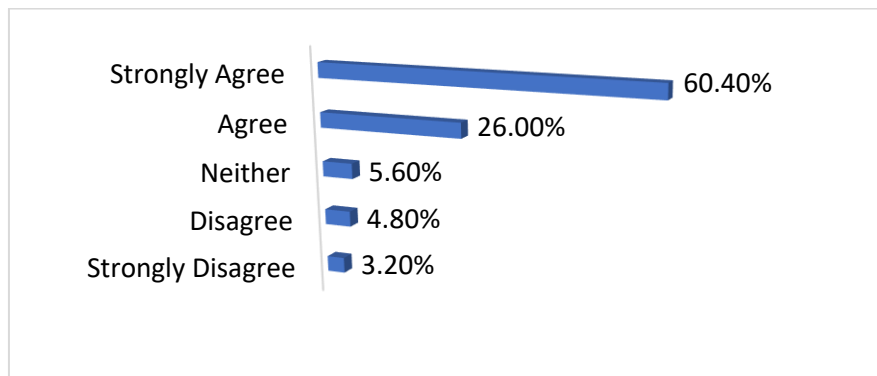


Note. The presentation shows the response to the questionnaire item: “My mother tongue influence is the biggest hindrance in my English pronunciation” (James & Singh, 2024, p. 21).

Mother Tongue Influence (MTI) is the biggest factor that affects and influences a learner in acquiring a second language (James & Singh, 2024). Shah (2019) regarded MTI as “the impact of the usage of our mother tongue on the second language” (para. 5). As shown in figure 4, the students feel that MTI is the biggest hindrance to learning English. They feel that the accent and intonation of the first language have a heavy influence on learning English as a second language. Most of the pronunciation errors stem from MTI.

Figure 4

Necessity of learning English from childhood.

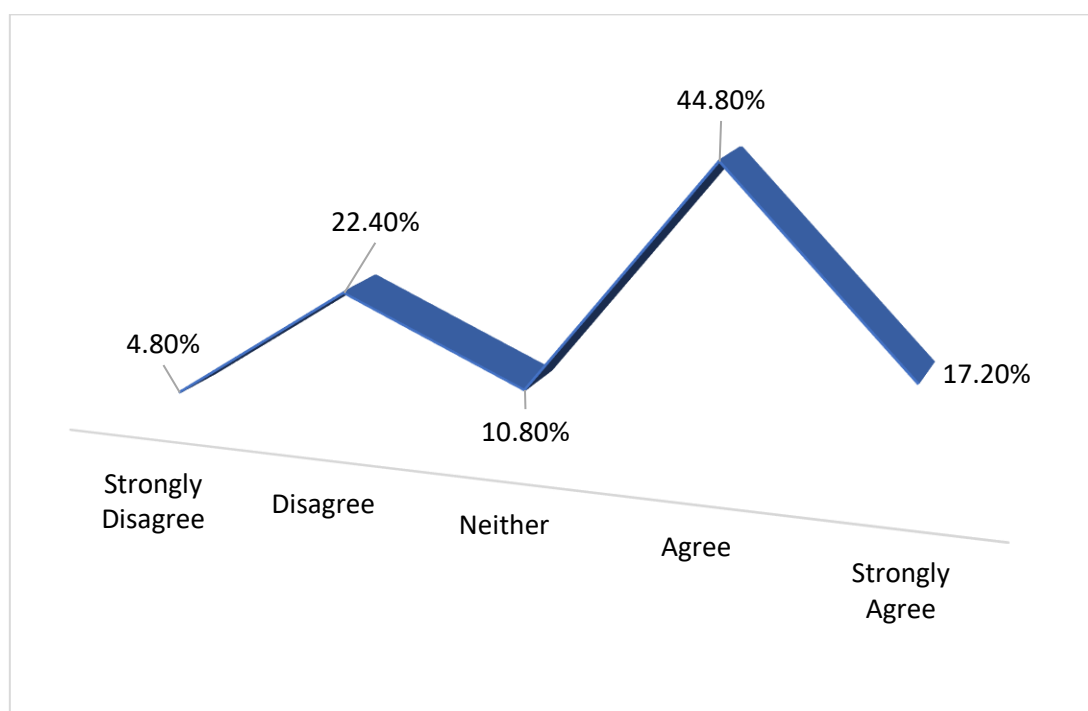


Note. The presentation shows the response to the questionnaire item: “I should learn English from childhood in order to speak fluently” (James & Singh, 2024, p. 21).

A vast majority of the students believe that one should learn the English language from childhood to gain proficiency and fluency in the language. As seen in figure 5, the students believe that ‘learning the English language from childhood could result in a better performance by a student in securing greater mastery over the language’ (James & Singh, 2024, p. 22). They believe that they would have performed if they had been introduced to English from their childhood.

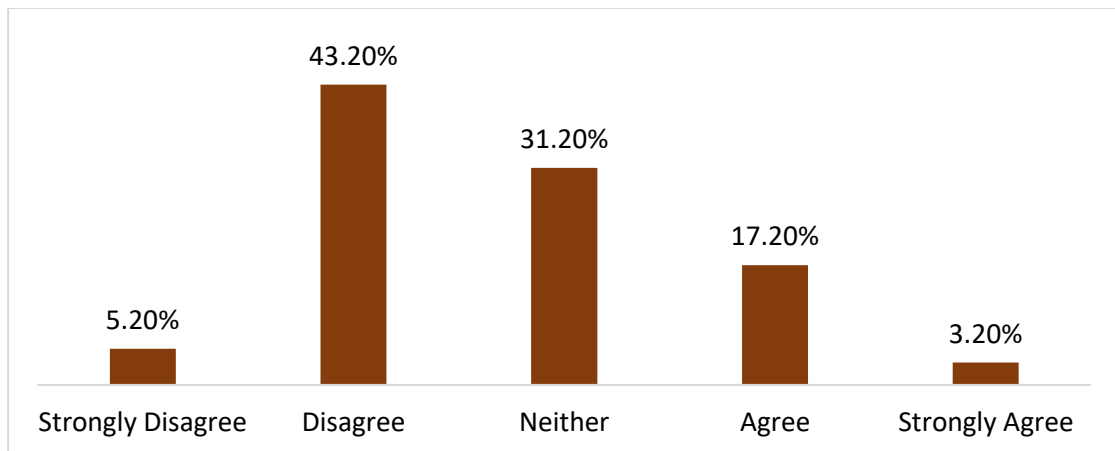
Figure 6

Need to use mother tongue in teaching English.



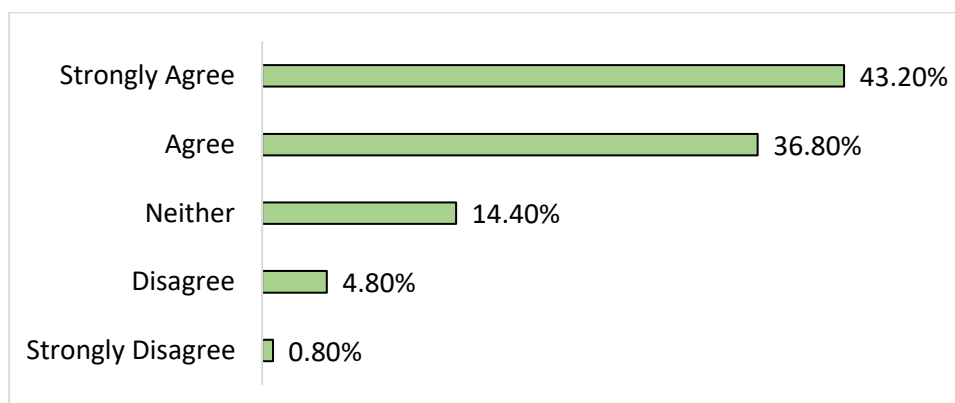
Note. The presentation shows the response to the questionnaire item: “English should be taught with the help of mother tongue” (James & Singh, 2024, p. 22).

Patel and Jain (2008) emphasised the use of the mother tongue and said that the learner would learn to express one’s thoughts and ideas better if he or she is “motivated by his teacher to learn English with the help of mother tongue” (p. 16). It is concluded from figure 6 that the students value the importance of teaching English with the help of their mother tongue especially in understanding some difficult terms and concepts. Integration of mother tongue in explaining the concepts seems to be appreciated by the students in Tamenglong.

Figure 7*Ability to express in English.*

Note. The presentation shows the response to the questionnaire item: “I can express my thoughts clearly in English” (James & Singh, 2024, p. 22).

The students assume that they cannot express their thoughts and ideas clearly in English. Because of this lack of confidence as shown in figure 7, they tend to remain silent even on matters they are familiar with or hesitate to participate in group discussions. Thus, they often refrain from expressing their valuable thoughts, ideas and suggestions because of low confidence in speaking correct English. However, they express the need to boost their confidence by working on small tasks to improve their proficiency and by communicating in English among peer groups.

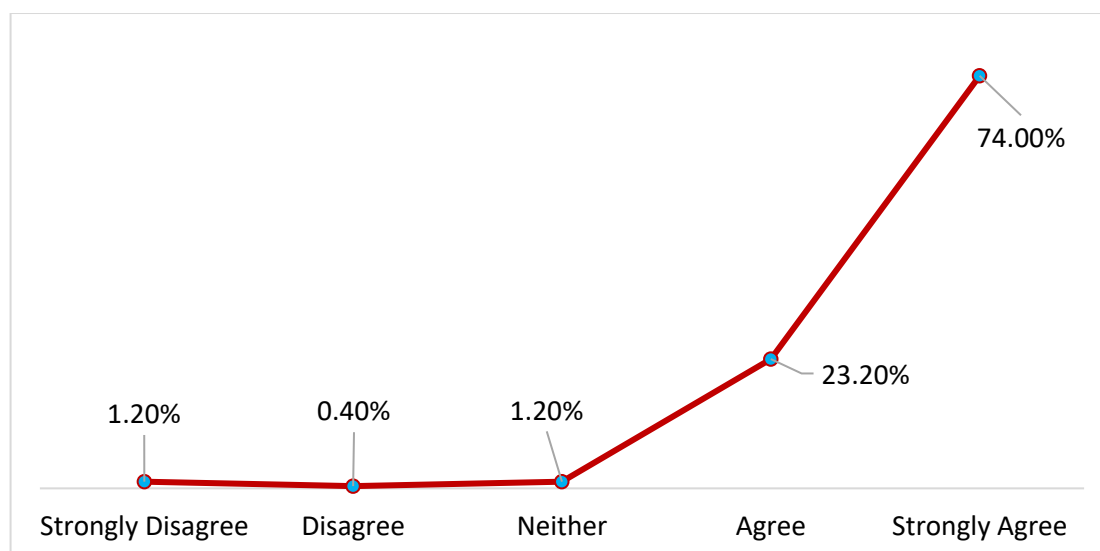
Figure 8*Need to use ICT tools in ELT classrooms.*

Note. The presentation shows the response to the questionnaire item: “ICT tools should be used to teach English” (James & Singh, 2024, p. 22).

With the advancement of science and technology, ELT classrooms have seen a rapid rise in the use of ICT tools. These tools are powerful means of disseminating knowledge. From figure 8, it is evident that the students uphold the benefits of ICT tools and emphasise the need to use them in the course of teaching or learning English. They are more acquainted with modern technologies and gadgets, so they assume that they could learn faster and better if ICT tools were incorporated in their learning. Different teaching aids could enable them to learn faster, enhance their performance and growth. There is a growing demand for facilitating them with ICT tools in their learning process.

Figure 9

Considering grammar as the most important task of learning.

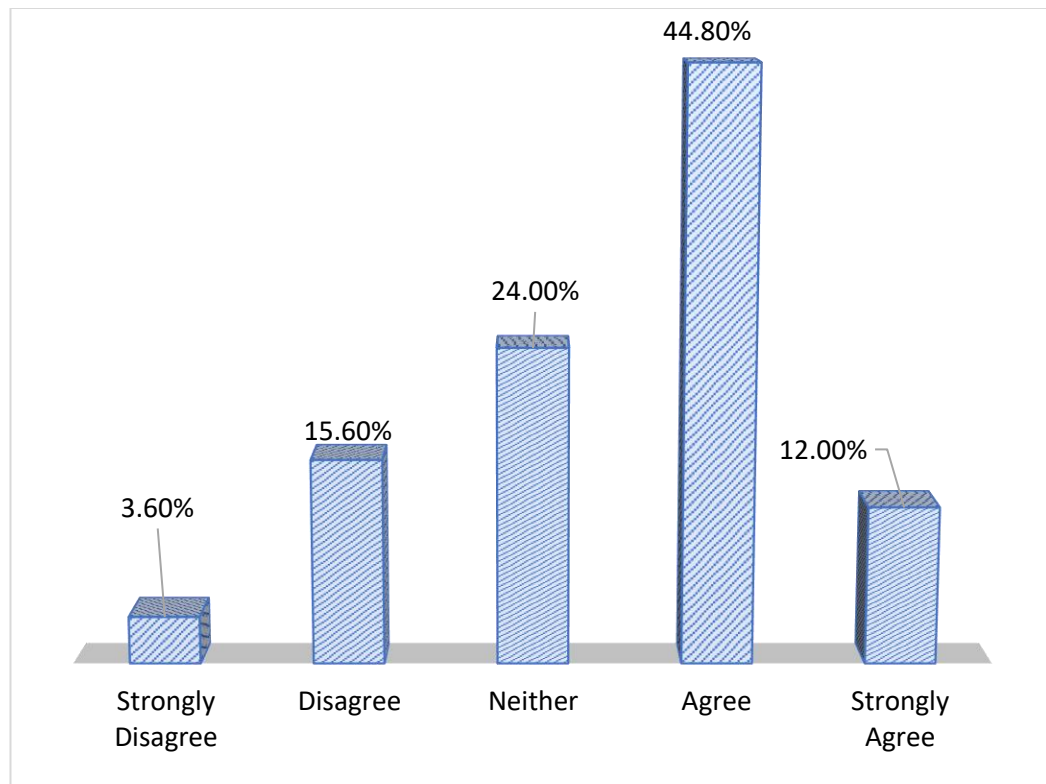


Note. The presentation shows the response to the questionnaire item: “The most important part of learning English is the grammar” (James & Singh, 2024, p. 23).

It is found that the students consider knowing grammar rules as the core element in learning the English language. They believe that knowing the grammar rules of a language can help in their learning of the target language. As presented in figure 9, a greater majority of them strongly agree on the need to learn English grammar and they consider it as the most important aspect of learning the English language.

Figure 10

Importance of clarity in communicating ideas rather than good pronunciation.

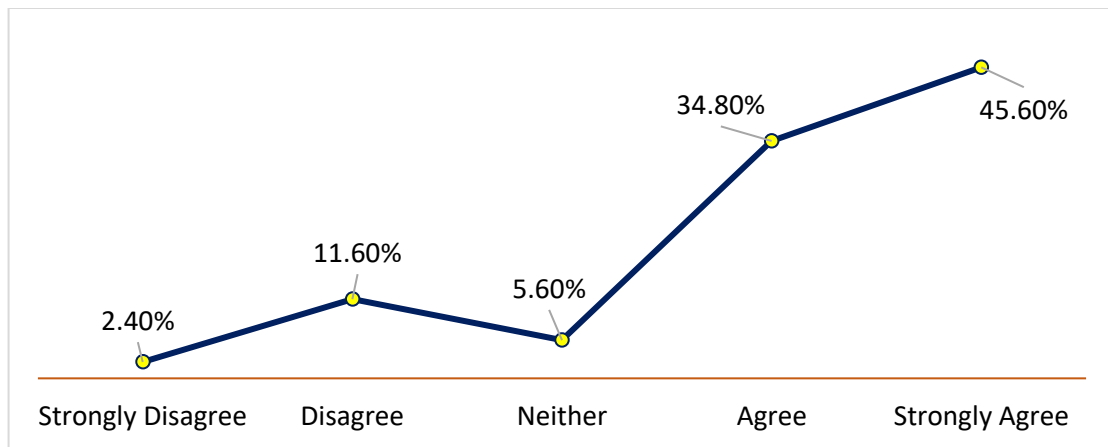


Note. The presentation shows the response to the questionnaire item: “Communication of ideas clearly is more important than good English pronunciation” (James & Singh, 2024, p. 23).

MTI is bound to affect the learners in speaking a second language. As observed from figure 10, it can be concluded that most students regard communication of ideas with clarity as more important than focusing on pronunciation. This view is in congruence with what Jeremy Harmer (2009) said about considering “intelligibility as the prime goal of pronunciation teaching” (p. 249). The students believe the ability to express one’s thoughts clearly is more important than trying to pronounce them like native speakers. Richards and Rodgers (2019) also talked about the changes in the goals of teaching English when they emphasised “a move toward oral proficiency rather than reading comprehension” (p. 1).

Figure 11

Necessity of speaking English always to score better in examinations.

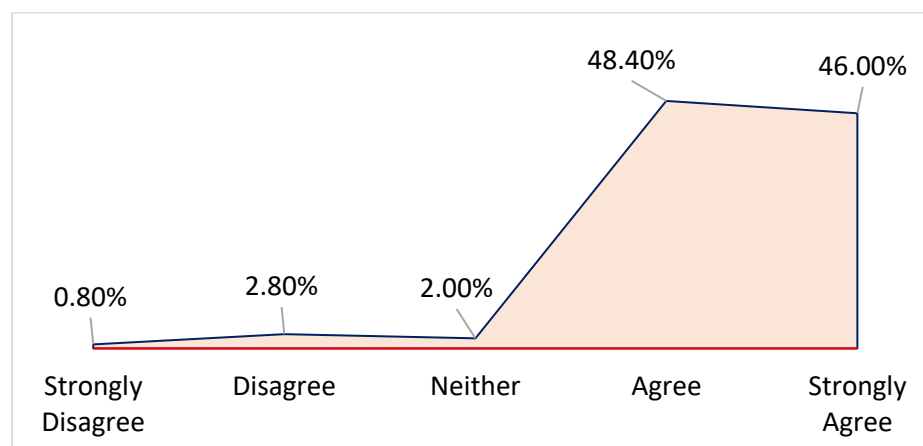


Note. The presentation shows the response to the questionnaire item: “I need to speak English all the time to score better in examinations” (James & Singh, 2024, p. 24).

While a good number of students believe in the need to speak English more often to score better in exams as presented in figure 11, it may be noted that this idea may be incomplete as speaking English more often cannot guarantee good grades. However, it can help them organise their thoughts and construct their answers during examinations.

Figure 12

Need to read more than the prescribed syllabus.

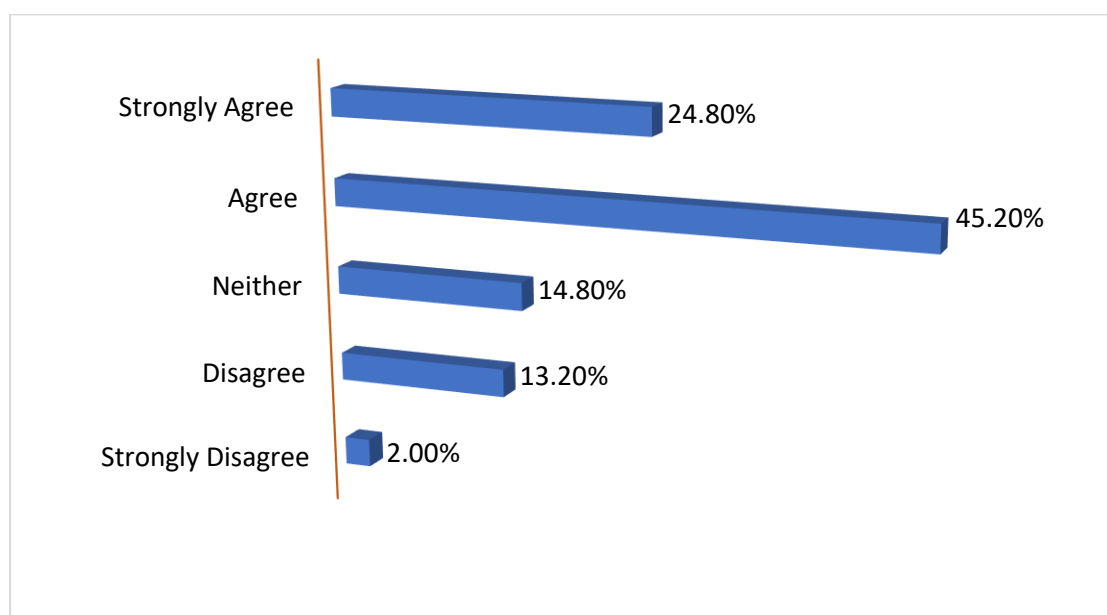


Note. The presentation shows the response to the questionnaire item: “I should read more than the prescribed syllabus to learn good English” (James & Singh, 2024, p. 24).

The students agree on the need to read more than the prescribed syllabus as presented in figure 12. They learn more from extra readings such as magazines, novels, journals, story books and other allied materials especially to increase their vocabulary, phrases and idioms, and other usages of the English language. These extra readings have benefitted more than mere reading of the textbooks given in their syllabus.

Figure 13

Fear of making grammatical mistakes leads to slow learning.

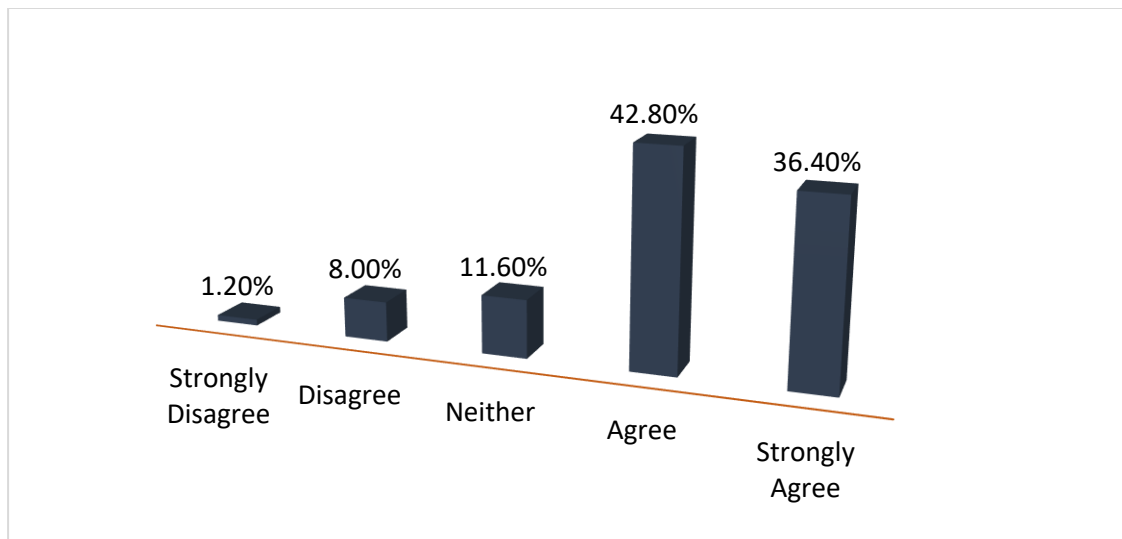


Note. The presentation shows the response to the questionnaire item: “I am slow in learning English because of fear of making grammatical mistakes” (James & Singh, 2024, p. 24).

They also show a high level of fear of making grammatical mistakes, as indicated in figure 13, which proves their understanding of English Grammar rules as something technical and hard to learn. This results in their slow learning of the English language. It may also be noted that because of this fear of making errors, the students refrain from group discussions in English even on matters and subjects they are well-versed. Low confidence in the usage of English seems to be a hindrance in the process of learning among the students. They need to boost their confidence and learn to start communicating in English.

Figure 14

Acquisition of pronunciation from teachers.

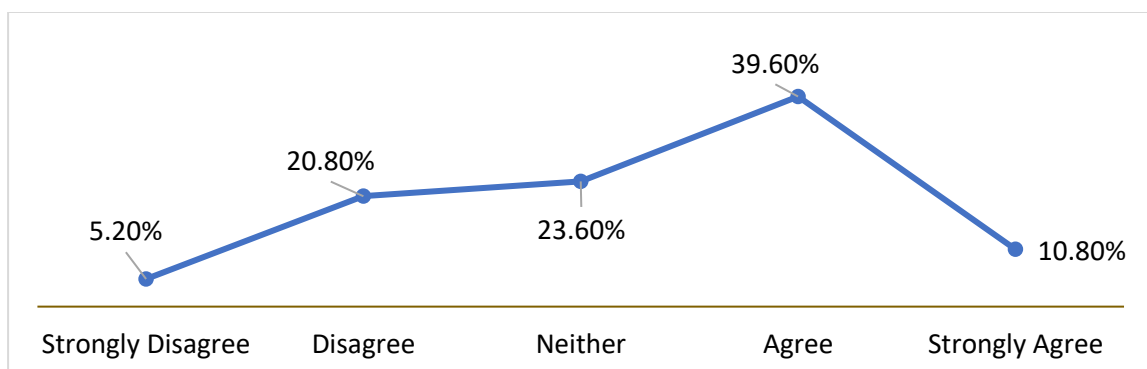


Note. The presentation shows the response to the questionnaire item: “I got my pronunciation mostly from my teachers at school” (James & Singh, 2024, p. 25).

As indicated in figure 14, the students claim that they got their pronunciation through imitation of their teachers. They learn by listening to how their teachers talk to them or read the texts in the classroom. Learning by imitation is common among the students and they say that they acquire their pronunciation by imitating the speech of their teachers. Sometimes this leads to induced errors which results in the erroneous learning of the students from their teachers.

Figure 15

Difficulty in participation in group discussion.

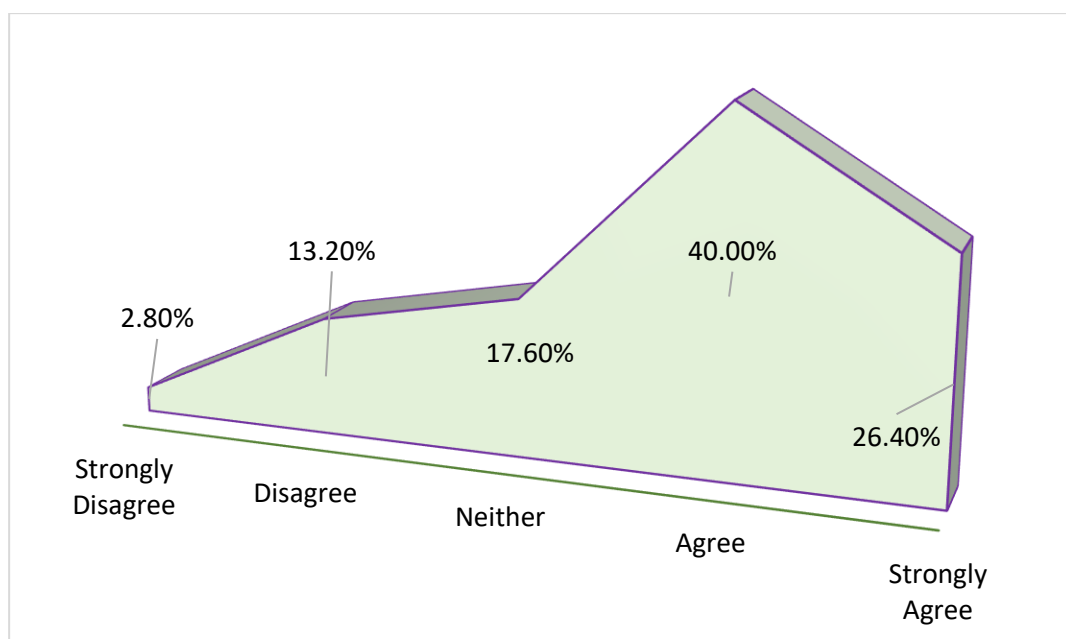


Note. The presentation shows the response to the questionnaire item: “It is difficult for me to participate in group discussion in English.”

From the data presented in figure 15, the students mostly agree to the difficulty of participating in group discussion because of their low proficiency in English. They shy away from commenting or sharing their thoughts even on topics they are familiar with. This is common among students in all the schools where this study is conducted.

Figure 16

Learning more from other readings apart from textbooks.

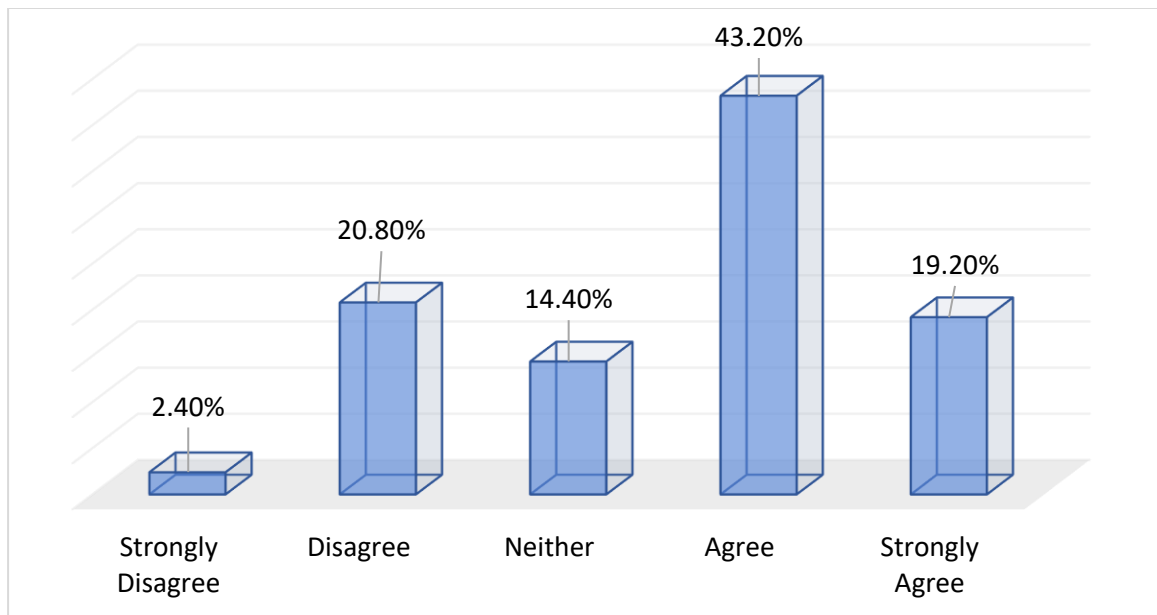


Note. The presentation shows the response to the questionnaire item: “I learn more from reading of English newspapers, magazines or novels rather than close reading of textbooks.”

It is worth noting that students learn more from reading of other materials like newspapers, magazines or novels rather than close reading of the prescribed syllabus in the textbooks as presented in figure 16. This indicates their habit of reading more than what is prescribed in their syllabus. Through additional reading of other materials, they can improve their language skills and enhance their vocabulary. Their interest in reading more than the prescribed texts is a positive sign of willingness to learn more than what is designed in the course. It is an indication of their zeal for knowledge and improvement in their language skills. The continual efforts in this aspect can heighten their performance in the use of the English language.

Figure 17

Listening and speaking is easier than reading and writing.

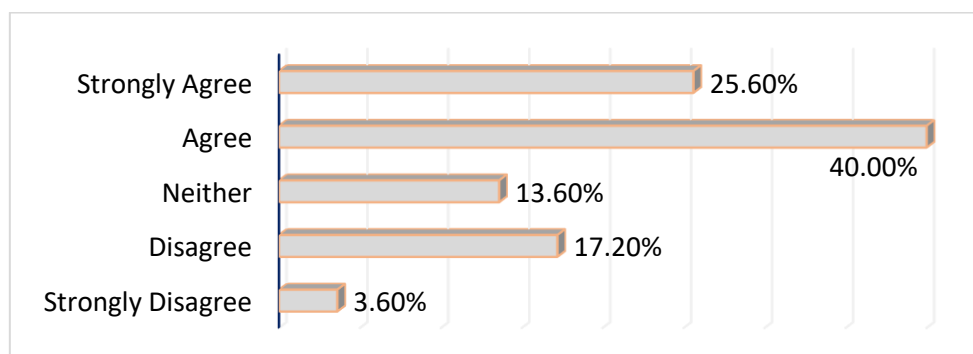


Note. The presentation shows the response to the questionnaire item: “Acquiring the skill of listening and speaking is easier than reading and writing.”

The study indicates that students acquire the skills of listening and speaking more easily than the skills of reading and writing. A large number of them agree that it is easier to learn to listen and speak English rather than read and write the language. There is a need to improvise the method of teaching so that the skills of reading and writing can also be enhanced.

Figure 18

Necessity of imitating the Native English speakers.

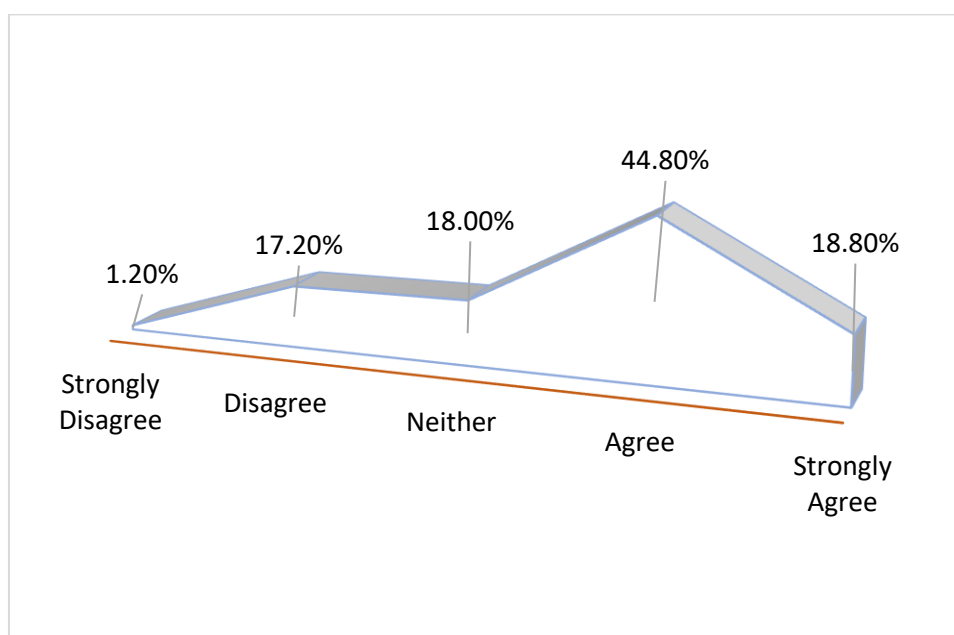


Note. The presentation shows the response to the questionnaire item: “It is necessary to imitate the English people to learn the English language.”

The students opine that imitating the native English speakers is necessary to learn a better English language. Although it is needed to speak correct English, there is no dire necessity for students to imitate the native speakers. As it is presented in figure 18, the students are inclined towards imitating the English people so that they can speak better English, but this is not a mandatory requirement for learners of any second language.

Figure 19

Learning English from movies more than books.

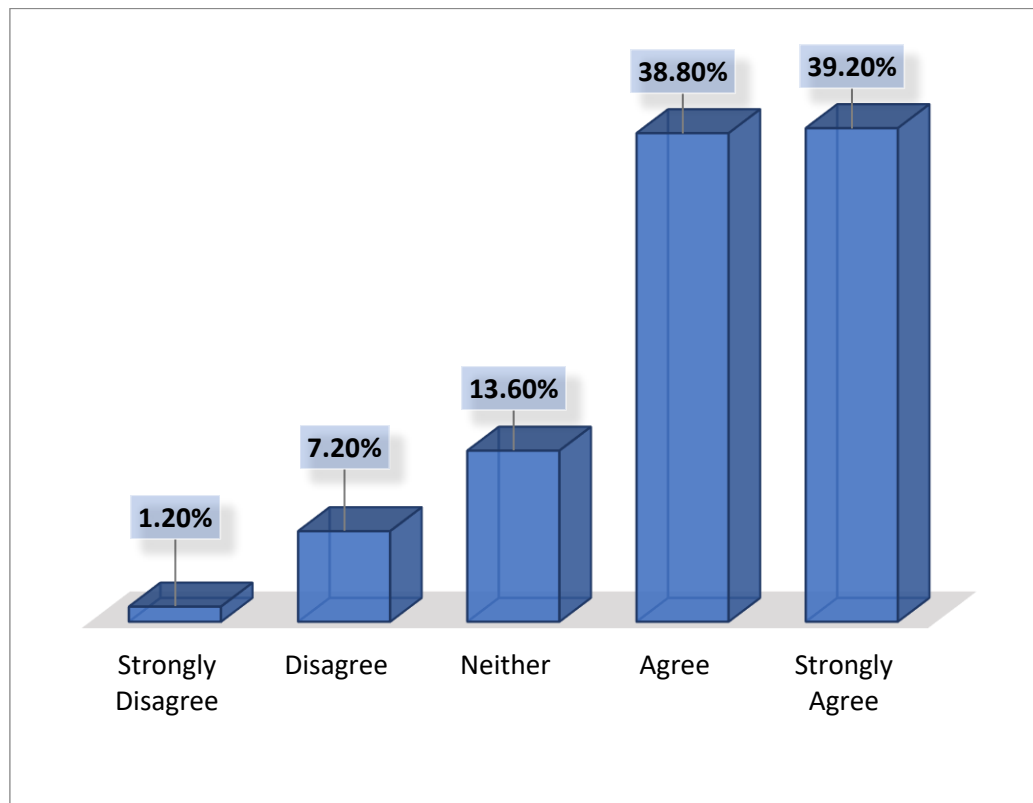


Note. The presentation shows the response to the questionnaire item: “I learn more from English movies rather than reading books.”

Learners of a second language have various sources of learning the language. Some of them learn better visually while others learn more by listening. As indicated in figure 19, the students in Tamenglong learn more from watching English movies or movies in other languages with English subtitles rather than reading their text books. They have a choice preference to audio-visual learning over mere reading of textual contents. They are more inclined to screen learning rather than from the printed materials. They can excel in their studies if they can balance their use of screen learning and studying from the texts, and improve their performance in exams and gain academic excellence.

Figure 20

Competency of English subject teachers.



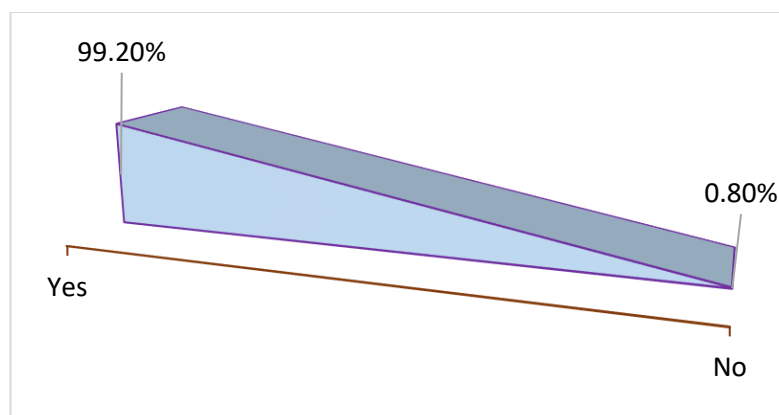
Note. The presentation shows the response to the questionnaire item: “My teachers are fully competent in teaching the English language.”

From the figure 20, it is concluded that the students have high confidence in the competency of their teachers. They see their teachers as well qualified and competent to teach English as a language as well as a subject. The trust and confidence of the students on the teachers is necessary for greater progress in learning of English as a second language.

Apart from the responses from the teachers, the perspectives of the learners from 250 students are also gathered to know their interest in learning the English language and their level of satisfaction with the English subject teachers in their schools.

Figure 21

About being interested in studying English.

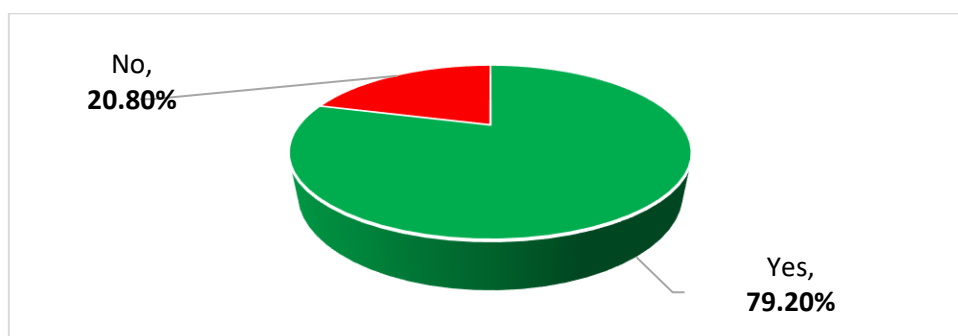


Note. The presentation shows the response to the questionnaire item: “Do you like to study English? Yes/No.”

A positive response from the absolute majority of the students is received when asked whether or not they are interested in studying English as indicated in figure 21. It is commonly observed that “a positive attitude can lead to increased motivation, which in turn can lead to better language performance” (The Importance Of Attitude In Second Language Learning, 2024). The will and interest to learn is, therefore, a determining factor in accomplishing an acquired aim. For this, things can remain hopeful for the students of higher secondary schools in Tamenglong to progress in their process of learning the English language as a subject as well as a second language.

Figure 22

About being satisfied with the English subject teachers at schools.



Note. The presentation shows the response to the questionnaire item: “Are you satisfied with the teaching of English in your school? Yes/No.”

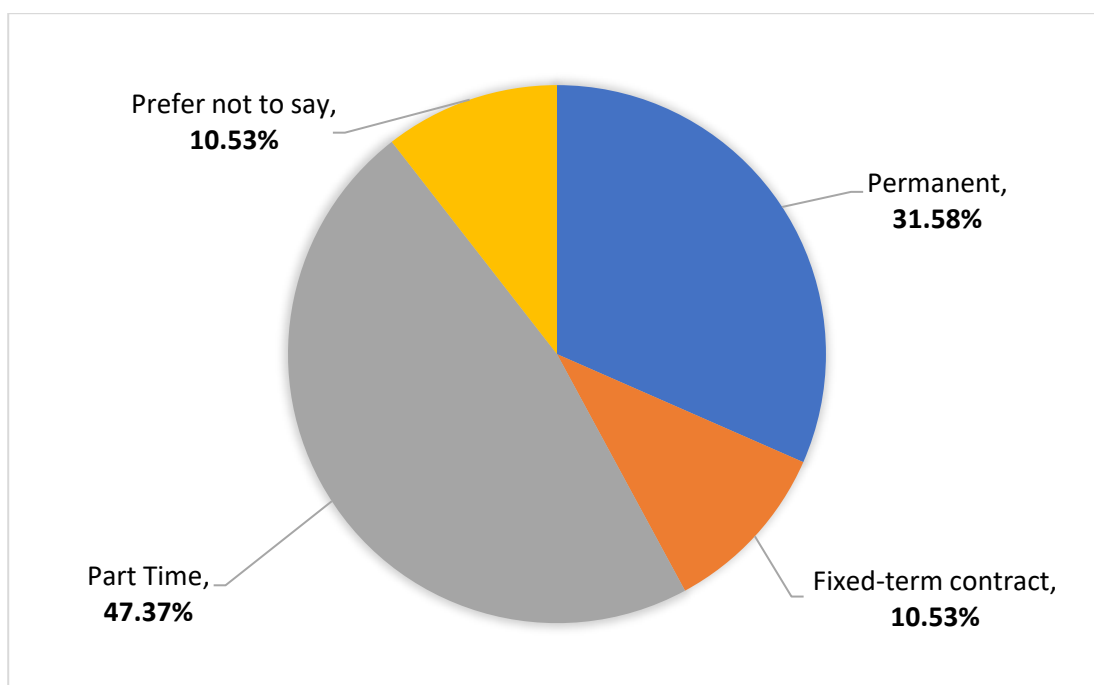
It is evident from the presentation in figure 22 that most of the students are satisfied with the English subject teachers in their respective schools. Although some of them expressed their dissatisfaction with the present status of teaching, most of them are satisfied with the teaching imparted to them by their teachers.

3.5.2. Data from Teachers

The questionnaires for the teachers were designed to assess the nature of employment, the methods they adopt to teach English, their outlook towards the language, their perspective towards the students in their schools, the measures they adopt to correct mistakes and errors and their suggestions to improve the process of teaching and learning English. The responses are collected and analysed using the Microsoft Excel Sheet. They are analysed and presented in graph presentation for easier comprehension of the result of the study. They are described in brief for the readers to easily grasp the findings received through this study.

Figure 23

Status of employment.



Note. The presentation shows the response to the questionnaire item: “My current employment status.”

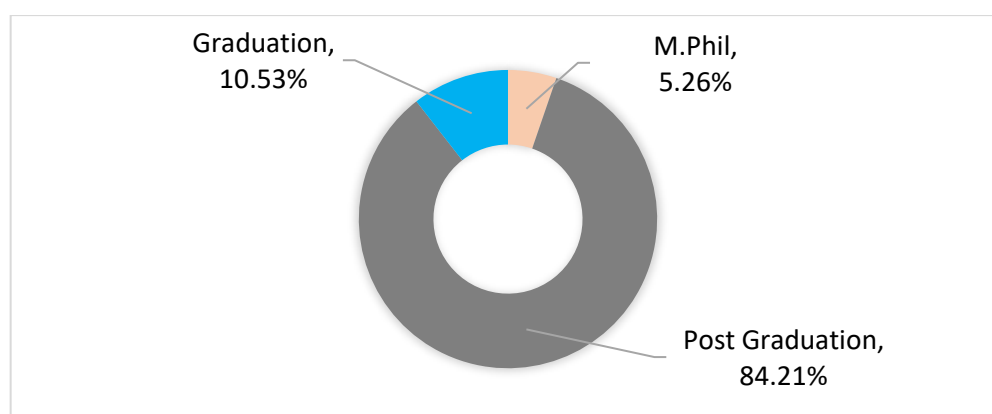
Figure 23 is an alarming projection of the status of teaching and learning in Tamenglong as only 31.58% of the teachers are permanent while the rest stay behind unclear lines. While this may not necessarily seem to be an issue in learning, it cannot be cut off as a factor in negatively impacting the students. Only when the teachers are employed on a regular basis they can be more consistent in their follow-up of the students and their performance. The current employment status of the teachers is not an encouraging thing for the welfare of the students who depend on their teachers for everything. Some of the teachers refused to mention their current state of employment and their qualifications for reasons unknown. As ELT comprises teaching and learning, a brief analysis of the qualifications and qualities of the teachers will be made in this study.

Qualifications of the Teachers of English Subject

Most of the English teachers possess postgraduate degrees. But the setback is that many of them are graduates or postgraduates from other subjects rather than English.

Figure 24

Highest qualification obtained.



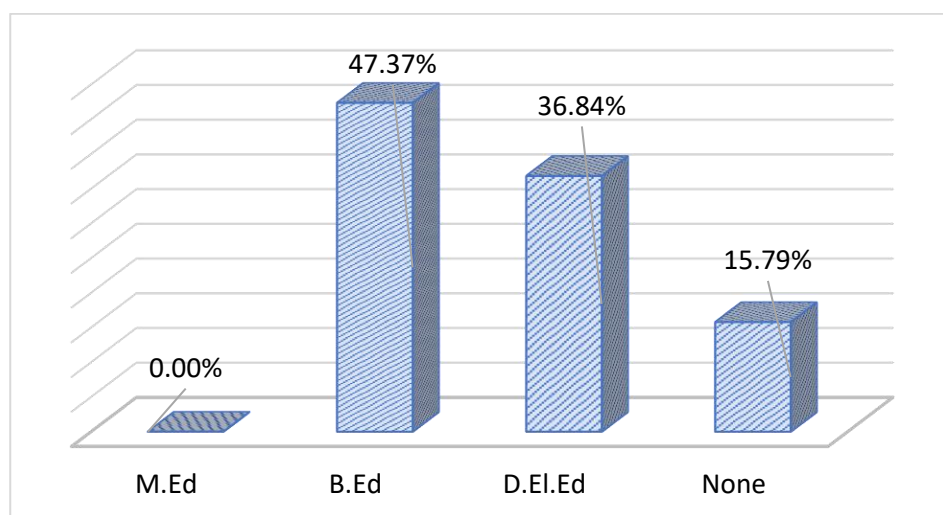
Note. The presentation shows the response to the questionnaire item: “My highest qualification in academics.”

All the teachers have completed graduation in various subjects although some do have B.Ed. degree which is a minimum requirement for teachers at the higher secondary level of education. As presented in figure 24, there is no doubt that they

possess some of the required qualifications but they may not necessarily have the set of skills required to teach English as a subject as well as a second language because some of the teachers do not have English as their major subject. Some of them have even postgraduate degrees but not in English, which could be one of the reasons why they may not do justice to teaching English as a subject as well as a second language to the students. Just as it is unexpected for teachers without English honours to be competent in teaching English, one cannot expect students to learn proper English from their teachers.

Figure 25

Highest professional degree completed.



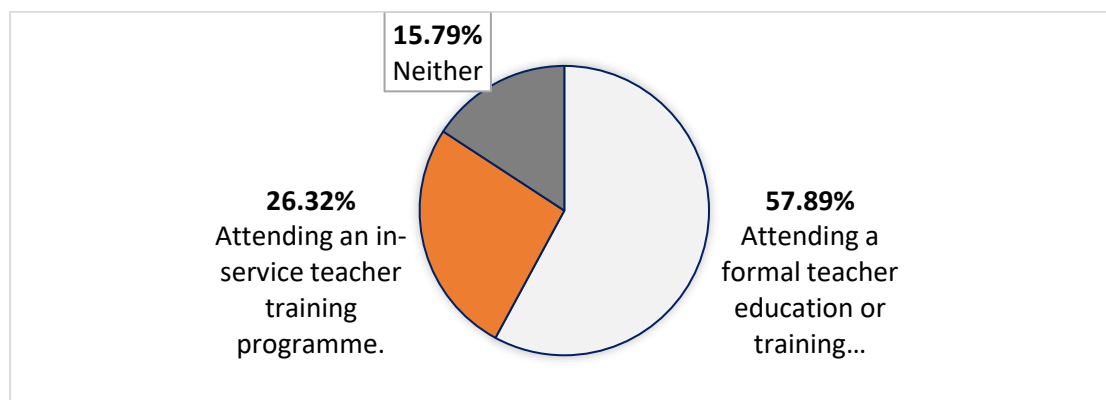
Note. The presentation shows the response to the questionnaire item: “The highest professional degree that I have completed.”

Keeping in mind that the questionnaire is focussed solely on teachers at higher secondary school level of education, B.Ed. is the prime requirement or the minimum eligibility. However, as seen in figure 25, more than half of them do not have the requirement. This could hinder the learning of the students because teachers without minimum required qualification would not be able to impart the best education for the learners. Although teaching can be improvised by years of experience, it should be noted that a qualified who is experienced can render the best teaching to the students and improve the education system. Tamenglong schools need to consider checking the qualifications of the teachers too so that students can be taught by those who are

qualified. The progress of the students learning and performance depends heavily on the input given by the teachers. Therefore, teachers with proper qualifications should be recruited to impart the necessary education especially in teaching English.

Figure 26

Mode of receiving training.



Note. The presentation shows the response to the questionnaire item: “The training or trainings that I have received to be a teacher.”

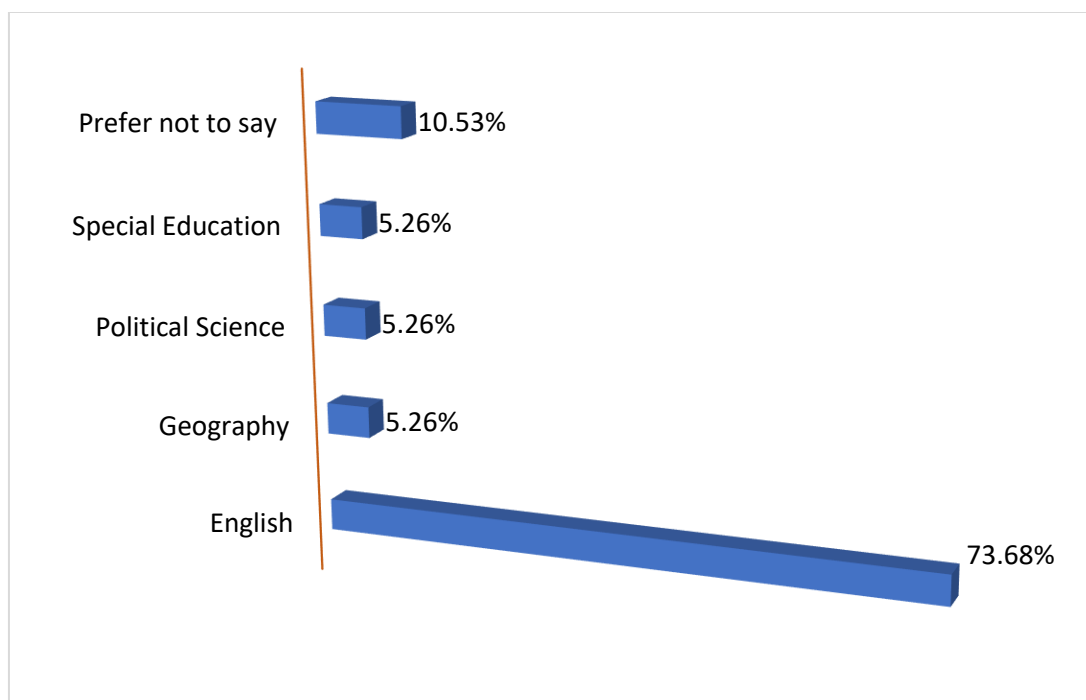
On the matter concerning the mode of training received to be English teachers, it is learned that a simple majority of them were trained by attending a formal teacher education or training programme at an educational institution like B.Ed. colleges or District Institute of Education & Training (DIET). As presented in figure 26, it is observed that while a few of them attended an in-service training programme, some others did not receive any training to be teachers.

Qualities of the English Teachers

The following is a brief analysis of the qualities of the teachers of English subjects. As pointed out by Thantar Khaing (2020) in his analysis that a proficient should demonstrate points of language in distinct yet captivating ways, and he or she should be a role model for the students to learn the language, it is necessary for teachers to possess a good command over the language and be competent in the use of English for teaching and learning. Through the data presented below, the qualities of English teachers in higher secondary schools in Tamenglong will be viewed and discussed.

Figure 27

Honours or major subjects taken during degree studies.



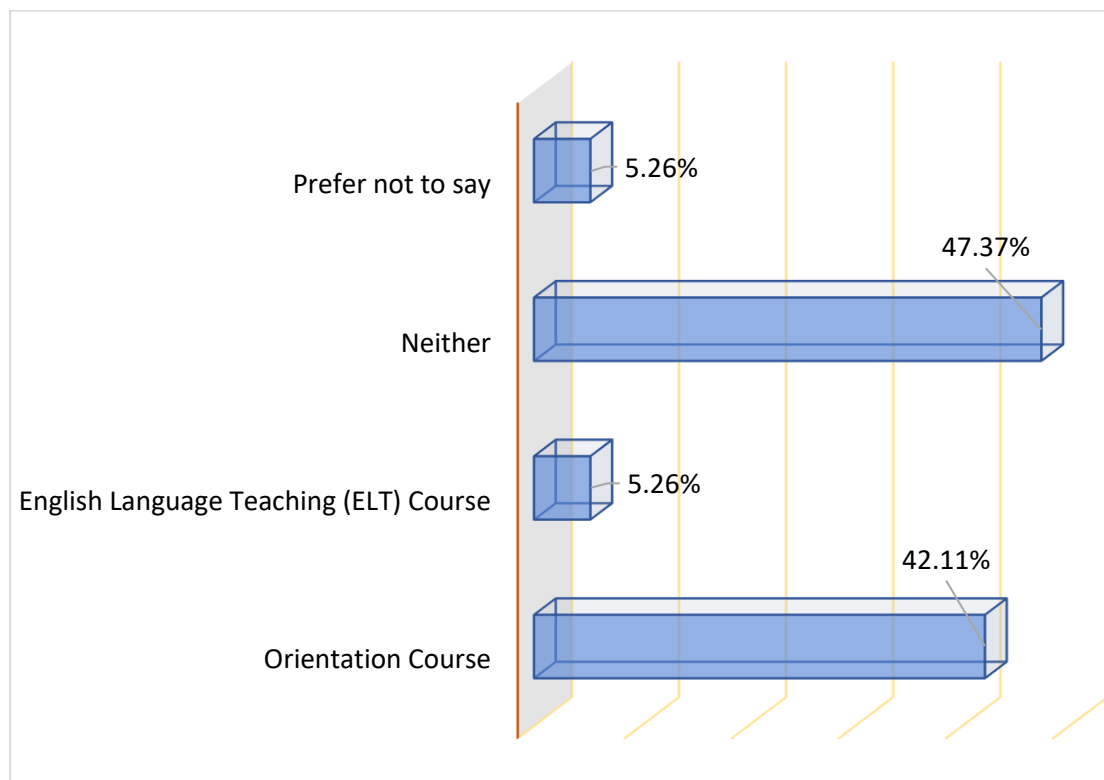
Note. The presentation shows the response to the questionnaire item: “The honours or major subject I took during my degree studies.”

It is to be noted that this questionnaire is collected only from English subject teachers. Therefore, while the knowledge of the teachers about the concerned subject may not be a serious issue, their credibility towards the students and their mode of teaching English can be questioned. As presented in figure 27, some teachers did not take English as the major subject during their degree studies. This is a serious concern for the school authorities to check their mode of recruitment and scrutiny of qualifications of the teachers to be employed.

As indicated through this study, there is a need to check and reconsider the recruitment system and place teachers with degrees to teach specific subjects in the school. Recruiting teachers with English major is a pressing concern at the moment for uplifting the status of ELT in Tamenglong because teaching English requires specific skills and training received by people with English honours, and not the mere knowledge of speaking the language.

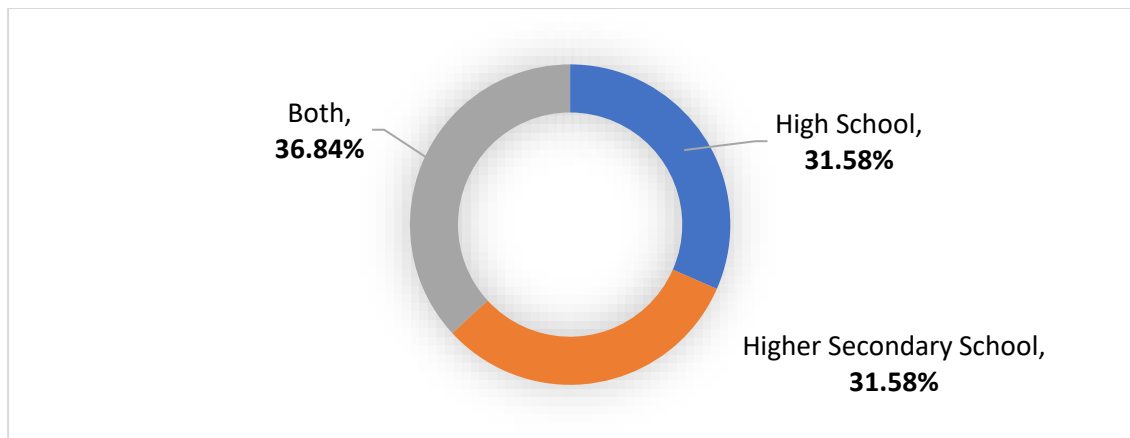
Figure 28

Training attended in teaching English.



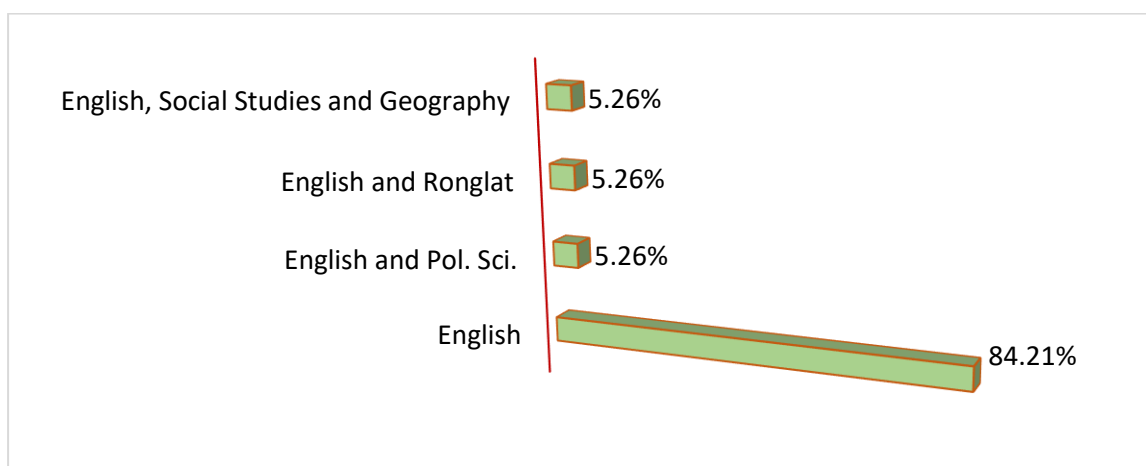
Note. The presentation shows the response to the questionnaire item: “Training or trainings I have received for teaching English.”

Teaching English requires certain skills than mere degree received from the college or university. ELT is a very important aspect that requires teachers to be trained to impart the correct mode of learning to the students. As reported, some schools offer their teachers the opportunity to attend courses related to English language teaching which offers the teachers the chance to learn more about teaching English as a subject and as a language. On the other hand, most of the schools do not offer the same opportunity to all the teachers. Due to this factor, it can be observed as reflected in figure 28, that most of them received neither an orientation course nor an ELT course. It is a necessity to be trained in ELT so that teachers render proper knowledge to the learners by following proper procedures.

Figure 29*Teaching level.*

Note. The presentation shows the response to the questionnaire item: “The level/class/standard where I teach.”

Figure 29 presented above is a summation of the number of teachers involved solely either in high school or higher secondary level or both. It goes on to shed light on the employment status of the region and how teachers are perhaps overworked by being involved in too many classes or sessions in a day. In another case, it could imply the inability to meet the needs of the students due to the lack of adequate qualified teachers.

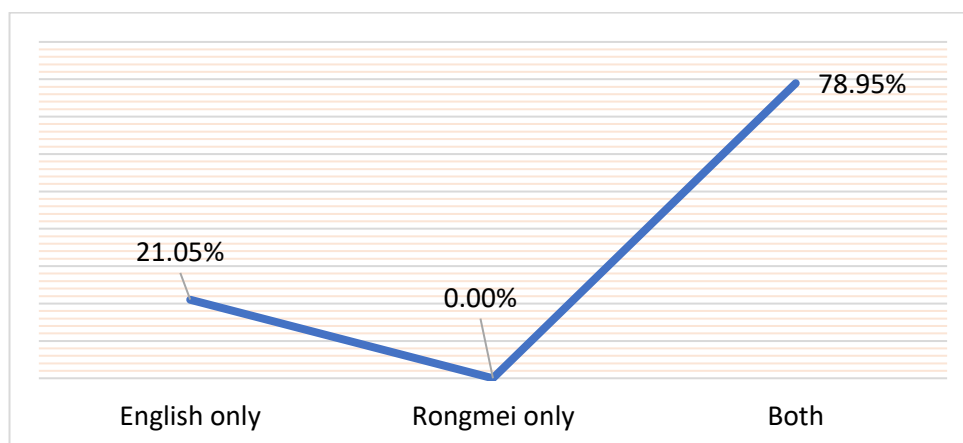
Figure 30*Subjects taught.*

Note. The presentation shows the response to the questionnaire item: “The subject or subjects I teach in the present school.”

Concerning the issue mentioned above on how some of them are employed in both high school and higher secondary school levels, they are overworked as their classes are also cramped with a variety of subjects. Some of the teachers are appointed to teach multiple subjects such as English, Political Science, Ronglat, Geography, and other minor subjects as shown in figure 30. This also reveals the nature of the appointment of teachers to the schools and thus, teachers even without proper qualifications are recruited to teach English.

Figure 31

Medium of instruction.



Note. The presentation shows the response to the questionnaire item: “The medium of instruction which is most frequently used by me.”

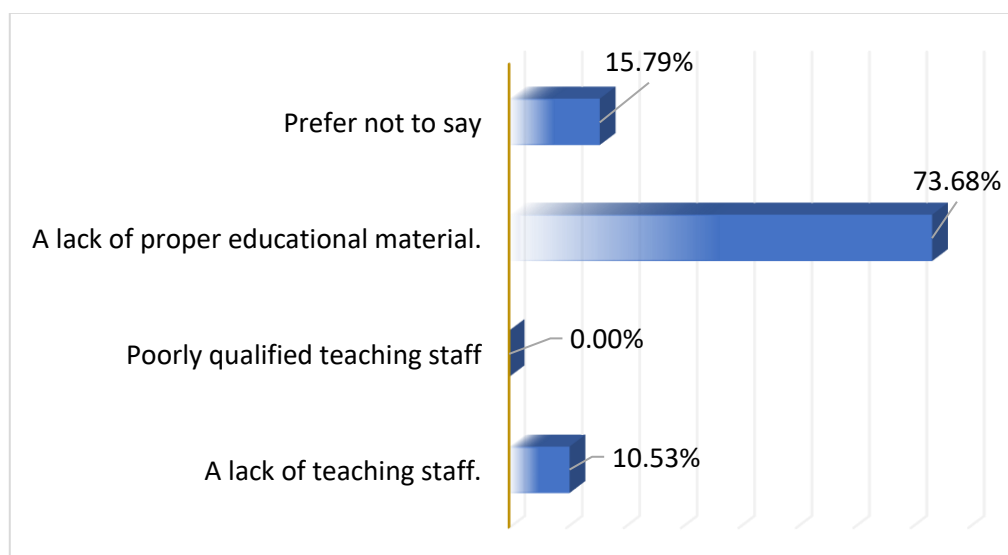
In compliance with the NEP 2020 directives concerning the use of the mother tongue, it is understood that the first language is also used for teaching and learning English (Ministry of Human Resource Development). Therefore, as seen in figure 31, the role of the teachers in implementing both languages in the classroom can be considered effective. It is also seen that none of the teachers use Rongmei only as the medium of instruction. The use of the mother tongue in teaching a second language is beneficial in explaining difficult terms and concepts to the learners. For example, some terms like an aeroplane, dinosaur, ship, etc., are not easily understandable by the students because these things do not exist in the indigenous vocabulary. They are usually described by the teachers using an analogy in reference to objects or concepts akin to them.

Perspectives of the English Subject Teachers

From the perspectives of the teachers, the lack of adequate educational materials is the most prominent reason for slow progress in teaching and learning English. As most of the schools are located in remote areas, proper setting of ELT classrooms and provision of ICT tools are not adequately given. On visiting the schools, it is observed that even some of the basic necessities of ELT classroom requirements like smart classrooms, uninterrupted internet connectivity, ICT tools, language lab, and library books are not provided to facilitate English language teaching and learning.

Figure 32

Reason(s) for slow progress in learning English.



Note. The presentation shows the response to the questionnaire item: “Most prominent reason or reasons for slow progress of learning English among students.”

As presented in figure 32, it is shown that the lack of adequate teaching staff is also a factor affecting the teaching and learning process. It is reflected from the data that the school authorities are not investing enough to recruit the required number of teachers to maintain a proper teachers-students ratio. Most of the teachers are recruited only for a fixed term on a contractual basis or temporary recruitment, and as shown in figure 23, only 31.58% of the teachers are employed on a permanent basis. From the perspectives of the teachers, it can be derived that they are working on

helping students to learn in a better way. The teachers are seen to be willing to help the students not only in the classrooms but even outside the classrooms or beyond school hours. It is pointed out by Simon Borg (2018) regarding the evaluation of the students by the teacher that it is an ongoing 'process' rather than an 'event' that occurs just once. Therefore, the follow-up and remedial measures taken by the teachers are crucial in the process of teaching and learning English.

Noticeable Errors Committed by the Teachers

Since it is a study investigating the status of ELT in the district, it seems necessary to identify the errors committed by the teachers too. There were some mistakes or errors made by the teachers in writing their responses. It is to be noted that only 14 out of 19 teachers gave their responses, and the remaining 5 of them failed to respond to the following questions. Here is a verbatim account of the responses given by the teachers:

- a) How do you correct students when they make mistakes in English language?
 1. Deals ? **them** in person, simplifying the content to **as possibly simple** as I can and correct their mistake by explaining them in more detail or breaking down to its **simpliest** form.
 2. ? Help them personally in and outside ? classroom. ? Giving them more class work and Home-work.
 3. ? Explain them in our **dailect**.
 4. ? Correcting **Grammer** and correcting **pronunciation**.
 5. By telling them the **gramatical** mistakes and helping them learn the right way.
 6. ? Re-directing **of** the questions to the next person.
 7. ? Find out their weak point and **deal them** personally and demonstrate it and explain them thoroughly.
 8. ? Make them aware ? where they are making mistake. ? **Gave** them constructive feedback.
 9. ? Correcting their grammatical mistakes as often as possible, **give** guidance to the matter at hand. ? General corrections in class can also be beneficial to the other students too.

- b) What are the problems/challenges you face in English language teaching?
1. Not well **verse** with the **part** of speech or vocabulary ? also lazy to read over again.
 2. **Language barrier and learning resources** are not available for all the students.
 3. One-way **conversation**, students are not responsive enough to clear their doubts, less interaction among the students ? to approach the teacher to clear their doubts and ? understanding.
 4. The **willingness** to learn **from** the students.
 5. As **student** are coming together from different **village**, different **family**, they are different in ? thinking, attitude, personalities as well. So, to deal with such differences ? **are** not an easy task.
 6. Unable to impart the **indebt**/intended content accurately.
 7. Explaining the language in our our **dialect** as we have limited words **as** compared to **english** language.
 8. Major problems/challenges **encounter** in English language teaching are unavailability of words or term in **indigenous** dialect/language to relate the meaning of English Word/Term. (In certain cases)
 9. **Students** failure in understanding meanings, concepts and ideas, due to lack of vocabulary knowledge. Students not speaking English pose a lot of challenges and hindrance to the teaching-learning process.
 10. **Pronunciation**/vocabulary.
 11. **Sometime** it is difficult for them to understand the concept and meaning.
- c) Suggest some remedial measures for a better teaching of English language.
- 1) Giving extra effort on **Grammer**, idioms and skills of **writting** and speaking skills.
 - 2) By using visual aids such as multimedia ? etc.
 - 3) To have an effective teaching in **english** language, **teacher** need to first **equipt** well and be **competence** enough to play a role model.
 - 4) ? Preparing the students from lower classes with correct English usage and basic **clarity**.

- 5) Conduct **for** group activities, giving extra effort on English language teaching (ELT).
- 6) Know the meanings of difficult words. Mastery in Grammar and **fluent** in **delivery** of the lessons.
- 7) Rigorous practice of Reading & Writing with special supervision starting from **foundation** level (Pre-primary & Primary). Special attention towards **english** vocabulary and Grammar. **Skill-ful** use of phonetic and intonation by teacher **which** teaching/lecturing.
- 8) Use more **creativity** methods.

These are some errors found from the responses given by the teachers. They are recorded to check if some errors committed by the students are induced errors transferred from their teachers whom they imitate.

3.6. Findings

Through the undertaking of the present study, some of the factors affecting English language teaching and learning are found to be more prominent. The major findings are listed here below:

- i. It is an assumption that some of the teachers are not giving their due dedication in teaching because of the nature of their employment. Since they are recruited only for a fixed-term contract or on a temporary basis, they do not have a static follow-up of the students and their progress in learning.
- ii. The use of first language and English integrated for teaching seems to be useful and may help the students grasp the concepts better.
- iii. For effective teaching process in the concerned schools, the administration may work on teachers' nature of employment, profile, to tackle the issue of insufficiency of teaching faculty and also enhance facilities apt for proper English language teaching and learning.
- iv. It is observed that some schools employ teachers to teach multiple subjects both at the high school as well as higher secondary school levels which leads to an overload of work for the teachers resulting in the absence of due attention given to teaching English.

- v. It is seen that most of the teachers possess post-graduation degree but do not have the required professional degree B.Ed. and some do not have English as their major subject during degree studies. Thus, some of them do not have the required qualifications or adequate qualities to teach English.
- vi. On the issue of getting professional training to be teachers, some do not have any training before joining the job nor attend in-service training, and as presented in figure 6, only 5.26% of the teachers are trained in ELT.
- vii. Apart from the analysis and interpretation of the data collected, it is observed that some of them refrained from giving their responses on issues such as their status of employment, honours subject during degree studies, training in ELT, and reason for slow progress in learning. Knowing how to teach the English language is quite different from just knowing the language because teaching a language is different from speaking it.

3.7. Conclusion

In conclusion, it must be said that one of the major factors affecting English language teaching and learning in higher secondary schools in Tamenglong is the lack of sufficient teachers with the required qualifications and adequate qualities. However, it is encouraging to see the efforts made by the teachers to find ways and approaches to correct students when they make mistakes while learning, and the different remedial measures they have undertaken to address the issues, face the challenges, and solve the problems in English language teaching and learning. Nevertheless, the result of the present study should serve as a wake-up call to the school authorities to be more vigilant in looking out for more qualified teachers who can impart due knowledge of the English language to the learners. It is the need of the hour to evaluate the teachers and their performance too because the qualifications and qualities of the teachers play a vital role in the process of English language teaching and learning.

In this study, errors committed by teachers too are noted in an attempt to see if they are caused because of the lack of qualification held by the teachers. There were numerous errors made by the teachers themselves. It is observed that some of the teachers of English subject are not qualified or trained, while some of them do not

have English as their major in the degree studies. These reasons are sufficient to point at the incompetency of some teachers, thus, they are ignorant of the knowledge of teaching English as a subject as well as a second language. On the other hand, students look up to their teachers and see them as masters of the English language. As discussed above, they imitate their teachers and learn from them especially in speaking. The status of ELT in Tamenglong can be improved only when the root causes of the errors are dealt with and removed. It is understandable that not all causes can be uprooted, but a better learning space can be created only when all possible root causes of errors are uprooted.

CHAPTER 4: ROOTS OF ERRORS IN ENGLISH AT HIGHER SECONDARY SCHOOL LEVEL IN TAMENGLONG

4.1. Introduction

Error Analysis (EA) is a crucial concept in English Language Teaching (ELT) that focuses on identifying, categorising, and understanding the errors made by language learners. This approach helps educators gain insights into the interlanguage of the learners which is the evolving linguistic system that learners create as they progress towards full proficiency in the target language. Rod Ellis (1994) mentioned that “learners make errors in comprehension and production” (p. 47).

Initially, the error analysis approach in SLA and ELT was dominated by the principles of Contrastive Analysis (CA). The proponents of CA thought that the most effective language teaching materials are those that are based upon a scientific description of the target language and carefully designed with a parallel comparison or similar description of the native language of the learner.

However, the proponents of EA claimed that the learners while learning a second language overgeneralise the patterns of the target language; they also mix up the rules of their native language with the new rules of the target language which results in their commitment of various types of errors.

4.2. Types of Errors

There are different types of errors categorised by linguists based on the nature of the errors as well as the manner in which errors are made by the learners. Of all the commonly accepted types of errors, the four major categories of errors noted by Carl James (2013) are:

1. **Interlingual Errors:** These are errors influenced by the learner’s native language. The presence of MTI is always seen in second language learners and poses a challenge for the learners to acquire a new language. Interlingual errors are primarily caused by MTI.

2. **Intralingual Errors:** These errors occur due to the complexities within the target language. Intralingual errors can occur because of cross-association, misanalysis, overgeneralisations, simplifications, developmental errors, induced errors, errors of avoidance, and errors of overproduction.
3. **Communication-Strategy Errors:** These errors occur when learners use certain communication strategies to convey their message without knowledge of the appropriate linguistic forms. The most common communication strategies that can lead to errors are avoidance of prefabricated patterns, circumlocution, substitution, and even non-verbal communication.
4. **Induced Errors:** These errors occur as “the result of being misled by the ways in which the teachers give definitions, examples, explanations and arrange practice opportunities” (189).

In EA, errors can be further categorised according to the way they are committed and the cause of committing them in the process of acquiring a second language. The most commonly found errors can be categorised as:

- a) Omission: The absence of an item that must appear in a well-formed utterance.
- b) Addition: The presence of an item that must not appear in a well-formed utterance.
- c) Misinformation: The use of the wrong form of the morpheme or structure.
- d) Misordering: The incorrect placement of a morpheme or group of morphemes in an utterance (Dulay, Burt and Krashen, 1982, p.154-163).

However, it is not limited to these types of errors. The errors are categorised as phonological errors, morphological errors, orthographic errors, syntactic errors, errors in the use of articles and the parts of speech.

4.3. Analysis of the Root Causes of Errors:

Every error has a root cause that produces it. In the case of the students in Tamenglong, the error analysis is done focussing on the four LSRW skills through the performance of various activities. The activities and tasks are listed below with an elaborate description of the errors committed by the learners.

4.3.1. Listening

The students were not able to follow the BBC English. They could not comprehend the talks from two episodes of the BBC Learning English series “6 Minute English” titled “Are you following your dreams?” (<https://youtu.be/26PrgjTboVQ>) and “Why are prices going up?” (<https://youtu.be/FKwmUNffu7M>). They were told to listen attentively and try to comprehend the talks.

As mentioned in the previous chapter, there are only a few students who could understand them and somehow summarise the content of the audio files being played. The majority of the students were not able to fully comprehend the audio files and were not able to speak even in a sentence or two about them because of the following reasons:

- a. The linguistic environment is not conducive for learning and familiarising themselves in the English language.
- b. The student community do not speak English often even when they are told to communicate in English within the school campus.
- c. Teachers mostly use Ronglat in teaching the subjects especially at the lower classes to simplify their lesson explanation.
- d. They are not exposed to events or occasions for interaction with other lingual groups or mingle with people who communicate in English.
- e. They are not accustomed to listening to audio files or podcasts.
- f. Even when they watch English movies, they depend on the subtitles to understand.

4.3.2. Speaking

The students were made to speak for 2 to 3 minutes on simple topics to check their pronunciation and articulation of their thoughts into words. A few randomly selected students spoke on topics like “My favourite friend and the things I like about him/her”, “My favourite song and why I like it”, “My favourite game and why I like it”, “Problems and difficulties in my town”, “My dream job”, “The place I would like to visit”, “My family”, “Importance of reading books”, “Importance of watching news”, and “The need to learn English”. All the students were given some minutes to

prepare themselves. They were made mandatory to deliver their talks in English. Although they spoke English, their speaking was not free from numerous errors stemming from different causes and influences. Some of them made only silly mistakes or slips of the tongue while some committed grave errors in grammar usage and pronunciation which require attention.

The errors are listed below according to different categories and will be analysed in detail by investigating the root causes and providing necessary remedial measures.

4.3.2.1. Grammatical Errors in Speaking:

a. Phonological errors

1. I want to see beautiful **scenerity**.
(I want to see a beautiful scenery.)
2. I **shaw** him doing good works.
(I saw him doing good works.)
3. I want to be a **doctors** because I want to **shave** my **countries**, my **peoples** and my **nations**.
(I want to be a doctor because I want to save my country, my people and my nation.)
4. I want to talk about the **important** of watching news.
(I want to talk about the importance of watching news.)
5. Everyone **know** that English is a universal **languis**.
(Everyone knows that English is a universal language.)

b. Morphological errors

1. As a **kids** I used to play games.
(As a kid I used to play games.)
2. They are the **one** I love the most in this world.
(They are the ones I love the most in this world.)

3. They love me, support me and guide me in **every situations** and **every steps** I take.
(They love me, support me and guide me in every situation and every step I take.)
4. If I become a **doctors** and help **peoples** to know what is good and bad for their health.
(If I become a doctor then I'll help people to know what is good and bad for their health.)
5. A good **friends** is helpful in everything.
(A good friend is helpful in everything.)
6. It is **one of the language or medium** that is **speak** in institutions or departments.
(It is one of the languages or media that is spoken in institutions or departments.)
7. Watching news is a kind of **educations** for learning new languages.
(Watching news is a kind of education for learning new languages.)

c. Syntactic errors

1. We lack **appreciation** words to thank **with** others.
(We lack words of appreciation to thank others.)
2. Without English in this world **it is** like a **birds** without **wing**.
(Without English in this world one is like a bird without wing.)
3. **Importance of reading book is so importance** to students.
(Reading book is so important for students.)
4. If we **? to** willing learn we can do it.
(If we are willing to learn we can do it.)

d. Errors in the parts of speech

1. I want everyone to communicate **with** English. (Preposition)
(I want everyone to communicate in English.)
2. It makes us **and** realise **us** about the world. (Conjunction)
(It makes us realise about the world.)

3. If I go to other countries and if I don't know their language I can talk with them **by** English. (Preposition)
(If I go to other countries and if I don't know their language I can talk with them in English.)
4. We need to speak in English **oftenly**. (Adverb)
(We need to speak English often.)
5. I would help them **on** free. (Preposition)
(I would help them for free.)

e. Errors in the use of articles

1. Through games I make **a** friends with others.
(Through games I make friends with others.)
2. **?** country I like to visit is Korea.
(The country I like to visit is Korea.)
3. I want to be **a** honest human being.
(I want to be an honest human being.)

f. Errors in Subject-Verb Agreement

1. My favourite song is a song **sang** by him.
(My favourite song is a song sung by him.)
2. They are the **one** who **cares** for me the most.
(They are the ones who care for me the most.)
3. To save them from diseases which may **taken** their lives.
(To save them from diseases which may take their lives.)
4. Watching news **give** us knowledge. It **give** us information about the world.
(Watching news gives us knowledge. It gives us information about the world.)
5. We need to know English to communicate what we **thought** and what we feeling.
(We need to know English to communicate about what we think and what we feel.)

4.3.2.2. Pronunciation Errors in Speaking:

No.	Correct	Error	Reason
1	As soon as /æz su:n æz/	As shoon as /æs fu:n es/	Use of /s/ instead of /z/ Use of /ʃ/ instead of /s/ Use of /e/ instead of /æ/
2	Bits /bits/	Bitch /biʃ/	Use of /i/ instead of /ɪ/ Use of /ts/ instead of /tʃ/
3	Budget /'bʌdʒɪt/	Bud-get /bʌt.get ^h /	Use of /t/ instead of /d/ Use of /g/ instead of /dʒ/ Use of /e/ instead of /ɪ/ Addition of / ^h /
4	Church /tʃɜ:ʃ/	Churts /tsɜ:ɪts/	Use of /ts/ instead of /tʃ/ Addition of /ɪ/
5	Facing /'feɪsɪŋ/	Phashing /p ^h e:ʃɪŋ/	Use of /p ^h / instead of /f/ Use of /e:/ instead of /eɪ/ Use of /ʃ/ instead of /s/ Use of /i/ instead of /ɪ/
6	Favourite /'feɪvərɪt/	Phavourike /p ^h e:və.raɪk/	Use of /p ^h / instead of /f/ Use of /e:/ instead of /eɪ/ Addition of /a/ Use of /k/ instead of /t/
7	Gadget /'gædʒɪt/	Gad-get /gʌt.get/	Use of /ʌ/ instead of /æ/ Use of /t/ instead of /d/ Use of /g/ instead of /dʒ/ Use of /e/ instead of /ɪ/
8	Gymnastics /dʒɪm'næstɪks/	Zimnastics /zim.nes.tɪks/	Use of /z/ instead of /dʒ/ Use of /i/ instead of /ɪ/ Use of /e/ instead of /æ/
9	Impossible /ɪm'pɒsəbəl/	Imposshible /ɪm.pɒ.ʃɪ.bəl/	Use of /i/ instead of /ɪ/ Use of /ɔ/ instead of /ɒ/ Use of /ʃ/ instead of /s/ Use of /i/ instead of /ə/

10	Jump /dʒʌmp/	Zump /za:mp/	Use of /z/ instead of /dʒ/ Use of /a:/ instead of /ʌ/
11	Knowledge /'nɒlɪdʒ/	Knowlets /nɒ.lets/	Use of /ɔ/ instead of /ɒ/ Use of /e/ instead of /ɪ/ Use of /ts/ instead of /dʒ/
12	Language /'læŋgwɪdʒ/	Languits /leŋ.guits/	Use of /æ/ instead of /a/ Use of /u/ instead of /w/ Use of /i/ instead of /ɪ/ Use of /ts/ instead of /dʒ/
13	Lesson /'lesən/	Lesshon /le.ʃən/	Use of /e/ instead of /ɛ/ Use of /ʃ/ instead of /s/
14	Much /mʌʃ/	Muts /mʌts/	Use of /ts/ instead of /ʃ/
15	Once more /wʌns mɔ:/	Onch more /wʌnʃ mɔ:ɪ/	Use of /ʃ/ instead of /s/ Addition of /ɪ/
16	Pleasure /'pleɪʒə/	Pleazure /ple.zəɪ/	Use of /e/ instead of /ɛ/ Use of /z/ instead of /ʒ/ Addition of /ɪ/
17	Pursue /pə'sju:/	Purshue /pəɪ.fu:/	Use of /ʃ/ instead of /s/ Omission of /j/ Addition of /ɪ/
18	Received /rɪ'si:vɪd/	Rechieved /ɪə.ʃɪvt/	Use of /ɪ/ instead of /ɪ/ Use of /ə/ instead of /ɪ/ Use of /ʃ/ instead of /s/ Use of /i/ instead of /i:/ Use of /t/ instead of /d/
19	Satisfied /'sætɪsfɑd/	Shastisfike /ʃʌʃ.tis.faik/	Use of /ʃ/ instead of /s/ Use of /ʌ/ instead of /æ/ Addition of /ʃ/ Use of /i/ instead of /ɪ/ Use of /k/ instead of /d/
20	Very /'veri/	Bery /be.ɪ/	Use of /b/ instead of /v/ Use of /e/ instead of /ɛ/

			Use of /ɪ/ instead of /r/
21	Visit /'vɪzɪt/	Bizhit /bi.ʒi:t/	Use of /b/ instead of /v/ Use of /i/ instead of /ɪ/ Use of /ʒ/ instead of /r/ Use of /i:/ instead of /ɪ/
22	Wish /wɪʃ/	Wis /wis/	Use of /i:/ instead of /ɪ/ Use of /s/ instead of /ʃ/

4.3.2.3. Evaluation of Pronunciation Errors in Speaking:

The errors made by the students could result from many factors. Some errors are produced because of the certain sounds being absent in the first language. Most of the errors stem from their lack of knowledge of the phonetics and basic grammar rules. Apart from their grammar errors which will be dealt with in detail in the evaluation of the writing skill, the phonological errors are analysed here. Certain sounds are produced heavily while some are produced erroneously by wrong substitution with available sounds from the mother tongue. However, some sounds are missing in Ronglat, and because of this the students are not able to correctly pronounce some English words. Error in pronunciation is committed because of many reasons rooted in the linguistic background of the learner. Certain sounds are not there in Ronglat, therefore, the speakers make errors in pronouncing English words with the sounds absent in the native language with the nearest sounds they could produce. The highest number of errors is made in the production of the following sounds:

a) Voiceless labiodental fricative (/f/):

A great number of the students seem to find difficulty in pronouncing words with the /f/ sound which is erroneously produced as phashing /fe:ʃɪŋ/ (facing /'p^heɪsɪŋ/), phavourike /p^he:və.raɪk/ (favourite /'feɪvərɪt/), etc. This is because this sound is not present in the students' mother tongue in Tamenglong. The closest sound resembling /f/ is /p^h/ which leads to the production of erroneous pronunciation such as phootball /'p^hʊtbɔ:l/ (football /'fʊtbɔ:l/), phree /p^hri:/ (free /fri:/), rephill /'ri:p^hɪl/ (refill /'ri:fɪl/), phulphill /p^hʊl'fɪl/ (fulfill /fʊl'fɪl/), and so on.

b) Voiced postalveolar affricate (/dʒ/):

It is not present in the sound production of the Rongmei language. Due to this reason, errors in pronunciation such as zimnastics /zim.nes.tiks/ (gymnastics /dʒim'næstiks/), zump /za:mp/ (jump /dʒʌmp/), knowlets /nɔ.lets/ (knowledge /'nɒlɪdʒ/), languits /leŋ.guits/ (language /'læŋɡwɪdʒ/), etc. are produced by the students. Some other common errors made in pronouncing words with voiced postalveolar affricate like Zesus /'zi:zəs/ (Jesus /'dʒi:zəs/), zerm /zɜ:m/ (germ /dʒɜ:m/), zourney /'zɜ:ni/ (journey /'dʒɜ:ni/), zungle /'zʌŋɡʱl/ (jungle /'dʒʌŋɡʱl/), etc. The only remedial measure to correct this error is consciously making a continuous effort to produce the correct sound through various help and assistance.

c) Voiceless alveolar affricate (/tʃ/):

There are no words in Rongmei language with this particular sound which makes it difficult for the learners to pronounce words with /tʃ/ sound, thus, resulting in mispronunciations such as tsurts /tsɜ:ɪts/ (church /tʃɜ:ʃ/), muts /mʌts/ (much /mʌtʃ/), etc. In an attempt to pronounce this sound the errors most commonly committed are tsange /tseɪnz/ (change /tʃeɪndʒ/), tutch /tʌts/ (touch /tʌtʃ/), stits /stɪts/ (stitch /stɪtʃ/), wits /wɪts/ (which /wɪtʃ/), tsaet /tsæt/ (chat /tʃæt/), and so on. These errors are very prominent and noticeable in the speech production of both teachers and students because of MTI which hinders the pronunciation of words with the presence of the /tʃ/ sound. They usually replace the sound with another sound /ts/ which is nearest in similarity to the /tʃ/ sound they are trying to produce.

d) Voiced postalveolar fricative (/ʒ/):

Error in the production of voiced postalveolar fricative /ʒ/ is caused by the inability of the learners to pronounce it due to its absence in the mother tongue. So, the learners pronounce its sound by replacing it with /z/ as in pleazure /ple.ʒəɪ/ (pleasure /'pleɪʒə/), treazure /'trezə/ (treasure /'treɪʒə/), leizure /'leɪzə/ (leisure /'leɪʒə/), vizon /'vɪzən/ (vision /'vɪʒən/), etc. However, this sound can be acquired through conscientious efforts and practice with the help of a tutor or digital tools.

e) Voiced labiodental fricative (/v/):

In this case, it is difficult for the learners to produce the sound because it does not occur in the native words. Because of this, they make errors where /v/ is present such as bery /be.i/ (very /'veri/), bizhit /bi.ʒi:t/ (visit /'vɪzɪt/), behicle /'biəkəl/ (vehicle /'viəkəl/), riber /'ribə/ (river /'rɪvə/), dribe /draɪb/ (drive /draɪv/), adbenture /əd'bentsə/ (adventure /əd'ventʃə/), etc. This error can be rooted out only through practice and conscientious effort.

f) Voiceless alveolar fricative (/s/) and voiceless postalveolar fricative (/ʃ/):

Errors in the production of these sounds mostly result from their over-consciousness of trying to produce the /ʃ/ sound which is not available in the Rongmei language. Because of the fear of committing an error in the attempt to produce the /ʃ/ sound, the two sounds /ʃ/ and /s/ are erroneously used interchangeably in words like shoon /ʃu:n/ (soon /su:n/), bitch /biʃ/ (bits /bits/), lesshon /le.ʃən/ (lesson /'lesən/), bizhit /bi.ʒi:t/ (visit /'vɪzɪt/), etc. where /ʃ/ is used rather than /s/; also, the erroneous pronunciation of words like wis /wis/ (wish /wɪʃ/), shister /'ʃɪstə/ (sister /'sɪstə/), phinis /'pʰɪnɪs/ (finish /'fɪnɪʃ/), sout /saʊt/ (shout /ʃaʊt/), etc. where /ʃ/ is used in place of /s/. This error can be overcome by being careful and alert in the production of these two sounds in words while speaking and reading.

4.3.3. Reading

1. The Lion and the Mouse

Sl. No.	Correct	Error	Reason
1	Assurance /ə'ʃʊərəns/	Asshurens /a.ʃu..ens/	Use of /a/ instead of /ə/ Use of /u/ instead of /ʊə/ Use of /ɪ/ instead of /r/
2	Dashed /dæʃt/	Dess /des/	Use of /e/ instead of /æ/ Use of /s/ instead of /ʃ/ Omission of /t/

3	Enraged /ɪn'reɪdʒd/	Angrats /ɛŋ.ɡrɪts/	Use of /e/ instead of /ɪ/ Use of /ŋ/ instead of /n/ Addition of /g/ Use of /ɪ/ instead of /r/ Use of /e/ instead of /eɪ/ Use of /ts/ instead of /dʒ/ Omission of /d/
4	Group /ɡru:p/	Groot /ɡru:t/	Use of /ɪ/ instead of /r/ Use of /t/ instead of /p/
5	Immense /ɪ'mɛns/	Immensh /i.mɛntʃ/	Use of /i/ instead of /ɪ/ Use of /e/ instead of /ɛ/ Use of /ʃ/ instead of /s/
6	Jungle /'dʒʌŋɡəl/	Zungle /zʌŋ. ɡəl/	Use of /z/ instead of /dʒ/
7	Racing /'reɪsɪŋ/	Rashing /ræɪʃɪŋ/	Use of /ɪ/ instead of /r/ Use of /ʃ/ instead of /s/ Use of /i/ instead of /ɪ/
8	Save /seɪv/	Shave /ʃeɪv/	Use of /ʃ/ instead of /s/

2. The Wolf and the Crane

Sl. No.	Correct	Error	Reason
1	Exactly /ɪɡ'zæktli/	Ezetly /i.zet.li/	Use of /i/ instead of /ɪ/ Omission of /g/ Use of /e/ instead of /æ/ Omission of /k/
2	Flesh /flɛʃ/	Phles /p ^h les/	Use of /p ^h / instead of /f/ Use of /e/ instead of /ɛ/ Use of /s/ instead of /ʃ/
3	Joyful /'dʒɔɪfəl/	Zoyful /zɔɪ.p ^h ul/	Use of /z/ instead of /dʒ/ Use of /p ^h / instead of /f/ Use of /u/ instead of /ə/
4	Showing /'ʃəʊɪŋ/	Sowing /sə:win/	Use of /s/ instead of /ʃ/

			Use of /ɔ:/ instead of /əʊ/ Addition of /w/ Use of /i/ instead of /ɪ/ Use of /n/ instead of /ŋ/
5	Soon /su:n/	Shoon /ʃu:n/	Use of /ʃ/ instead of /s/
6	Wolf /wɒlf/	Wol /wu:l/	Use of /u:/ instead of /ʊ/ Omission of /f/

3. The Boy Who Cried Wolf

Sl. No.	Correct	Error	Reason
1	Assumed /ə'sju:md/	Asshumed /ʌ.ʃu:mt/	Use of /ʌ/ instead of /ə/ Use of /ʃ/ instead of /s/ Use of /t/ instead of /d/
2	Enraged /m'reɪdʒd/	Angrets /eŋ.gɹets/	Use of /e/ instead of /ɪ/ Use of /ŋ/ instead of /n/ Addition of /g/ Use of /ɪ/ instead of /r/ Use of /e/ instead of /eɪ/ Use of /ts/ instead of /dʒ/ Omission of /d/
3	Grassy /'grɑ:si/	Grasshy /gɪʌ.ʃɪ/	Use of /ɪ/ instead of /r/ Use of /ʌ/ instead of /ɑ:/ Use of /ʃ/ instead of /s/
4	Sheep /ʃi:p/	Sip /si:p/	Use of /s / instead of /ʃ /
5	Village /'vɪlɪdʒ/	Billets /bi.leɪʃ/	Use of /b/ instead of /v/ Use of /e/ instead of /ɪ/ Use of /ʃ/ instead of /dʒ/
6	Wolf /wɒlf/	Wol /wu:l/	Use of /u:/ instead of /ʊ/ Omission of /f/

4. King Midas and the Golden Touch

Sl. No.	Correct	Error	Reason
1	Famished /'fæmɪʃt/	Phamised /p ^h e.mɪʃ/	Use of /p ^h / instead of /f/ Use of /e/ instead of /æ/ Use of /i/ instead of /ɪ/ Addition of /t/
2	Job /dʒɒb/	Zob /zɔ:b/	Use of /z/ instead of /dʒ/ Use of /ɔ:/ instead of /ɒ/
3	Palace /'pælɪs/	Palesh /p ^h æ.leʃ/	Use of / ^h / instead of /æ/ Use of /e/ instead of /ɪ/ Use of /ʃ/ instead of /s/
4	Received /rɪ'si:vɪd/	Rechieved /r ^h ə.ʃɪvɪt	Use of /r ^h / instead of /r/ Use of /ə/ instead of /ɪ/ Use of /ʃ/ instead of /s/ Use of /i/ instead of i:/ Use of /t/ instead of /d/
5	Touch /tʌʃ/	Taats /t ^h æ:ts/	Use of / ^h :/ instead of / ^h / Use of /ts/ instead of /ʃ/

5. A Bundle of Sticks

Sl. No.	Correct	Error	Reason
1	Bits /bɪts/	Bitch /bɪʃ/	Use of /i/ instead of /ɪ/ Use of /ʃ/instead of /ts/
2	Lesson /'lesən/	Lesshon /le.ʃən/	Use of /e/ instead of /ɛ/ Use of /ʃ/instead of /s/
3	Saw /sɔ:/	Shaw /ʃɔ:/	Use of /ʃ/instead of /s/
4	Shattered /'ʃætəd/	Sattered /se.təɪt/	Use of /s/ instead of /ʃ/ Use of /e/ instead of /æ/ Addition of /ɪ/

6. The Woodcutter and the Golden Axe

Sl. No.	Correct	Error	Reason
1	Axe /æks/	Ek /ek/	Use of /e/ instead of /æ/ Omission of /s/
2	Emerged /ɪ'mɜːdʒd/	Immers /i.məɪs/	Use of /i/ instead of /ɪ/ Use of /ə/ instead of /ɜː/ Addition of /ɪ/ Addition of /s/ Omission of /dʒ/ Omission of /d/
3	Honest /'ɒnɪst/	Honest /hɒ.nest/	Use of /ɔ/ instead of /ɒ/ Use of /e/ instead of /ɪ/
4	Imagine /ɪ'mædʒɪn/	Imazine /i.me.zɪn/	Use of /i/ instead of /ɪ/ Use of /e/ instead of /æ/ Use of /z/ instead of /dʒ/
5	Policy /'pɒləsi/	Polishi /pɒ.li.ʃi/	Use of /ɔ/ instead of /ɒ/ Use of /i/ instead of /ə/ Use of /ʃ/ instead of /s/
6	River /'rɪvə/	Riber /ɪi.bəɪ/	Use of /ɪ/ instead of /r/ Use of /i/ instead of /ɪ/ Use of /b/ instead of /v/ Addition of /ɪ/
7	Surrounding /sə'raʊndɪŋ/	Shrounding /ʃɹaʊndɪŋ/	Use of /ʃ/ instead of /s/ Omission of /ə/ Use of /u/ instead of /ʊ/
8	Village /'vɪlɪdʒ/	Billets /bi.leʃ/	Use of /b/ instead of /v/ Use of /i/ instead of /ɪ/ Use of /e/ instead of /ɪ/ Use of /ʃ/ instead of /dʒ/

4.3.3.1. Evaluation of Pronunciation Errors in Reading:

It has been mentioned earlier in the evaluation of pronunciation errors in the production of voiceless labiodental fricative (/f/), voiced postalveolar affricate (/dʒ/), voiceless alveolar affricate (/tʃ/), voiced postalveolar fricative (/ʒ/), voiced labiodental fricative (/v/) are absent in Ronglat because of which the students find difficulty in speaking and reading certain words. They found the same difficulty while reading from the passages presented to them. Also, the case of the sound production of voiceless alveolar fricative (/s/) and voiceless postalveolar fricative (/ʃ/) which are erroneously interchanged as indicated in speaking is present in reading too.

Following the same reasons mentioned above in the evaluation of errors in speaking, some errors in reading consist in the production of sounds which are not present in the mother tongue, omission of certain sounds and wrong interchange of some sounds. Some examples of these errors are listed below:

a) Voiceless labiodental fricative (/f/) is wrongly substituted with aspirated voiceless bilabial plosive /p^h/ as in phlesh /p^hlɛʃ/ (flesh /flɛʃ/), phamished /'p^hæmɪʃt/ (famished /'fæmɪʃt/), wolp/wɒlp/ (wolf/wɒlf/), phuture /'p^hju:tʃə/ (future /'fju:tʃə/), phorest /'p^hɒrɪst/ (forest /'fɒrɪst/), pholly /'p^hɒli/ (folly /'fɒli/), truthphul /'tru:θp^hl/ (truthful /'tru:θfʊl/), etc. This type of error can be removed by careful practice.

b) Voiced postalveolar affricate (/dʒ/) is wrongly substituted with voiced alveolar fricative (/z/) as in jungle /'zʌŋgə'l/ (jungle /'dʒʌŋgə'l/), enresd /ɪn'reɪsd/ (enraged /ɪn'reɪdʒd/), zoyful /'zɔɪfʊl/ (joyful /'dʒɔɪfʊl/), zob /zɒb/ (job /dʒɒb/), emersd /ɪ'mɜ:sd/ (emerged /ɪ'mɜ:dʒd/), imazine /ɪ'mæzɪn/ (imagine /ɪ'mædʒɪn/), zaw /zɔ:/ (jaw /dʒɔ:/), billace /'bɪles/ (village /'vɪlɪdʒ/), etc. This kind of error can't be be totally removed but they can make great effort to overcome it.

c) Voiced labiodental fricative (/v/) is wrongly substituted with voiced bilabial plosive /b/ as in billace /'bɪles/ (village /'vɪlɪdʒ/), riber /'rɪbə/ (river /'rɪvə/), sabe /seɪb/ (save /seɪv/), balue /'bælju:/ (value /'vælju:/), etc. This type of error can be removed by making conscientious effort.

d) Voiceless alveolar affricate (/tʃ/) is wrongly substituted with voiceless alveolar sibilant affricate /ts/ as in taats /tʌts/ (touch /tʌtʃ/), teats /ti:ts/ (teach /ti:tʃ/), tsallens /'tsælɪns/ (challenge /'tʃælɪndʒ/), child /tʃaɪld/ child /tʃaɪld/, reats /ri:ts/ (reach /ri:tʃ/), searts /sɜ:ts/ (search /sɜ:tʃ/), etc. This kind of error can be removed by giving a little more effort and pronouncing it with greater awareness of the sound.

e) Voiceless alveolar fricative (/s/) and voiceless postalveolar fricative (/ʃ/) are wrongly interchanged leading to error in sound production of words like asurance /ə'sʊərəns/ (assurance /ə'ʃʊərəns/), dast /dæst/ (dashed /dæʃt/), immensh /ɪ'mɛnʃ/ (immense /ɪ'mɛns/), racing /'reɪʃɪŋ/ (racing /'reɪsɪŋ/), shabe /ʃeɪb/ (save /seɪv/), phlesh /pʰlɛs/ (flesh /flɛʃ/), sowing /'səʊɪŋ/ (showing /'ʃəʊɪŋ/), (shoon /ʃu:n/ (soon /su:n/), assumed /ə'ʃju:md/ (assumed /ə'sju:md/), grasshy /'grɑ:ʃi/ (grassy /'grɑ:si/), seep /si:p/ (sheep /ʃi:p/), phamised /'pʰæmɪst/ (famished /'fæmɪʃt/), palace /'pæliʃ/ (palace /'pælis/), resheived /rɪ'ʃi:vd/ (received /rɪ'si:vd/), bitsh /bɪʃ/ (bits /bɪts/), lesshon /'lɛʃn/ (lesson /'lɛsən/), shaw /ʃɔ:/ (saw /sɔ:/), sattered /'sætəd/ (shattered /'ʃætəd/), polishy /'pɒləʃi/ (policy /'pɒləsi/), shurrounding /ʃə'raʊndɪŋ/ (surrounding /sə'raʊndɪŋ/), shwallow /'ʃwɒləʊ/ (swallow /'swɒləʊ/), etc. This kind of error is a result of over-consciousness of the sound. It can be removed by being more aware in the production of these two sounds. However, it should be noted that learners make this error because voiceless postalveolar fricative (/ʃ/) is not present in the mother tongue because of which they commit errors while trying to produce its sound, thus, leading to mispronouncing words through overproduction of it even interchanging with Voiceless alveolar fricative (/s/).

f) Omission of a sound or sounds is also a common error among students especially in pronouncing words ending with voiceless alveolar plosive /t/, voiced alveolar plosive /d/ and voiceless dental fricative /θ/ as in amusemen /ə'mju:zmən/ (amusement /ə'mju:zmənt/), brillian /'brɪljən/ (brilliant /'brɪljənt/), fores /'fɒrɪs/ (forest /'fɒrɪst/), enrays /ɪn'reɪs/ (enraged /ɪn'reɪdʒd/), hones /'hɒnes/ (honest /'ɒnɪst/), laugh /lɑ:f/ (laughed /lɑ:ft/), free /fri:/ (freed /fri:d/), teet /ti:t/ (teeth /ti:θ/), mout /maʊt/ (mouth /maʊθ/), and so on. This kind of error is caused by MTI because most Rongmei words do not have ending with these sounds. It can be removed quite easily in comparison to other errors by making a little effort.

g) Wrong replacement of sounds absent in the mother tongue with the available sounds especially in the sound production of voiceless labiodental fricative /f/ which is wrongly replaced with voiceless bilabial plosive /p/ as in wolp/wolp/ (wolf/wolf/), beliep /br'i:li:p/ (belief /br'i:li:f/), thiep /θi:p/ (thief /θi:f/), leap /li:p/ (leaf /li:f/), selp /selp/ (self /sɛlf/), etc. ; and voiced labiodental fricative /v/ which is wrongly replaced with voiced bilabial plosive /b/ in words like abobe /ə'bʌb/ (above /ə'bʌv/), alibe /ə'laɪb/ (alive /ə'laɪv/), drike /draɪb/ (drive /draɪv/), fiibe /faɪb/ (five /faɪv/), lobe /lʌb/ (love /lʌv/), leab /li:b/ (leave /li:v/), resheib /rɪ'ʃi:b/ (receive /rɪ'si:v/), shabe /ʃeɪb/ (save /seɪv/), etc. This kind of error occurs because voiceless labiodental fricative /f/ and voiced labiodental fricative /v/ are not present in the mother tongue of the students. It can be removed only through conscientious effort and practice with the help of teachers and digital tools.

4.3.4. Writing

A total of 250 students were made to write a sentence or two on the importance of learning English to check their writing skills. The scripts were collected and studied to identify the errors committed by them. Some students did not write even a single word either because of unwillingness to write anything or incapability to construct even a single sentence. From the scripts collected, it is found that they committed numerous errors in spelling and sentence construction. The errors are classified into different categories for easier evaluation and analysis of the root causes that might have caused them to commit errors.

4.3.4.1. Grammatical Errors in Writing

a) Phonological errors:

1. It **help** me to **batter** understand in every way or every condition.
(It helps me to better understand in every way or every condition.)
2. It is necessary for **farther** studies.
(It is necessary for further studies.)
3. I **rome** and listen to **englis** song.
(I roam and listen to English song.)
4. Because **english** is important to live our future life **lighter**.
(Because English is important to live our future life brighter.)

5. It **help** us to speak **fruently**.
(It helps us to speak fluently.)
6. English is very ? for people and **english languang ? maintain** all over the world.
(English is very for people and English language is maintained all over the world.)
7. We have to try **it everyday** to speak **fluenly**.
(We have to try every day to speak fluently.)
8. Importance of learning English **it be able to work convinently in other** place.
(Learning English is important to work conveniently in another place.)
9. Speaking English **fluetly** makes a person build up **their** confidence, moreover, it is **a** international **medium** language.
(Speaking English fluently makes a person build up his confidence. Moreover, it is an international language.)
10. I love the way she **taught** and **explanation**.
(I love the way she teaches and explains.)
11. Students should **be cammunicate** in English.
(Students should communicate in English.)
12. It **help** us to interact ? **befferent** types of people all around the world.
(It helps us to interact with different types of people all around the world.)
13. During **pendimix** it supplies what we need.
(During pandemic it supplies what we need.)
14. **Let** talk more **abouth english**.
(Let's talk more about English.)
15. He **teaching** us not only **in** the book but ? his experience and how to **pronouns**.
(He teaches us not only from the book but through his experience and how to pronounce.)
16. I want to be **fluence** in speaking **english**.
(I want to be fluent in speaking English.)
17. I learn by **prefer to ?** dictionary.
(I learn by referring to a dictionary.)

18. He taught us how to **pronounce an english** in correct way.
(He taught us how to pronounce English in correct way.)
19. I want to communicate with foreign people **influence**.
(I want to communicate with foreign people fluently.)
20. By writing daily diary **prefering** to ? dictionary.
(By writing daily diary by referring to a dictionary.)
21. English is the most important subject because **its need the** improve our **pronounce** and spelling for **the** future.
(English is the most important subject because it's needed to improve our pronunciation and spelling for future.)
22. Studying English **need** to **pronouce** well.
(Studying English is needed to pronounce well.)
23. English is ? important subject because it **help** us to **pronouced** well in any activities we ? take.
(English is an important subject because it helps us to pronounce well in any activities we undertake.)
24. Exam **help** us to **improve** our mind.
(Exam helps us to improve our mind.)
25. He **teach** us how to ? **fluence** in **english**.
(He teaches us how to be fluent in English.)
26. The most **difficulties** is lack of knowing grammar and **pronounciation**.
(The most difficult thing is lack of knowing grammar and pronunciation.)

b) Morphological errors:

1. English **are** the most **uses** language around the world.
(English is the most used language around the world.)
2. English **help** us how to communicate **with far country to country**.
(English helps us how to communicate in different countries.)
3. Because **english** help us to speak and **writting**.
(Because English helps us to speak and writing.)
4. We have less money to **spent**.
(We have less money to spend.)

5. Teacher **speats** in **english** with the students and **student speats** among **themsself**.
(Teacher speaks in English with the students and students speak among themselves in English.)
6. I like my teacher's **confident** as well as teaching skill.
(I like my teacher's confidence as well as teaching skill.)
7. English language is more important than any **others language**.
(English language is more important than any other languages.)
8. We studied English from the time we were **childrens**.
(We studied English from the time we were children.)
9. It is very important for all to learn English because **English language** is used **fluently** over all the **place**.
(It is very important for all to learn English because it is used frequently over all the places.)
10. Trying ? communicate in English with friends.
(Trying to communicate in English with friends.)
11. I improve by **communicate through** English **Everytime** in our institution.
(I improve by communicating in English every time in our institution.)
12. The hardest part of **english** is **pronounce**.
(The hardest part of English is the pronunciation.)
13. An experienced **teachers** is a good **teachers**.
(An experienced teacher is a good teacher.)
14. I study English, **Because** I want to communicate with **others** people.
(I study English, because I want to communicate with other people.)
15. If we **wanted** to travel somewhere outside our **resident**, I think learning English is the best way.
(If we want to travel somewhere outside our residence, I think learning English is the best way.)
16. **Its** is necessary.
(It is necessary.)
17. English is the **world languages**.
(English is the world's language.)

18. We need more learning to **spoke english**, how to write and **pronnounce** the words.
(We need to learn more how to speak English, write and pronounce words.)
19. To study the **difficulties** meanings of English words.
(To study the difficult meanings of English words.)
20. The **importants** of learning English.
(The importance of learning English.)
21. Exam is very **importan**.
(Exam is very important.)
22. It is **important** to **learning** English.
(It is important to learn English.)
23. It **help** me to participate anywhere.
(It helps me to participate anywhere.)
24. He is the one who is **experience**.
(He is the one who is experienced.)
25. Some major way to improve **english** in our school **such as** having inter house competition **base** on literacy.
(Some major way to improve English in our school is having inter house competition based on literacy.)
26. **Its** been 12 years of learning English.
(It's been 12 years of learning English.)
27. Learning English **help** us to **improved us to** participate in a group discussion in English.
(Learning English helps to improve our participation in a group discussion.)
28. English can be **improve** by forcing **it** to speak.
(English can be improved by forcing oneself to speak.)
29. I like his patience and good English **speakings**.
(I like his patience and good English speaking skill.)
30. English is the most **use word** to understand between two strangers.
(English is the most used language to understand between two strangers.)

31. English language is most important for studies and communicate **others** people from another country.

(English language is important for studies and communication with people from another country.)

32. An ideal teacher is ? **giving** his/her all **effort's**.

(An ideal teacher is one who gives all his/her efforts.)

33. I love the way they teach us and **it make** me **improved my** ideas and speaking.

(I love the way they teach us and make me improve our ideas and speaking.)

34. I like my teacher's motivation and **confident**.

(I like my teacher's motivation and confidence.)

35. It **help** me **to everthing**.

(It helps me in everything.)

36. It helps me to **communicated** with others.

(It helps me to communicate with others.)

37. He **teach** well.

(He teaches well.)

38. I need English because **it ? importance** for life.

(I need English because it is important for life.)

39. I go **throught at** dictionary.

(I go through a dictionary.)

40. I want to **travels** around the world.

(I want to travel around the world.)

41. It will ? easy to say or to listen **throught** in learning **english**.

(It will be easy to say or to listen by learning English.)

c) Orthographic errors:

1. I learn English by **referencing ?** Dictionary and communicating with friends.

(I learn English by referring a Dictionary and communicating with friends.)

2. English ? **importance** for our **carreer** or goal when we learn ?
thoroughly.
(English is important for our career or goal when we learn it thoroughly.)
3. It **nessecary** to speak **with** English.
(It is necessary to speak in English.)
4. **Compulsary of** speaking **english** during school hour.
(Compulsory speaking in English during school hour.)
5. Learn by **practishing** it **my self**.
(Learn by practising it myself.)
6. I read **alots** during exam.
(I read a lot during exam.)
7. My **teacher** teaching is not **satisfly**.
(My teacher's teaching is not satisfactory.)
8. Using screen, smart classroom it's **importance** for coming future.
(Using screen, smart classroom is important for coming future.)
9. I like my teacher because **his teaching of confident**.
(I like my teacher because he teaches with confidence.)
10. I find difficulty in the **Grammartical of** writing.
(I find difficulty in grammatical part of writing.)
11. We can improve English by giving speech in **assemble**.
(We can improve English by giving speech in assembly.)
12. All my teachers teach us with **fully competent**.
(All my teachers teach us with full competence.)
13. It's **the world wide** known.
(It's known worldwide.)
14. English language is **use** all around the **universal**.
(English language is used all around the universe.)
15. We can **expore** it in any place and it will bring acknowledgements **back** to us by the citizens **Cos** English is the international language.
(We can explore it in any place and it will bring acknowledgements to us by the citizens because English is the international language.)
16. I like the way she **pronunciat**.
(I like the way she pronounces.)

17. When we enter our school compound students should speak **english** or **convert with english** with teachers.

(When we enter our school compound students should speak English or converse in English with teachers.)

18. Learning English is necessary. **it** is a **mass** for all of us. **And** to communicate with other people.

(Learning English is necessary. It is a must for all of us to communicate with other people.)

d) Syntactic errors:

1. English **help** me to **learned** how to communicate with friends.

(English helps me to learn how to communicate with friends.)

2. To **known** about ? **the** write exams.

(To know about how to write exams.)

3. I need to **more education better**.

(I need to get a better education.)

4. English is **only the** language which **will be** known by all.

(English is the only language which is known by all.)

5. An ideal teacher is ? **giving** his/her all **effort's**.

(An ideal teacher is one who gives all his/her efforts.)

6. School should have announced ? the students to speak always in **english** at school.

(School should announce that students should always speak in English at school.)

7. It is a must to know **english** language.

(It is a must to know the English language.)

e) Errors in the use of Articles:

1. It is ? most important **of english** in **that** world.

(It is the most important language in the world.)

2. We got new things by learning **an english in** media and movies.

(We got new things by learning English from media and movies.)

3. English is ? widely used language so it is necessary to learn **english** to communicate, **intereact** with **the** foreigner and it **is** easier to **mingal**.
(English is a widely used language so it is necessary to learn it to communicate, interact with a foreigner and it makes it easier to mingle.)
4. English is **a** important language in today's world.
(English is an important language in today's world.)
5. English is the most important subject because **its need the** improve our **pronounce** and spelling for **the** future.
(English is the most important subject because it's needed to improve our pronunciation and spelling for future.)
6. It's **the world wide** known.
(It's known worldwide.)
7. **Compulsary of** speaking **an english** during school hour.
(Compulsory speaking in English during school hour.)
8. It is a must to know **english** language.
(It is a must to know the English language.)
9. I learn by practising **communicate by ?** senior.
(I learn by practising communication with a senior.)
10. To speak English ? teacher is needed.
(To speak English a teacher is needed.)
11. I need ? teacher and friends when I **have speak english**.
(I need a teacher and friends when I have to speak English.)
12. I'm 100% satisfied with my teacher, because he is ? master in **english** language.
(I'm 100% satisfied with my teacher, because he is a master in the English language.)
13. The hardest part of **english** is ? **pronounce**.
(The hardest part of English is the pronunciation.)
14. Good pronunciation and good teachers in **english** to **be ?** better understanding for **student**.
(Good pronunciation and good teachers in English to give a better understanding for the students.)

15. English **help** us **for talking** with ? foreigner, ? speaking and standing **in** media.

(English helps us to talk with foreigners, to stand and speak before media.)

16. ? **student need** to know English.

(A student needs to know English.)

17. I learn by **prefer to** ? dictionary.

(I learn by referring to a dictionary.)

18. English language is the most popular language and in English we **cammmunicate ? the** stranger and without English language we cannot speak to **the** stranger.

(English language is the most popular language and in English we communicate with a stranger and without English language we cannot speak to a stranger.)

19. English is ? important subject because it **help** us to **pronouced** well in any activities we ? take.

(English is an important subject because it helps us to pronounce well in any activities we undertake.)

20. Exam **help** or **play** ? very important role to learn English.

(Exam **helps** or **plays a** very important role to learn English.)

21. It **allow** us to speak to ? foreigner.

(It allows us to speak to a foreigner.)

22. My teacher is ? best teacher.

(My teacher is the best teacher.)

23. Learning English **help the** student to literate.

(Learning English **helps** a student to be literate.)

24. ? Teacher **are** important learning English.

(A Teacher is important in learning English.)

25. English language is **importance** because it is ? common ? of the world.

(English language is important because it is the common language of the world.)

26. To read more novel and get **a** new things from there.

(To read more novel and get new things from there.)

27. I'm satisfied with my **english** teacher in my school, **Because** he can pronounce **an english** in **whatever country the speaking style**.

(I'm satisfied with my English teacher in my school because he can pronounce the English words in different country style of speaking.)

28. As a student we should learn **english** to know how to communicate even **a** foreigners.

(As a student we should learn English to know how to communicate even with foreigners.)

29. By writing daily diary **prefering** to **?** dictionary.

(By writing daily diary by referring to a dictionary.)

f) Errors in the Parts of Speech:

1. My teachers are **competency**.

(My teachers are competent.)

2. I find difficulties in writing, so I **oftenly brows**.

(I find difficulties in writing, so I often browse.)

3. I learn by practising **communicate by ?** senior.

(I learn by practising communication with a senior.)

4. We learn **form** teacher and friend to talk together **with english**.

(We learn from teacher and friend to talk together in English.)

5. We need teacher **to** learning **english**.

(We need teacher to learn English.)

6. Because **english** is also one of the main **subject** in school.

(Because English is also one of the main subjects in school.)

7. Exam **help** or **play ?** very important role to learn English.

(Exam helps or plays a very important role to learn English.)

8. Learning English **help the** student to literate.

(Learning English helps a student to be literate.)

9. I need to **revised** the syllabus.

(I need to revise the syllabus.)

10. I learn by **communicate** in **english**.

(I learn by communicating in English.)

11. English **help** us **for talking** with ? foreigner, ? speaking and standing **in** media.
(English helps us to talk with foreigners, and for standing and speaking before media.)
12. He **teach** us how to speak like English **proper** men.
(He teaches us how to speak like English like proper men.)
13. It **allow** us to speak to ? foreigner.
(It allows us to speak to a foreigner.)
14. He **force** us to learn even the things that we can't understand.
(He forces us to learn even the things that we can't understand.)
15. I learn by **communicate** in **english** with **other**.
(I learn by communicating in English with others.)
16. It helps to communicate ? people.
(It helps to communicate with people.)
17. It is important **of** my life.
(It is important for my life.)
18. I ? satisfied with my **english** teacher **Because** I love the way he **spoke**.
(I am satisfied with my English teacher because I love the way he speaks.)
19. **By** their **experienced** and **giving** speech.
(Through their experiences and speech.)
20. All my teachers are qualified by the way **he** lecture.
(All my teachers are qualified by the way they lecture.)
21. It is a must to learn English, to communicate with each other, from **other** village.
(It is a must to learn English to communicate with people from another village.)
22. I **use** to read some story or tinkle as well.
(I used to read some story or tinkle as well.)
23. Learning English is important in order to ? acknowledged by society.
(Learning English is important in order to be acknowledged by society.)
24. I used to read my **father** old books and **watching** T.V.
(I used to read my father's old books and watch T.V.)

25. Learning English is very important **to learn** as it is an international **language** which we will be **speak** wherever we go.
(Learning English is very important as it is an international language which we will be speaking wherever we go.)
26. Very satisfying. He **teachers** us **with heartedly**.
(Very satisfying. He teaches us whole heartedly.)
27. Exams **is** important.
(Exams are important.)
28. The way she **teach** was very understandable.
(The way she taught was very understandable.)
29. It **help** us to know how to speak **whatever** we go.
(It helps us to know how to speak wherever we go.)
30. He **possess** loud and clear voice.
(He possesses loud and clear voice.)
31. **? Teacher are** important learning English.
(A Teacher is important in learning English.)
32. Exam **help** us to learn our mistake.
(Exam **helps** us to learn our mistake.)
33. It **allow** us to journey safely **even** if we have to go abroad.
(It allows us to journey safely if we have to go abroad.)
34. It **improve** our reading skill.
(It improves our reading skill.)
35. I learn by communicating **? each other**.
(I learn by communicating with each other.)
36. Exam **improve** our studying skill.
(Exam improves our studying skill.)
37. We learn by **communicate** with people.
(We learn by communicating with people.)
38. I **will asked** my teachers.
(I will ask my teachers.)
39. I learn English by **communicate** with **teacher's and friend**.
(I learn English by communicating with teachers and friends.)

40. Forcing us to speak **english** 24/7 by our teachers as well as by practising **by** the students.
(Forcing us to speak English 24/7 by our teachers as well as by practising among the students.)
41. **Let** talk about it.
(Let's talk about it.)
42. I would approach **to** the English teacher.
(I would approach the English teacher.)
43. I like watching English Movies as well as reading **Novels book**.
(I like watching English Movies as well as reading novels.)
44. I'm not much satisfied in learning **english** in my school, because most of us **are neglected in** speaking ?.
(I'm not much satisfied in learning English in my school because most of us neglect speaking it.)
45. It **help** me for my life.
(It helps me for my life.)
46. He **teach** respectfully.
(He teaches respectfully.)
47. English is the medium of communication **?** over the world.
(English is the medium of communication all over the world.)
48. It **help** to communicate.
(It helps to communicate.)
49. Learning English is important because it **build** up my personality.
(Learning English is important because it builds up my personality.)
50. They help me by speaking **me** in English.
(They help me by speaking in English.)
51. It **enabel** us to communicate with other people **who is not** from the same country.
(It enables us to communicate with other people who are not from the same country.)
52. They **helps** in learning vocabularies.
(They help in learning vocabularies.)

53. My teacher is teaching **with** good **english** because **they have** more potential to speak good and **new english**.

(My teacher is teaching good English because he has more potential to speak good English.)

54. It **?** so important because exam **give** more ideas.

(It is so important because exam gives more ideas.)

55. Yes, **?** am satisfied.

(Yes, I am satisfied.)

56. English teaching can be **improve** by communicating in **english**.

(English teaching can be improved by communicating in English.)

57. **?** **student need** to know English.

(A student needs to know English.)

58. **Through** English, **it reunite** people around the world.

(English unites people around the world.)

59. The way he/she **speak**.

(The way he/she speaks.)

60. I learn English to have a better way to communicate **?** others.

(I learn English to have a better way to communicate with others.)

61. My teacher **want us** guide and lead us so that we can be like others and face the world.

(My teacher wants to guide and lead us so that we can be like others and face the world.)

62. English is very important for all the people who **?** educated because **English language in** the universal language.

(English is very important for all the people who are educated because it is the universal language.)

63. Watching English movies, listening **?** music and **Readings** books.

(Watching English movies, listening to music and reading books.)

64. English is important because nowadays all the people are using **english** to communicate **?** one another.

(English is important because nowadays all the people are using English to communicate with one another.)

65. ? I admire the most from my teacher is **their** speaking skill. It **help** to go ?
tourist.

(What I admire the most from my teacher is his speaking skill. It helps in going for tours.)

66. We need to communicate ? each other in **english**.

(We need to communicate with each other in English.)

67. Most books and movies are also **mostly** in English.

(Most books and movies are also in English.)

68. I ? satisfied with the teaching of English in my school.

(I am satisfied with the teaching of English in my school.)

69. Because it ? important for my life.

(Because it is important for my life.)

70. Teacher and classmate **is the important of** learning.

(Teacher and classmates are important for learning.)

71. Teachers **is** more necessary than others to learn English.

(Teachers are more necessary than others to learn English.)

72. I need to learn English because **It** is important ? my future.

(I need to learn English because it is important for my future.)

73. English language is very important **to** speaking **in** each other.

(English language is very important for speaking with each other.)

74. English is important because we need to speak **in** everywhere.

(English is important because we need to speak it everywhere.)

75. I **use** to listen **the** other people speaking.

(I used to listen to other people speaking.)

76. I **use** to watch the English **gammes**.

(I used to watch the English games.)

77. To have **more better** knowledge.

(To have a better knowledge.)

78. I ask **to** my teacher.

(I ask my teacher.)

79. To improve my English I need to listen ? someone speaking and try hard.

(To improve my English I need to listen to someone speaking and try hard.)

80. It is the most important ? in our life.

(It is the most important language in our life.)

81. English language is important to communicate ? people.

(English language is important to communicate with people.)

82. As a student we should learn **english** to know how to communicate even ?
a foreigners.

(As students we should learn English to know how to communicate even with foreigners.)

83. English language to communicate ? group.

(English language is needed to communicate in a group.)

84. I watch English movie and **speaking** in English with my sister **for**
sometimes.

(I watch English movie and speak in English with my sister sometimes.)

85. If I can't speak **others** or different language to my friends, we can
communicate **by** English.

(If I can't speak different language to my friends, we can communicate in English.)

86. I can't understand the novels and how to **pronunciation** with other people.

(I can't understand the novels and how to pronounce before other people.)

87. While we are in the school or while we are in different place **and** we can
communicate **by english** language.

(While we are in the school or while we are in different place, we can communicate in English language.)

88. I have been **started** learning English since childhood.

(I have been learning English since childhood.)

89. Tuition fee **is keep** going up.

(Tuition fee keeps going up.)

90. English is important **cause** it **make** a communicate with **other**.

(English is important because it makes it possible to communicate with others.)

91. He is an **experience** teacher.

(He is an experienced teacher.)

92. **This day**, if we don't know **english** we **are** get difficulty to work **around** the world.

(These days, if we don't know English we get difficulty to work in the world.)

93. To **improved** our **english** speaking skill we need to **improved** for our younger brother and sister.

(To improve our English speaking skill we need to improve for helping our younger brother and sister.)

94. I like my teacher because he **teach** us all the meaning.

(I like my teacher because he teaches us all the meaning.)

95. Knowing **english** helps us in every **fields**.

(Knowing English helps us in every field.)

96. Exam helps us to study and **improved** our mind and skills **in** better grades.

(Exam helps us to study and improve our mind and acquire skills for better grades.)

97. **Its** been sixteen years ? **I have learned** English.

(It's been sixteen years I have been learning English.)

g) Spelling errors:

1. Listen **cearfully** to teacher.

(Listen carefully to teacher.)

2. A good teacher should have good **pronounciation** to teach student **smodly**.

(A good teacher should have good pronunciation to teach student smoothly.)

3. It ? important for **writting**.

(It is important for writing.)

4. English is ? widely used language so it is necessary to learn **english** to communicate, **intereact** with **the** foreigner and it **is** easier to **mingal**.

(English is a widely used language so it is necessary to learn it to communicate, interact with a foreigner and it makes it easier to mingle.)

5. I learn English by **cheating** with friends.

(I learn English by chatting with friends.)

6. If all the students **should speak** in **english** then we **are** improve our **english**.

(If all the students speaks in English then we can improve our English.)

7. English language is **importance** because it is ? common ? of the world.

(English language is important because it is the common language of the world.)

8. Good pronunciation and good teachers in **english** to **be** ? better understanding for **student**.

(Good pronunciation and good teachers in English to give a better understanding for the students.)

9. To have an extra **english** class and to take more **Grammer** class to be better in speaking **english**.

(To have an extra English class and to take more grammar class to be better in speaking English.)

10. **Its** is **nessasary**.

(It is necessary.)

11. It is **nessesary** to **learning by** English.

(It is necessary to learn English.)

12. Because **english** help us to speak and **writting**.

(Because English helps us to speak and writing.)

13. It is **nessesary** ? we can share our **unknown** meanings.

(It is necessary so that we can share the meanings we don't know.)

14. It is necessary to learn **english** language for **even** get knowledge.

(It is necessary to learn English language for getting knowledge.)

15. School should **have announced** ? the students to **speak always** in **english** at school.

(School should announce that students should always speak in English at school.)

h) Nonsensical Sentences:

1. **To more learning of English are going to give the meaningful** of the word and translation **are** needed.
2. English is very important when we go somewhere we commonly **useful**.

3. To make sure that our English is perfect and **communicable** with our books and studies.
4. It helps in communicating with other people as **english** is mostly spoken in **every places**.
5. **Importance of** English because it **was** important for most people.
6. English is ? most important language not **even** in our country, ? **through** the world.
7. English is so important for us because if we **known english** well **than** we can go everywhere and we can **injoy** our life in outside the world by talking ? each **others** that whom we **don't known** also we can speak **by english** so **english** is important in our life to communicate ? each **others**.
8. We need to learn **english** because it is ? very important language **that all over the world has speak the english** so, we need to understand the **english** language.
9. The **important** ? learning **english** to learn more **grammer** to speak **influence english** communicate to each others and **understanding while** we are reading.
10. Because of the world population mostly **english** is common and used for our knowledge and for **to developed**.
11. To understand internet language and to **listened** ? news, reading newspaper and to read and understand **of** novel.
12. If we know **english** we can interact ? any people in **english** even ? we do not know their languages.
13. English is important because English is an international language, **speak** and known by most people. Also ? enable us to go out and communicate with the other citizens.
14. To **improved** our **english** speaking skill we need to **improved** for our younger brother and sister.
15. Without learning English we will not ? ? do anything.
16. English is important because it **can** international language that **we spoke** by today's world.
17. Learning **english** is the most important **things** that we all have to learn ? English is the most common **languages**.

18. Learning **english** is the most important **things** in education, and **more of the books** or subject **is** written in English.
19. I'm satisfied with my **english** teacher in my school, **Because** he can pronounce **an english** in **whatever country the speaking style**.
20. English is very **important of** learning **of** us.
21. The English language is **importance** to speak, know how ? write and we should ? better **whatever** we go in any place to talk other people.
22. The learning **english** is to **helps** us in **communicate** ? people.
23. In this modern world **english** must ? **known** and if we want to give to one company we need to know for **interviewed**.
24. English **learn many thing to grammer** books.
25. It **help** us in various **way**. ? Mass spoken language in whole world.
26. If we know English ? we can communicate ? other people and can make friend **of it**.
27. I need to **more education better**.
28. As **english** is the most common language in the world we surely need to know, for example **like**, if we go to other places other than our own place.
29. English is one among the greatest universal **language** and so, universally most of the people living on Earth communicate and send messages **through** English.
30. Learning English is necessary. **it** is a **mass** for all of us. **And** to communicate with other people.
31. It is necessary to conduct exam because it ? know about ability.
32. He is ? experienced teacher and ? good **pronunciation teacher**.
33. Because English **help** us to **known** other countries people and when we ? **loes** in other city we can talk ? English and **when we** need some help when we go for our higher study in some other place.
34. It is important to learn **english** because it help us to communicate ? other people even if we **din't** know their language because it is the only language known by all.
35. English is necessary to ? **learn** if we are to study abroad as it is a means of communication worldwide.

36. English language is the most popular language and in English we **cammmunicate ? the** stranger and without English language we cannot speak to **the** stranger.

37. Learning **english make** us easy to communicate with each other. Learning **english** is never a bad idea.

4.3.4.2. Specific Spelling Errors in Writing:

a) **Phonological Errors:** These errors are produced when not all sounds are identified in the word the learner is attempting to spell. It is also because the learner is not able distinguish all the sounds in the words and they write according to the way they hear or pronounce the words.

1. Alwest	Always
2. Befferent	Different
3. Biggin	Beginning
4. Cammmunicate	Communicate
5. Cearfully	Carefully
6. Compalsorilly	Compulsorily
7. Compitancies	Competencies
8. Compitition	Competition
9. Converts	Converse
10. Convinently	Conveniently
11. Explaination	Explanation
12. Fluence	Fluency
13. Fluently	Fluently
14. Fruently	Fluently
15. Grammartical	Grammatical
16. Grammer	Grammar
17. Importain	Important
18. Importants	Importance
19. Langauge	Language
20. Languang	Language
21. Mingal	Mingle

22. Nessasary	Necessary
23. Nessecary	Necessary
24. Nessesary	Necessary
25. Nessesry	Necessary
26. Oready	Already
27. Pendimix	Pandemic
28. Prefering	Referring
29. Previledge	Privilege
30. Privilate	Privilege
31. Profasion	Profession
32. Pronounciation	Pronunciation
33. Pronounciation	Pronunciation
34. Pronouns	Pronounce
35. Pronun	Pronounce
36. Pronunce	Pronounce
37. Pronunciat	Pronunciation
38. Quility	Quality
39. Recieve	Receive
40. Refferencing	Referring
41. Rome	Roam
42. Roming	Roaming
43. Smodly	Smoothly
44. Threadly	Thoroughly

b) Morphological Errors: These errors are produced when the learner is either ignorant or confused with inflectional and derivational endings. They are caused by overproduction of the limited knowledge of the target language.

1. All most	Almost
2. Childrens	Children
3. Infortunate	Unfortunate
4. Miss use	Misuse
5. More over	Moreover
6. Oftenly	Often

7. Peoples	People
8. Taked	Took
9. Teached	Taught

c) Orthographic Errors: These errors are produced when incorrect spelling patterns are used to map the sounds. They occur when learners do not write with correct word boundaries and add or subtract something from a word.

1. Brows	Browse
2. Can not	Cannot
3. Cause	Because
4. My self	Myself
5. News paper	Newspaper
6. Our self	Ourselves
7. Priviledge	Privilege
8. Skill-ful	Skilful

d) Omission Errors: These errors involve leaving out a letter in the spelling. They are caused by ignorance of the correct spellings or carelessness in the process of writing. They can be removed by practising the correct spellings of the difficult words with diligence.

1. Completly	Completely
2. Convinently	Conveniently
3. Din't	Didn't
4. Dont	Don't
5. Everthing	Everything
6. Expore	Explore
7. Fluetly	Fluently
8. Gramatical	Grammatical
9. Importan	Important
10. Improv	Improve
11. Includ	Include
12. Intrest	Interest
13. Necenary	Necessary

14. Puntuality	Punctuality
15. Wether	Whether

- e) **Insertion Errors:** These errors occur when an extra letter is added to a word's spelling. They are caused because of uncertainty about the correct spelling of the English word. These errors are committed especially in words with double letters.

1. Abouth	About
2. Carreer	Career
3. Clearify	Clarify
4. Develope	Develop
5. Effort's	Efforts
6. Equipt	Equip
7. Gammes	Games
8. Grammartical	Grammatical
9. Importants	Important
10. Intereact	Interact
11. Neccessary	Necessary
12. Placess	Places
13. Practishing	Practising
14. Speakings	Speaking
15. Writting	Writing
16. Develope	Develop

- f) **Substitution Errors:** These errors occur when one letter is replaced with another. They are caused by the wrong substitution of a letter with a similar sound in a word. These errors can be removed through more reading and writing so that they can learn the correct way of spelling the words.

1. Debetes	Debates
2. Dictionery	Dictionary
3. Confidance	Confidence
4. Knowladge	Knowledge
5. Compitition	Competition

6. Improve	Improve
7. Injoy	Enjoy
8. Speats	Speaks
9. Quility	Quality
10. Compulsary	Compulsory
11. Pandamic	Pandemic

g) Transposition Errors: These errors happen by swapping the order of two adjacent letters. They occur as a result of their ignorance of the correct spellings of the words. They can be removed by learning the meanings of the two different words and using them in the right context of their writing.

1. Loes	Lose
2. Angle	Angel
3. Enabel	Enable
4. Abel	Able
5. Form	From
6. Dairy	Diary

h) Capitalisation Errors: These errors occur when the first letter of a sentence or proper noun is not capitalised or wrong capitalisation of a letter in the middle of a word or a sentence. They can be removed by learning to identify the proper nouns and by being alert to capitalise the first letter of a word in starting every sentence.

1. english	English
2. i	I
3. india	India
4. Because	because

i) Grapheme Substitution Errors: These errors occur because of using a plausible but incorrect spelling choice. They occur due to the ignorance of the meaning of the two words with the same or similar sounds or resembling spellings. These errors can be removed only by proper study of the meaning of

the words and learning to use them correctly in a sentence construction within the right context.

1. To	Too
2. Crysis	Crisis
3. Than	Then
4. Batter	Better
5. Its	It's
6. Stuff	Staff
7. Leaning	Learning
8. Lear	Learn
9. Mass	Must
10. Spent	Spend
11. Quist	Quiz
12. Wit	With
13. Cos	Cause
14. Label	Level
15. Universal	Universe
16. Hole	Whole
17. Use	Used

4.3.4.3. Evaluation of the Errors in Writing

In the process of checking the writing skill of the students, through various activities, some errors are identified. There are interlingual errors, intralingual errors, communication-strategy errors and induced errors in the data received from the students. The errors are further categorised as phonological errors, morphological errors, orthographic errors, omission errors, insertion errors, substitution errors, transposition errors, capitalisation errors, grapheme substitution errors, syntactic errors, errors in the use of articles, errors in the parts of speech and some nonsensical errors. These errors are analysed and their root causes are examined.

Students commit errors in writing because of multiple factors affecting their spelling and sentence construction. Most of these students have been studying English for more than ten years yet they are not free from committing errors. An investigation

is done to find out the reason for students to make numerous errors in their writing. It is observed that a reading culture is not common among them. As seen from their response in one of the questionnaires, they do not read more than the prescribed syllabus. Their spelling and other grammatical errors are numerous. Since they are not habitual readers, they are writing according to what they hear.

Following of the reason stated above, many phonological errors are committed because not all sounds are identified in the words the learner is attempting to spell as in: *It help me to batter understand in every way or every condition* (It helps me to better understand in every way or every condition); *It is necessary for farther studies* (It is necessary for further studies); *I rome and listen to englis song* (I roam and listen to English song); also in specific words like *alwest* (always), *cearfully* (carefully), *compalsorilly* (compulsorily), *compitancies* (competencies), *compitition* (competition), *converts* (converse), *convinently* (conveniently), *explanation* (explanation), *fluenly* (fluently), *importain* (important), *mingal* (mingle), *nessasary* (necessary), *oready* (already), *pendimix* (pandemic), *profasion* (profession), *pronounciation* (pronunciation), *quility* (quality), *roming* (roaming), *smodly* (smoothly), *threadly* (thoroughly), etc. They have the habit of transcribing according to the way they hear the words or the way they produce the sounds of the words. This practice of directly writing the spellings by merely hearing the sounds leads to the production of errors in their writing.

Morphological errors are produced when the learner is either ignorant or confused with inflectional and derivational endings such as: *Because english help us to speak and writting* (Because English helps us to speak and writing); *We have less money to spent* (We have less money to spend); *We studied English from the time we were childrens* (We studied English from the time we were children); and other words like *all most* (almost), *childrens* (children), *infortunate* (unfortunate), *miss use* (misuse), *oftenly* (often), *teached* (taught), etc. They are produced because of the wrong implementation of verbal inflections by the learners. These errors are made when the students try to apply the regular rules on words which require exceptions especially in making past form of verbs or plural nouns or negation.

Some students also make orthographic errors which occur because of their lack of knowledge on word boundaries and specific spelling pattern. They are produced when incorrect spelling patterns are used to map the sounds such as *brows* (browse), *can not* (cannot), *news paper* (newspaper), *skill-ful* (skilful), *alots* (a lot), *previledge* (privilege), etc. These errors are committed because writing culture is not common among the people and there are no strict rules relating to orthography in Rongmei. Joining or breaking of words are not strictly maintained rather people have the habit of writing according to the syllables.

Syntactic errors are committed because of the difference in the word order in the two languages. While English uses SVO pattern, the Rongmei people follow SOV. This difference creates confusion for them and they commit errors. The other errors are caused lack of knowledge or confusion regarding the correct spelling patterns or the word structures in a sentence which leads to errors of omission, insertion, substitution, capitalisation, etc. All these errors have their root causes which are closely connected to the MTI as well as other grammatical errors which result from faulty teaching and learning process.

4.4. Induced Errors: Stemming from Teachers

Induced errors occur when learners are taught incorrect grammar rules and wrong usage of the language systems by a tutor. They are usually caused by the ignorance of the tutor about the language rules and teaching something in a wrong way while believing it to be correct. And the same errors are induced in the students who are made to believe that they are learning the right thing. In this study, the errors made by the teachers are also presented to explain that some errors committed by the students are induced by the teachers. Here is a collection of responses received from 14 out of 19 teachers because 5 of them failed to provide any response. The following is a compilation of their errors while answering the given questions:

- a) How do you correct students when they make mistakes in English language?
- 1) ? Correcting **Grammer** and correcting **pronounciation**.
(By correcting grammar and pronunciation.)

- 2) **Deals ? them** in person, simplifying the content to **as possibly simple** as I can and correct their mistake by explaining them in **more** detail or breaking down to **its simplest** form.

(By dealing with them in person, simplifying the content to as simple as I possibly can and correcting their mistake by explaining them in detail or breaking down to their simplest form.)

- 3) ? Explain them in our **dailect**.

(By explaining them in our dialect.)

- 4) ? Help them personally in and outside ? classroom. ? Giving them more class work and **H**ome-work.

(By helping them personally in and outside the classroom and giving them more class work and homework.)

- 5) By telling them the **gramatical** mistakes and helping them learn the right way.

(By telling them the grammatical mistakes and helping them learn the right way.)

- 6) ? Find out their weak point and **deal them** personally and demonstrate it and explain them thoroughly.

(I find out their weak point and deal with them personally and explaining to them thoroughly with demonstration.)

- 7) ? Make them aware ? where they are making mistake. ? **Gave** them constructive feedback.

(I make them aware of where they are making mistake and give them constructive feedback.)

- 8) ? Re-directing **of** the questions to the next person.

(By redirecting the questions to the next person.)

- 9) ? Correcting their grammatical mistakes as often as possible, **give** guidance to the matter at hand. ? General corrections in ? class can also be beneficial to the other students too.

(By correcting their grammatical mistakes as often as possible, giving guidance to the matter at hand. Giving general corrections in the class can also be beneficial to the other students too.)

- b) What are the problems/challenges you face in English language teaching?
- 1) Not well **verse with** the **part** of speech or vocabulary ? also lazy to read over again.
(Not well versed in the parts of speech or vocabulary and lazy to read over again.)
 - 2) The **willingness** to learn **from** the students.
(The unwillingness to learn among the students.)
 - 3) **Language barrier and learning resources** are not available for all the students.
(Language barrier. And learning resources are not available for all the students.)
 - 4) Explaining the language in our own **diaclet** as we have limited words **as** compared to ? **english** language.
(Explaining the language in our own **dialect** as we have limited words compared to the **English** language.)
 - 5) One-way **conversation**, students are not responsive enough to clear their doubts, less interaction among the students ? to approach the teacher to clear their doubts and ? understanding.
(One-way learning as students are not responsive enough to clear their doubts. Less interaction among the students or to approach the teacher to clear their doubts and gain understanding.)
 - 6) As **student** are coming together from different **village**, different **family**, they are different in ? thinking, attitude, ? personalities as well. So, to deal with such differences ? **are** not an easy task.
(As students are coming together from different villages and families, they are different in their thinking, attitude and personalities as well. So, to deal with such differences is not an easy task.)
 - 7) Unable to impart the **indebt**/intended content accurately.
(Unable to impart the in-depth/intended content accurately.)
 - 8) **Pronunciation**/vocabulary.
(Pronunciation/vocabulary.)

- 9) Major problems/challenges **encounter** in English language teaching are unavailability of words or term in **indigenous** dialect/language to relate the meaning of English Word/Term. (In certain cases)
(Major problems/challenges encountered in English language teaching are unavailability of words or terms in indigenous dialect/language to relate the meaning of the English word/term. (In certain cases.)
- 10) **Sometime** it is difficult for them to understand the concept and meaning.
(Sometimes it is difficult for them to understand the concept and meaning.)
- 11) **Students** failure in understanding meanings, concepts and ideas, ? due to lack of vocabulary knowledge. Students not speaking English pose a lot of challenges and hindrance to the teaching-learning process.
(The students' failure in understanding meanings, concepts and ideas is due to lack of vocabulary knowledge. Students not speaking English pose a lot of challenges and hindrance to the teaching-learning process.)
- c) Suggest some remedial measures for a better teaching of English language.
- 1) Giving extra effort on **Grammer**, idioms and skills of **writting** and speaking **skills**.
(Giving extra effort on grammar, idioms and skills of writing and speaking.)
 - 2) By using visual aids such as multimedia ? etc.
(By using visual aids such as multimedia, etc.)
 - 3) Rigorous practice of Reading & Writing with special supervision starting from **foundation** level (Pre-primary & Primary). Special attention towards **enlish** vocabulary and Grammar. **Skill-ful** use of phonetic and intonation by teacher **which** teaching/lecturing.
(Through rigorous practice of reading and writing with special supervision starting from foundational level (Pre-primary and Primary) with special attention towards English vocabulary and grammar. Give skilful use of phonetics and intonation by teacher who is teaching/lecturing.)
 - 4) To have an effective teaching in **english** language, **teacher** need to first **equipt** well and be **competence** enough to play a role model.
(To have an effective teaching in the English language, teachers need to first equip well and be competent enough to be a role model.)

- 5) ? Preparing the students from lower classes with correct English usage and basic **clarity**.
(By preparing the students from lower classes with correct English usage and basic clarity.)
- 6) Conduct **for** group activities, giving extra effort on English language teaching.
(Conduct group activities, giving extra effort on English language teaching.)
- 7) Use more **creativity** methods.
(Use more creative methods.)
- 8) Know the meanings of difficult words. Mastery in Grammar and **fluent** in **delivery** of the lessons.
(To know the meanings of difficult words, have mastery in grammar and fluency in delivery of lessons.)

It has been mentioned in the previous chapter that students have high regards for their teachers and see them as “competent” authority in ELT because of which they blindly accept the lessons they teach as truth. However, from the errors of the teachers presented above, it is evident that the teachers too are fallible because they themselves are not the native speakers of the English language. Thus, they are also prone to making mistakes in the use of English as the second language which the students are unfortunately imitating, thus, causing induced errors. The errors are caused by numerous reasons such as insufficient training of the teachers, lack of teachers with the required qualifications to teach English, and lack of subsequent follow-up of the students in learning the correct rules and usages of the English language.

4.5. Findings

In this chapter, the root causes of errors in English are investigated from the data collected from the teachers and students. The findings from the analysis of the four language skills of listening, speaking, reading and writing are presented here. Through evaluation and analysis of the errors committed by students and teachers, some root causes are found to be most prominent in hindering the progress of English language teaching and learning at higher secondary schools in Tamenglong.

Listening skill of the students is not commendable because they were not able to follow the audio files play for them to listen and comprehend. It is because they are not exposed to people speaking English. Ronglat is used everywhere including the offices. They also depend more on reading the subtitles to understand rather than listening to the audio while watching movies. And they are not accustomed to listening to audio files like podcasts and talks except songs. Speaking skill of the students is below average. Most of them committed grammatical and phonological errors. They said that they received their pronunciation mostly from their teachers. Reading skill is also not encouraging because many were not able to read with correct pronunciation, intonation and maintain right pauses where there are colons, semicolons, commas and full stops. Most of their reading was monotonous. This poor skill could be because of a lack of reading culture among the students, libraries are rarely visited and they do not read more than the prescribed syllabus. And writing skills are the things they lack the most. None out of 250 students could write a few sentences without error. They are found to be weak in grammar rules and spelling. Some students have a not-so-good habit of writing incomplete sentences and short forms or abbreviations presumably because of the excessive use of the SMS or social media language. This habit too has to be removed to lessen their errors.

Induced errors are also found to be quite prominent. Some have become habitual in the wrong production of sound and spelling because they have been taught that way. However, some teachers commented that most of the grammatical errors stem from teachers at the initial stage, especially at the primary school level. Whatever may be the reason, it cannot be ruled out that many teachers do not possess the required qualifications such as B.Ed. or D.El.Ed., and some of them do not possess bachelor's degree in English.

Another root cause is the disproportionate ratio of teachers and students. Students receive less attention from teachers due to the overcrowded nature of the classrooms. The recommended PTR i.e. 27:1 (Ministry of Human Resource Development) is not maintained. Therefore, it is difficult for teachers to give due attention to all the students in following up their language skills.

4.6. Conclusion

Error Analysis is a valuable tool in ELT, providing insights that help educators to render support to learners more effectively. The types of errors are categorised and the root causes are analysed in this chapter so that both the teachers and students can understand them and take necessary measures. By understanding the types and causes of errors, teachers can create a more responsive and effective learning environment and students can give priority to those areas that need greater attention. The best way to remove errors in English is to identify the root causes and uproot them through all possible means. Thus, the teachers and students can work together to make progress in the process of English language teaching and learning in Tamenglong.

CHAPTER 5: CONCLUSION

5.1. Introduction

Every problem has a cause that creates it. In the error analysis of students in the process of learning English in Tamenglong, multiple root causes lead to the errors they commit. Some errors are minor and corrigible, while some are grave and require more time and effort to remove them. Because English is not their first language, the learners are prone to committing errors in their use of the language and production of the target language in the four core skills of a language, namely, listening, speaking, reading and writing. The types of errors and their root causes are discussed in the previous chapter. In this chapter, the focus is on understanding the nature of the problem of ELT in the schools at Tamenglong.

5.2. Nature of the Problems Found in ELT

Tamenglong is situated far from Imphal, the capital of Manipur, and the district is often neglected by the state government. This leads to slow progress in development in every sector, especially education. The number of schools is very limited to cater to the needs of the students which leads to insufficiency of seats available for the population. Due to this factor, classrooms are overcrowded and the recommended PTR is not feasible to be maintained. Therefore, the teachers are not able to give due attention to all the students in following them up in their learning.

In other places, schools are competing to excel better than the others because of the need to attract students to fill their classrooms. But in Tamenglong there are very few schools and the institutions get sufficient enrolment without much difficulty. This results in a lack of competition among schools to perform better than the others. This could also be the reason why the administrators of the schools don't filter the process of teachers' recruitment. They are employing people even without the required minimum eligibility qualification to be teachers and to teach multiple subjects.

Another cause of errors is the nature of the place which is monolingual. Tamenglong is dominated by Ronglat speakers, therefore, it is spoken by many

everywhere including the schools. Because of this reason, there is slow progress in the process of English language teaching and learning. They are hesitant to speak English even in offices or institutions where English is made mandatory to be used as a medium of communication.

The present scenario of the higher secondary schools in Tamenglong is analysed in this study (James & Singh, 2024). It is found that many teachers do not possess the required qualification while some do not attend any training on ELT. There is no specific method of teaching adopted by them. Some teachers are given too much work at school and are made to teach multiple subjects. It is also observed that English is taught just like the other subjects are being taught. Apart from the issues related to the qualification of the teachers and the quality of ELT in the schools, there is a limited number of smart classrooms where various ICT tools are used for instruction and language teaching.

5.3. Main Causes of Errors

Among the many causes of errors committed by the higher secondary school students and teachers in Tamenglong, few main or root causes produce the different types of errors in teaching and learning English as a second language. Through this study, it is found that the Rongmei speakers studying at higher secondary school level of education in the district commit numerous errors in English for multiple reasons. These reasons are the root causes of errors committed by teachers and students in the process of English language teaching and learning. The main causes of errors are discussed below.

- i. The learners are not accustomed to listening to English being spoken by native speakers in the form of speeches or talks. For this reason, their listening skill is below average.
- ii. Their speaking skill is also relatively poor because English is least spoken by them even in the schools where they are compelled to speak in English only within the campus.
- iii. Ronglat is used more than English for communication in the market, offices and schools. The people rarely use English in everyday life. Hence, it leads to

students committing numerous grammatical errors and having weaknesses in pronunciation.

- iv. Reading culture is not popular among the people studying in Tamenglong. There are no public libraries to encourage the habit of reading. Even the school libraries are rarely visited by students.
- v. The students could not read the passages given for reading with confidence and without mistakes. Their reading speed is slow because they do not have the habit of reading. Most of them could not read the passage in a way the listeners could comprehend what was being read.
- vi. Writing is the least developed skill found among the students. They are not able to construct even simple and short sentences without errors. They are not in the habit of writing complete sentences.
- vii. They have poor knowledge of grammar and spelling. In the schools, notes are dictated by the teachers. Many students commit errors because difficult words are not spelt or written on the board. Therefore, they write the spelling as they hear and commit spelling errors.
- viii. Induced errors are found in their speaking and writing. In this issue, the teachers play a major role as they influence the students who look up to them as role models.
- ix. It has also been observed that quite a few teachers are not qualified to teach English because they did not take English as their honour subject in the degree studies or postgraduation.
- x. It has been reported that students acquire their pronunciation mostly from their teachers. Teachers' pronunciation influences students and leads to phonological errors because students learn by imitation.
- xi. The recommended PTR is not strictly maintained. A required number of teachers is not recruited according to the needs of the number of students enrolled in a class.

5.4. Suggestions for Tackling Errors

There are feasible solutions to tackle the problems faced by the students. These errors can be uprooted through careful analysis and finding measures to control

them. Some ways to remove these root causes of errors in English language teaching and learning will be discussed in brief.

a) To Eliminate Phonological Errors:

There are certain sounds that are absent in the mother tongue should be given more attention for students to learn the correct pronunciation. Students should be instructed to produce those sounds which are peculiar in comparison to Ronglat. They can be avoided by producing and practising the sounds of the English language in different combinations of sounds and different positions where the sounds appear. The sounds like voiceless labiodental fricative (/f/), voiced postalveolar affricate (/dʒ/), voiced labiodental fricative (/v/), voiceless alveolar affricate (/tʃ/), voiceless alveolar fricative (/s/), voiceless postalveolar fricative (/ʃ/), and the omission of sounds ending with voiceless alveolar plosive /t/, voiced alveolar plosive /d/ and voiceless dental fricative /θ/, which pose greater problems and come under the areas of difficulties should be given priority for practice under the watchful guidance of the teachers. The errors committed in the production of these sounds can be removed to a certain level through daily practice and conscientious efforts made by the teachers to help the students.

b) To Eliminate Morphological Errors:

There are numerous differences in the use of a particular language in comparison to other languages. Keeping this in mind, students should be taught the proper grammar usage and rules regarding various parts of speech and verbal inflections. They should be instructed on the existence of different language structures and grammar in different languages. In the higher secondary schools in Tamenglong, the students can be given more exercises to improve their knowledge of the grammar rules of the English language and learn to construct their sentences free from errors especially in the use of prepositions and other verbal inflections. Through extensive practices, they can overcome this problem and remove the errors which are committed very often by many.

c) To Eliminate Orthographic Errors:

Different languages have different orthography. Students should be instructed on the spelling rules, the word boundaries, capitalisation and punctuations of the target language. On the part of the teachers, they can help the learners by writing the spelling of the difficult words on the board while dictating the class notes. Another measure to avoid spelling errors is by giving handouts to the students so that they can read and learn the correct spelling of the words.

d) To Eliminate Syntactic Errors:

In different language groups there are variations in the syntactic structures. English language is a second language which is different from Ronglat, therefore, students commit errors because of the influence of their mother tongue. The translation of thoughts into English sentence occurs with the words sequence from the mother tongue which has a different syntactic structure. Learners should be guided to locate the subject, verb and object in various sentences. They should be reminded about the difference in the syntactic structure of the native language which is SOV (subject-object-verb) in comparison with the English language which is SVO (subject-verb-object). Also, the rules of transformation of sentences from active voice to passive voice, and direct speech to indirect speech should also be taught to them so that they can avoid errors in their speech and writing.

e) To Eliminate Errors in the use of Articles:

In Ronglat, there is no use of articles in their sentences. In addition to it, there is no specific rule governing the sound production of vowels and consonants. Therefore, there is more task for the concerned teachers not only to teach the existence and use of articles but also to differentiate their right usage in vowel and consonant sounds. Thus, students should be taught the rules governing the use of the definite article and the indefinite articles, and how they are used according to the sound of production of vowels and consonants. They should be given more exercises regularly to enhance their knowledge of the use of articles.

f) To Eliminate Errors in the Parts of Speech:

Multiple rules are attached to different parts of speech in English. In contrast, there are no specific rules regarding parts of speech in Ronglat, therefore, students find difficulty in the application of their knowledge of various parts of speech. In this regard, they should be taught the various parts of speech and the rules governing them. Teachers could conduct more classes on the parts of speech and make them have rigorous practice in the classrooms.

5.5. Some Probable Solutions to the Issues Discussed

- i. A reading culture should be encouraged among the students. They can be guided to read more than the prescribed syllabus.
- ii. The community should promote the establishment of more libraries, bookstores and literature hubs in the district to facilitate reading opportunities for the students.
- iii. Some revision may be required in the designing of the syllabus so that it can focus more on the primary needs of the locals rather than stuffing the students with a bulk of subjects and topics like how it is happening at the moment in the schools.
- iv. The school authorities and administrators can do more scrutiny in the process of recruiting teachers with required qualification to teach the concern subjects according to their specialisation.
- v. School authorities can work together to craft new ideas in order to encourage more healthy competitions among the schools and students through interschool literary events for excellence in learning apart from the frequently organised sports and games.
- vi. The community and the students' bodies can continue to be more proactive in initiating activities, literary competitions or any sort of exposure to bring the best out of the students.

5.6. Conclusion

Although the emphasis of the present study is to identify the errors and their root causes through the error analysis, it is also extremely crucial to realise that

English is not the first language of the people of Tamenglong. Added to this, the people in the study focus is monolingual because Ronglat is spoken and understood exclusively by everyone. Nevertheless, there is always a room for improvement and this study is an attempt to undertake certain measures to rectify these errors.

Overall, it is necessary to envision learning as a lifelong process which begins the very genesis of learning like the alphabets and numbers. It has been pointed out that foundational stages are very crucial for progress in learning because the early development stays as a foundation upon which other learnings are built. The knowledge of the grammar rules and others usages of the language should be established from the early stages of learning.

Errors committed by students and teachers provide evidence of the current status of English language teaching and learning process in the higher secondary schools in Tamenglong. The errors made by the students are equally significant to the teachers to show the progress of their students. A proper understanding of developmental errors may be helpful to the teachers for modification in the methodology of teaching. It should be the combined effort of both the teachers and the students to uplift the status of English language teaching and learning in Tamenglong. The community can also create an ambience conducive to learning and encourage students to engage in various literary events.

Learning is an ongoing process. It is a lifelong process through which everyone can improve and excel in life. There is no end to learning and growth. Therefore, the teachers can also attend more training sessions or refresher courses in ELT. With the renewed zeal they acquire from these sessions and courses, they can contribute more towards the learning of their students.

The status of English language teaching and learning at the higher secondary school level in Tamenglong can be raised through the collaborative work of the teachers, students and the community. They can channel various resources and energy for the growth and development of educational sectors especially in the field of teaching and learning English as a second language.

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